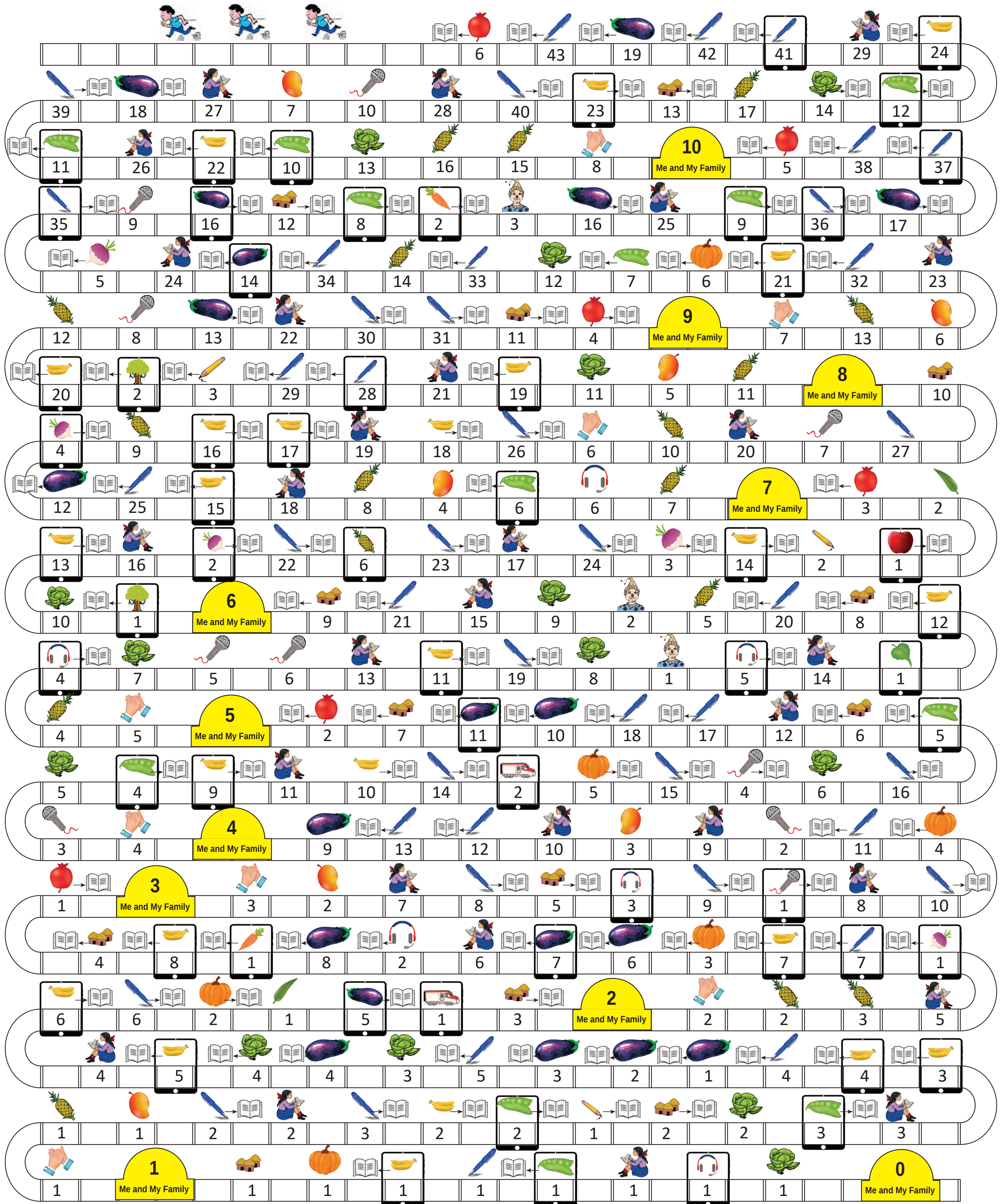


MGML Teaching Learning Methodology
Checklist
Grade: 3 (Three)

Theme	Credit Hours	Milestone no.	Activities	Credit Hours of Milestone	Chant	Describing the Situation	Identification of alphabet/Words	Drill Practice	Children's Game/Language	Fill in the gaps	Matching	Bingo Game	Crossword Puzzle	Mime, Mimicry, Role Play/Action	Pairing	Odd one out(Finding and marking)	Word Puzzle	Unscrambling	Theme Based Evaluation/Assessment	Craft Work	Grammar	Dialogue	Spelling	Puppet Show	Reading	Writing	Listening	Speaking	Home Assignment	Total number of cards	Language Function	Soft Skills	Learning Outcomes
		0	Before You Begin					1		1	1																						
Me and My Family	15	1	Me and My Family	9	1	1	1	2		2, 3, 4, 5, 6	2, 3				1					1	1, 2, 3, 4, 5	2, 3, 4	1		2, 3, 4	2, 3, 4, 5, 6		2, 3	32	- Greeting and leave taking - Talking about occupations - Talking about home and family	- Decision making and problem solving - Self management - Integrity/honesty/self-discipline - Communication - Collaboration - Awareness of and respect for the environment - Personal responsibility - Active Listening	Listening 1. Recognize, identify and produce rhyming words. e.g. near →here. 2. Listen and respond to a wide variety of spoken stimuli (words, sentences, questions, instructions, etc.) both verbally and non-verbally. 3. Follow the message in short simple conversations. 4. Identify key information from a short speech or conversation. 5. Find out specific information (names, dates, time, etc) from different kinds of simple spoken language. 6. Perform a variety of listening comprehension tasks. 7. Listen and comprehend a range of songs and stories with a variety of visual clues./	Speaking 1. Produce words, phrases, simple sentences with intelligible pronunciation. 2. Participate in short conversations. 3. Sing or recite a song/chant by listening to the teacher or an audio.
		2	Me and My Family	6	2	2, 3	3		7, 8								1	1	1		6, 7, 8				5, 6	7	2		4			17	Reading 1. Recognisesilent letters, e.g. e (home), b (comb), k (knee), gh (right), w (write), t (often), l (walk), etc. 2. Read multi-syllabic words composed of roots, prefixes, and suffixes. 3. Read common abbreviations (e.g., Dr., Mr., AM, and PM). 4. Perform the rhymes and chants with appropriate rhyme and rhythm. 5. Read short texts silently and retrieve specific information (name, number, etc.). 6. Guess the meaning of unfamiliar words from contexts. 7. Consult dictionary to find out the meaning of words. 8. Retrieve required information from para-orthographic texts such as charts, tables, graphs and maps. 9. Read poems and short stories for pleasure.	Writing 1. Use capital letters, full stops and question marks correctly. 2. Connect sentences using simple coordinators (e.g. and, but, because). 3. Write in a simple paragraph about oneself, people, places and things. 4. Use correct spelling of words. 5. Use present (with/without -s/es) and regular past (-ed) forms of verbs 6. Use words in meaningful sentences. 1. Demonstrate good handwriting skills.
My daily life	15	3	My daily life I	9	3		2, 3	4												9				7, 8, 9, 10, 11, 12, 13	8, 9, 10, 11, 12, 13	3	1, 2	5	19	- Talking about future - Apologizing - Telling the time	- Communication - Active listening - Collaboration - Cooperation and empathy - Democratic, participatory and equitable value	Listening 1. Recognize, identify and produce rhyming words. e.g. near →here. 2. Comprehend words and simple expressions. 3. Listen and respond to a wide variety of spoken stimuli (words, sentences, questions, instructions, etc.) both verbally and non-verbally. 4. Identify key information from a short speech or conversation. 5. Find out specific information (names, dates, time, etc) from different kinds of simple spoken language. 6. Listen in order to participate in a variety of short conversations. 7. Perform a variety of listening comprehension tasks.	Speaking 1. Produce words, phrases, simple sentences with intelligible pronunciation. 2. Ask and answer a range of questions. 3. Talk about present, past and future events. 4. Sing or recite a song/chant by listening to the teacher or an audio.
		4	My daily life II	6	4			5		9, 10	4, 5				2			2		10, 11	5, 6			11, 12	14, 15, 16, 17, 18	3, 4	6, 7	23	Reading 1. Perform the rhymes and chants with appropriate rhyme and rhythm. 2. Read short texts silently and retrieve specific information (name, number, etc.). 3. Guess the meaning of unfamiliar words from contexts. 4. Read poems and short stories for pleasure.			Writing 1. Use capital letters, full stops and question marks correctly. 2. Connect sentences using simple coordinators (e.g. and, but, because). 3. Write simple stories through completion, matching with pictures or ordering. 4. Use correct spelling of words. 5. Use regular and irregular plural nouns. 6. Arrange words in alphabetical order. 7. Use words in meaningful sentences. 8. Demonstrate good handwriting skills.	

[illegible]

Subject: English



CLASS : Three

Subject: English



abacus	bike	cheap	countryside	express	gift	hunt	map
aeroplane	bill	cheetah	crayons	fair	ginger	hunter	marry
aggressive	birthday	cherry	cub	famous	giraffe	husband	match
agree	bite	chess	cucumber	farm	gland	ice skate	meal
ahead	blonde	chew	cuddle up	fast	glasses	Indian	mechanic
air	blouse	chick	culture	favourite	globe	industry	medium
air hostess	blow	chicken	curry	fax	gloves	instrument	melons
along	boat	Chinese	curtain	feather	glue	interesting	menu
amazing	bookshelf	chocolate	customer	feel	gourd	interest	message
appearance	boots	chores	dance	female	grand	internet	mirror
armchair	bored	city	dangerous	fifty	ground	introduce	mittens
around	bottle	classmates	dark	fight	grow	jacket	monsoon
arrive	bowl	claw	dear	film	guess	juice	motorcycle
art	bread	clean	decide	fireplace	guest	juicy	mountain
assembly	bright	clever	den	fishing	hairband	keen	moustache
attend	broccoli	clip	dentist	flat	handmade	kind	movies
attractive	brown	close	describe	fleshy	handsome	kitten	municipality
auto rickshaw	buffalo	coat	difficult	flew	happy	kiwi	mushroom
autumn	building	coconut	dinner	flies	hard	lab	music
avocado	burger	coffee	disc	flipper	working	lamb	musician
badminton	busy	colony	dishes	floor	hatch	land	national
bakery	butcher	colourful	doughnut	fly	hate	laptop	nationality
barber	cabbage	comb	doze	fond of	heavy	lay	neck
bargain	cabinet	comfortable	drawer	food	helicopter	layer	neighbour
basketball	calculator	compass	drawing	football	hemisphere	lazy	newspaper
beak	calendar	competition	duckling	forest	highlight	leaf	nod
beans	calf	compose	east	forget	hill	leather	noisy
beard	camping	computer	eat	friendly	history	lettuce	notepad
beat	candy	congratulations	eggplant	fun	hobbies	library	notice board
beautiful	canteen	contribution	eighty	funny	hole	light	obey
behave	carpet	cook	equipment	fur	holidays	litter	observe
behind	carry	correct	eraser	games	hollow	lovely	occupation
belly	cartoons	copy-book	every	garbage	homemade	machine	ocean
belt	catch	costly	exchange	garden	homework	magazine	office
berries	ceiling	count	exciting	gardening	hop	magic	omelette
bicycle	celebrate	country	expensive	garlic	hostel	maiden	order
big	champion			German	hungry	mall	oval

Grade 4

10

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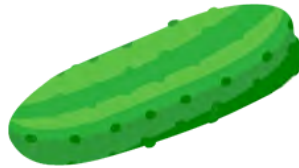
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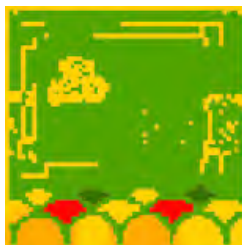
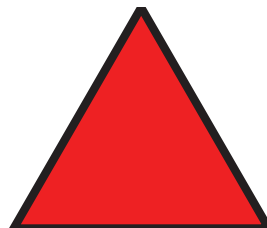
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11

Fully Teacher Supported Group



Peer Supported Group



Partially Teacher Supported Group



Self Learning Group



Listen and practise.



Hi Dolma! How are you?



Everything is ok.
What about you?



I'm fine. Who's
this with you?



Oh! This is Kaji.
He's our new friend.



Hello Kaji! Nice
to meet you.



Nice to meet you, too.



Oh, it's time to
go. Bye.



Bye. See you.



Instructions for teacher:

- Invite two students in front of the class and ask them act out the conversation.
- Divide the students into the groups of three and ask them to act out the conversation.
- Move around the class, observe them and provide assistance.



Students' card

1



1





Teachers' card

1. I can drive buses and trucks.
2. I can carry a heavy load on my back.
3. I can stay at a shop and sell things.
4. I can fly planes.
5. I can take care of sick people.
6. I can catch thieves.
7. I can make chairs, tables, benches, etc.
8. I can grow vegetables.
9. I can build the wall of a house.

Instructions for teacher:

- Read the sentences one by one and ask the students to identify the jobs.
- Tell them to put grains/pebbles on the right picture.
- Observe them and provide feedback.



Read and answer.

1

The nights are cold in the mountains in September, October and November but the days are sunny. At the high hills, mornings are clear. It's partly cloudy in the afternoons. We can see stars in the sky during the nights.

During December, January and February, the weather is cold. Heavy snowfall takes place in the mountains. The days are dry. It rains more in the west than in the east. In Kathmandu, the days are sunny and warm but the nights are freezing cold.



From March to May, the weather is warm and stormy. Snow falls at higher places. Beautiful rhododendrons are seen. In the Terai, it is much warmer. There is not much rain during this time. Sometimes, it doesn't rain for a long time.

From June to August, we can see rain, mist and fog almost every day. It is very hot in the Terai. Hot air blows there. But in the north, it is cool. People become busy planting paddy during this time.



Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask the students to read the text aloud individually.
- Observe them and provide assistance.



Match the pictures with the words.

1

a



rhododendron

b



paddy

c



mountains

d



hills

Instructions for teacher:

- Ask the students to observe the pictures and identify them.
- Tell them to match the pictures with words.
- Tell them to write the picture number matching with their name in their exercise books. (E.g. a-mountain)



Write short answers.

a. When do we see stars in the sky?

b. How are the nights in Kathmandu in February?

c. When do we see rhododendrons?

d. Why do we have wet weather in July?

e. How is the weather outside now?

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card-1'.
- Tell them to write the answers in their exercise books.
- Check their answers and provide feedback.

**Fill in the blanks with the correct alternative.****1**

- a. The afternoons are partly cloudy in
i. October ii. December iii. April iv. August
- b. During January, the weather is
i. hot ii. cold iii. cool iv. warm
- c. The weather is stormy during
i. June ii. February iii. November iv. May
- d. In July, it rains
i. more ii. very little iii. almost every day
iv. not at all

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card-1'.
- Tell them to choose the correct answer and fill in the blanks.
- Check their answers and provide feedback (Pair correction is preferred).

Act out.



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



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



Instructions for teacher:

- Invite two students in front of the class and ask them to play the role of the girl and the boy.
- Call another student in front of the class and talk about him/herself.
- Divide the students to work in pair and introduce with each other.
- Move around the class and monitor them.



Listen and sing.

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



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

Write other words for these.

grandpa : grandfather granny :

mummy : daddy :

Instructions for teacher:

- Show the picture and discuss it.
- Recite the rhyme and ask them to follow you.
- Invite students to recite the rhyme.
- Then, ask the students to write the other words for the given words in their exercise books as in the example.
- Check their answers and provide feedback.



Look at the picture and discuss.



Instructions for teacher:

- Show the pictures one by one and discuss them.
- Ask the students to describe about the picture.



a happy girl

Instructions for teacher:

- Show the picture in this card and discuss the picture.
- Pronounce the phrase 'A Happy Girl' and ask the students to follow you.
- Ask the students to spell the word 'happy'.



a tall and slim man

Instructions for teacher:

- Show the picture in this card and discuss the picture.
- Pronounce the phrase 'A tall and slim man' and ask the students to follow you.
- Ask the students to spell the words 'tall' and 'slim'.



a big family

Instructions for teacher:

- Show the picture in this card and discuss the picture.
- Pronounce the phrase 'A big family' and ask the students to follow you.
- Ask the students to spell the words 'big' and 'family'.



blonde hair

Instructions for teacher:

- Show the picture in this card and discuss the picture.
- Pronounce the phrase 'blonde hair' and ask the students to follow you.
- Ask the students to spell the words 'blonde' and 'hair'.



Make sentences using the words below and write.

2

a. happy:

b. big:

c. blonde:

d. tall:

e. slim:



Read and answer.

My Lovely Family

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

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

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

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

We have a pet called Pirate. He is my favourite dog. I love my family and my pet.

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask the students to read the text aloud individually.
- Observe and provide necessary assistance.





Answer the following questions.

a. What is the girl's name?

b. Is Ana British?

c. Who is Pirate?

d. How old is Tim?

e. Who does Ana love?

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card-2'.
- Tell them to write the answers.
- Check their answers and provide feedback.



Complete the table.

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

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card - 2'.
- Tell them to complete the table individually.
- Check their answers and provide feedback (Pair correction is preferred.)



Match the opposite words.

2

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

Instructions for teacher:

- Ask the students to match the opposite words and write in their exercise books.



Draw a picture of your family.



Instructions for teacher:

- Provide drawing sheets and crayons.
- Ask the students to draw the pictures of their family.
- Ask them to write their names on the sheets.
- Tell them to display the pictures on the display board.



Listen and practise.

2

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

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

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

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

Mike : Oh! the birthplace of Buddha!

Sima : Yes, Nepal is the birthplace of Buddha. See you , Bye!

Mike : Bye! Have a nice day!



Instructions for teacher:

- Ask one of the students to come in front of the class and act out the dialogue.
- Divide the students into pairs and ask them to act out the dialogue.
- Move around the class, observe them and provide assistance.



Match the nations and nationalities.

3

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

Instructions for teacher:

- Ask the students to match the countries with their nationalities.
- Let them present their answers; one of them names the country and another tells the nationality.
- Provide necessary feedback.

Read and answer.



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



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



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



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

Instructions for teacher:

- Read the text aloud and ask the students to follow.
- Ask them to read the text aloud individually.
- Observe them and provide assistance.



Complete the table with correct information.

Name	Country	Capital	Popular Sports
Salman			
	Italy		
		Tokyo	
			football

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card-3'.
- Tell them to find the informations from the text and fill in the table.
- Check their responses and provide feedbacks (Let them check each others' tasks as far as applicable).



Complete these sentences with correct words.

4

Chinese, Nepal, India, Russia, German, Japanese

- a. Nataslia is from She's Russian.
- b. Thomas is from Germany. He's
- c. Xi is from China. She's
- d. Mahesh is from He's Indian.
- e. Yuka is from Japan. She's
- f. Phurba is from He's Nepali.



Answer the following questions.

4

a. What language does Salman speak?

b. What is Italy famous for?

c. What food is popular in Japan?

d. Who is Shakira?

Instructions for teacher:

- Ask the students to read the text on girl with a book card-3.
- Tell them to write the answers.
- Check their answers and provide feedback.



Read the following sentences.

1

I am a boy.	I'm a boy.	I'm not a girl.
I am from France.	I'm from France.	I'm not from Paris.
He is Spanish.	He's Spanish.	He isn't Italian.
She is Chinese.	She's Chinese.	She's not Indian.
It is 8 o'clock.	It's 8 o'clock.	It isn't 9 o'clock.
They are at the match.	They're at the match.	They aren't at the zoo.
The books are on the table.		The books aren't on the table.

Write the short forms of these.

- He is : He's.
- I am :
- We are :
- It is :
- is not :
- are not :

Instructions for teacher:

- Ask the students to read the sentences carefully.
- Discuss the sentences focusing on the auxiliary verbs; especially on the contractions..
- Tell them to write the short forms of the given auxiliaries.



Change the following sentences into negative.

2

a. He's a good player.

He isn't/is not a good player.

b. She's an actress.

c. They're students.

d. I'm clever.

e. My mother and father are here.

f. She's from Mexico.

g. My friends are interesting.



Ask and answer.

Questions	Short answers	
Are you American?	Yes, I am.	No, I'm not.
----- Chinese?	Yes, we are.	No, we aren't.
----- he a student?	Yes, he -----	No, he -----
----- she your friend?	Yes, she -----	No, she -----
----- we going?	Yes, we -----	No, we -----

Instructions for teacher:

- Invite one of the students in front of the class and have a conversation.
- Call two students in front of the class and ask them to practice the conversation.
- Divide the students into pairs and ask them to practice the conversation.
- Go around the class and provide necessary feedback.



5

- What's your name?
- How old are you?
- Where are you from?
- What's your nationality?
- What is your brother's/sister's name?
- What do your parents do?

This image shows a full page of blank primary-ruled paper. It features multiple sets of horizontal lines designed for handwriting practice. Each set consists of three lines: two solid blue lines forming the outer boundaries and a dashed blue line in the middle. These sets are separated by wider white spaces, which serve as margins. The entire page is oriented horizontally and contains no text or other markings.

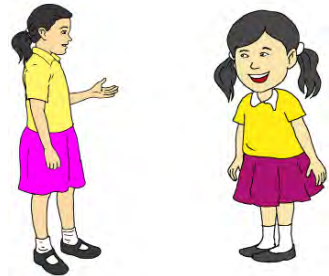
Listen and act.



Rina : Hello! How old are you?
 Pasang : I'm eight. What about you?
 Rina : I'm nine.
 Pasang : When's your birthday?
 Rina : My birthday is in April.



Nita : Hi! Are you new here?
 Gita : Yes, I am. My name is Gita.
 What's your name?
 Nita : I'm Nita. Nice to meet you.
 Where are you from?
 Gita : I'm from Dhading.



Ganesh : Who's your best friend?
 Rupa : My best friend is Pangre.
 Ganesh : Pangre! It's a funny name.
 Rupa : Pangre is my dog. He's very clever.



Instructions for teacher:

- Invite a student in front of the class and practise the dialogue.
- Ask two students to practise the dialogue in pair in front of the students.
- Ask them to work in pairs and practise the dialogue.
- Move around the class and monitor them.



Write questions. Then, ask and answer.

4

A:

B: I'm Adam.

A:

B: I'm from Spain.

A:

B: I'm eight.

A:

B: My birthday is in November.

A:

B: My best friend is Naresh.

Instructions for teacher:

- Ask the students to look at the example.
- Tell them to write/make questions for the given answers.
- Ask them to practice the (questions/answer) dialogue in pairs.



Ask and write.

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

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

Instructions for teacher:

- Ask the students to copy the given table in their exercise books.
- Ask them to write the names of their two friends in the table and fill the table asking the given questions.
- Provide necessary assistance.
- Ask some students to share their answers.



Complete the sentences with the words.

5

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

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

Instructions for teacher:

- Ask the students to fill in the blanks selecting the suitable words given in the box.
- Support them if needed.



Read.

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

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

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

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

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Observe them and provide necessary assistance.



Bubble the correct answer.

6

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

Instructions for teacher:

- Ask the students to read the text on 'girl with a book-4'.
- Tell them to bubble the correct answer.
- Check their answers and provide feedback (Enforce peer correction.)



Answer the following questions.

6

a. Do the family members help each other in work in Nimesh's family?

b. How often does Nimesh wash clothes?

c. What household chores does Geeta do at home?

d. Is Gita's family big?

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card-4'.
- Ask them to write the answers to the given questions.
- Check their answers and provide feedback.



Make sentences from the table below.

2

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

Now, write the sentences.

-
-
-
-
-
-
-
-

Instructions for teacher:

- Ask the students to make sentences orally turn by turn.
- Provide necessary assistance. (Enhance peer correction.)



Listen and write

favorite

pizza

sweep

chores

citizen

nationality

know

knee

comb

warm

weather

serious

Instructions for teacher:

- Read the words aloud one by one and ask the students to write them.
- Check their responses and provide feedback.

**Choose the correct forms to complete the sentences.****5**

- a. Manita and I to the cinema every Friday. (go/goes)
- b. My brother Harka Karate three days a week. (play/plays)
- c. Mr. and Mrs. Karki from Canada. (come/comes)
- d. Kabita is a good teacher. She her students. (love/loves)
- e. He very fast. (swim/swims)
- f. Do you ? (dance/dances)
- g. Mr. Dean is a baker. He a bakery. (have/has)
- h. Does he his socks every day? (wash/washes)

Instructions for teacher:

- Ask the students to write the sentences choosing the correct options given.
- Let them share their answers individually.
- Check their answers and provide necessary feedback.



MS 1
1

English : GoN/MoES/CDC/CEHRD E3.041.03 GRADE 3

MS 1
1

English : GoN/MoES/CDC/CEHRD E3.041.03 GRADE 3

MS 1
1

English : GoN/MoES/CDC/CEHRD E3.041.03 GRADE 3

MS 1
1

English : GoN/MoES/CDC/CEHRD E3.041.03 GRADE 3

Instructions for teacher:

- Provide the word cards of: tall, happy, big, slim, blonde, small.
- Ask them to put the cards on the box in alphabetical order.
- Check their answers and provide feedback.



Listen and sing.

This is my father, nice and kind.
This is my mother, gentle mind.
This is my sister, playing with a doll.
This is my brother, still to grow tall.
This is my family, I love them all.

This is my father, nice and kind.
This is my mother, gentle mind.
This is my sister, playing with a doll.
This is my brother, still to grow tall.
This is my family, I love them all.
This is my family, I love them all.



<https://www.youtube.com/watch?v=GV4Cr2FJm-Q>

Instructions for teacher:

- Recite the rhyme and ask the students to follow you.
- Invite them to recite the rhyme.
- Ask them to recite independently.
- Visit the given website for proper melody.



Look at the picture and talk to your friend.

2



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

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Ask them to respond to the given questions one by one.
- Provide necessary feedback.



Talk about it with your friends.

MS 2

3

What is happening in the picture below?



Instructions for teacher:

- Ask the students to observe the picture carefully.
- Tell them to describe the picture one by one.
- Provide necessary feedback.



Read about the mother's day.

5

It is Mother's Day. The family is in the kitchen. Sujan wants to prepare lunch for her family.

'Who will help me?' Sujan asks.

'I will cut and fry the fish,' says father.

'I will wash and cook the rice and vegetables,' says Jenni.



Uncle joins them to have lunch.

After the meal, Sujan and Jenni give their mother some gifts and fruits.

'Thank you,' says mother. She gives them a big hug.

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask the students to read the text aloud individually.
- Monitor and provide necessary feedback.



Rearrange the letters to make words and make sentences.

1

a. lnuhc – **lunch: I take lunch with my family.**

b. kchtine -

c. fyr -

d. koko -

e. mael -

f. hgu -

g. gfits -

Instructions for teacher:

- Ask the students to observe the example carefully.
- Ask them to rearrange the letters to make words and use them in their own sentences.
- Check their responses and provide necessary feedback.



Write 'True' or 'False'.

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

Do you celebrate Mother's Day? What do you do on the day? Write in your exercise book.

Instructions for teacher:

- Ask the students to read the text on girl with a book card-5.
- Tell them to write 'True' or 'False' against the given sentences.
- Check their answers and provide necessary feedback.



Choose the correct words and write in the blank spaces.

7

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

Instructions for teacher:

- Ask the students to read the text on girl with a book card-5.
- Ask them to choose the correct options to fill in the blanks.
- Check their answer and provide necessary feedback.





Make as many sentences as possible from the table.

3

I Ram and Hari We She Jenni Sujan	is am are	eating food.
--	-----------------	--------------

Instructions for teacher:

- Ask the students to observe the table carefully..
- Tell them to make sentences and share with their friends orally.
- Listen to their responses and provide necessary feedback.



Look at the verbs in the box and do the given task.

6

run – running, play – playing, sing – singing, bite – biting

Now, write the '-ing' forms of these verbs.

look

dance

ride

eat

read

write

enjoy

cook

prepare

fry

cry

dry

Instructions for teacher:

- Ask the students to observe the examples carefully.
- Tell them to change the given verbs in their -ing forms.
- Ask them to share their answers and provide feedback, if necessary.



Study the sentences.

- a. Ram is a driver. He drives a bus.
- b. He is an artist. He paints pictures.
- c. She is a nurse. She looks after patients at hospitals.
- d. Nima is a pilot. He flies an aeroplane.
- e. She is an airhostess. She serves food.
- f. He is a waiter. He works in a restaurant.

Now, complete the sentences with a or an.

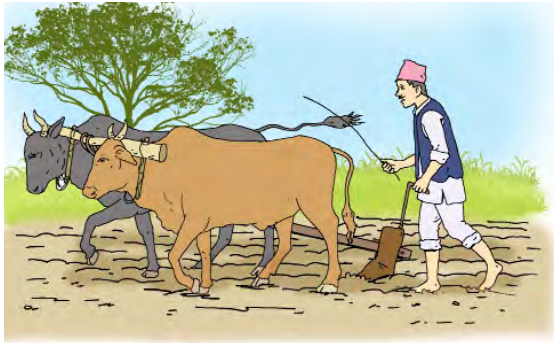
- a. There is book on the desk.
- b. She's reading old comic.
- c. They've got idea.
- d. He's drinking cup of coffee.
- e. The girl is pilot.
- f. Kathmandu has airport.
- g. This is expensive bike.
- h. Look! There's bird flying.
- i. My father is honest person.
- j. My friend likes to be astronaut.
- k. I want to be artist.



Read.

A Day in the Life of a Farmer

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



Ram Karki is a farmer in a small village near Kathmandu. He lives with his wife, Bimala and his children. They work in the fields everyday. Ram and Bimala get up every morning at 4:00 am. They work in fields from 7:00 am to 6:00

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



Instructions for wteacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Observe them and provide feedback if necessary.



Listen and write who they are.



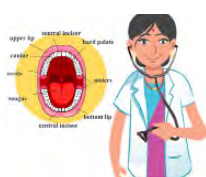
Mr. Karki



Mr. Mahato



Mr. Thakur



Ms. Shrestha



Ms. Lama



Mr. Joshi



Mr. Singh



Mr. Dhakal



Mr. Tamang



Mr. Sunar



Mr. Silwal



Ms. Karki



Teacher's card:

2B

Answers

Mr. Karki -Driver
Mr. Thakur - Barber
Ms. Lama - Air hostess
Mr. Singh - Doctor
Mr. Tamang - Butcher
Mr. Silwal - Artist
Mr. Mahato - Mason
Ms. Shrestha - Nurse
Mr. Joshi - Shopkeeper
Mr. Dhakal - Waiter
Mr. Sunar - Musician
Ms. Karki - Police (woman)

Instructions for teacher:

- Name the professions one by one and ask the students to write them under respective picture.
- Provide photocopies of the card to be written.
- Check their answer/responses.



Compare the sentences.

Examples:

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

Now, change the following sentences into negative.

- She makes all her money by herself.

- I walk to school.

- Nita drives to work.

- Driving is a dangerous job.

- They are doing their work.



Find the jobs in the grid.

1

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



Write correct jobs in the spaces.

- a. A _____ paints pictures.
- b. A _____ serves food.
- c. A _____ cooks food.
- d. An _____ works on a plane.
- e. A _____ cuts hair.
- f. A _____ looks after our teeth.
- g. A _____ sells goods.
- h. A _____ mends engines.
- i. A _____ does an operation.
- j. A _____ composes music.

Instructions for teacher:

- Ask the students to observe the description of jobs on this page.
- Tell them to find the words and highlight them in the grid.
- Ask them to write the jobs matching with the definition.
- Check their answers and provide necessary feedback.



Assessment-1

1. Say the rhyming words for these.

- | | | | |
|---------|---------|----------|---------|
| a. pig | b. fame | c. ball | d. say |
| e. cold | f. mine | g. purse | h. good |

2. Listen to the recording and complete the sentences.

- Ram Karki lives with his and children.
- Ram and his wife get up at
- They stop work for a rest at
- They usually go to bed at

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

4. Listen to your teacher and sing the chant.

Mummy and daddy love me.

Grandpa and granny love me.

I love my brother, he loves me.

I love my sister, she loves me.

Mummy and daddy, grandpa and granny.

Brother, sister and me;

Together we make a family.

A happy-happy family.

A happy-happy family.

5. Pronounce the following words.

- | | | | |
|---------|----------|------------|-----------|
| a. tall | b. slim | c. Russian | d. lunch |
| e. gift | f. enjoy | g. prepare | h. barber |

6. Read the following text and answer the questions.

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

My mother's name is Laura and my father's name is Peter. My



Assessment-1

mother has got blonde hair and she is very kind. My father is tall and slim and he is very funny.

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

A. Find and write the meanings of the words from a dictionary.

a. blonde:

.....

b. slim:

.....

c. funny:

.....

B. Answer the following questions.

a. Where is Ana from?

.....

b. Who is David?

.....

7. Put these words in alphabetical order.

family, mother, boy, children, pet

.....

8. Look at the picture and describe.

.....



Listen and sing.

Get up fast

Doo doo doo doo doo

Get up fast.

Brush my teeth

Doo doo doo doo doo

Brush my teeth.

Wash my face

Doo doo doo doo doo

Wash my teeth.

Have a breakfast

Doo doo doo doo doo

Have a breakfast.

Go to school

Doo doo doo doo doo

Go to school.

Say hello

Doo doo doo doo doo

Say hello.

Play with friends

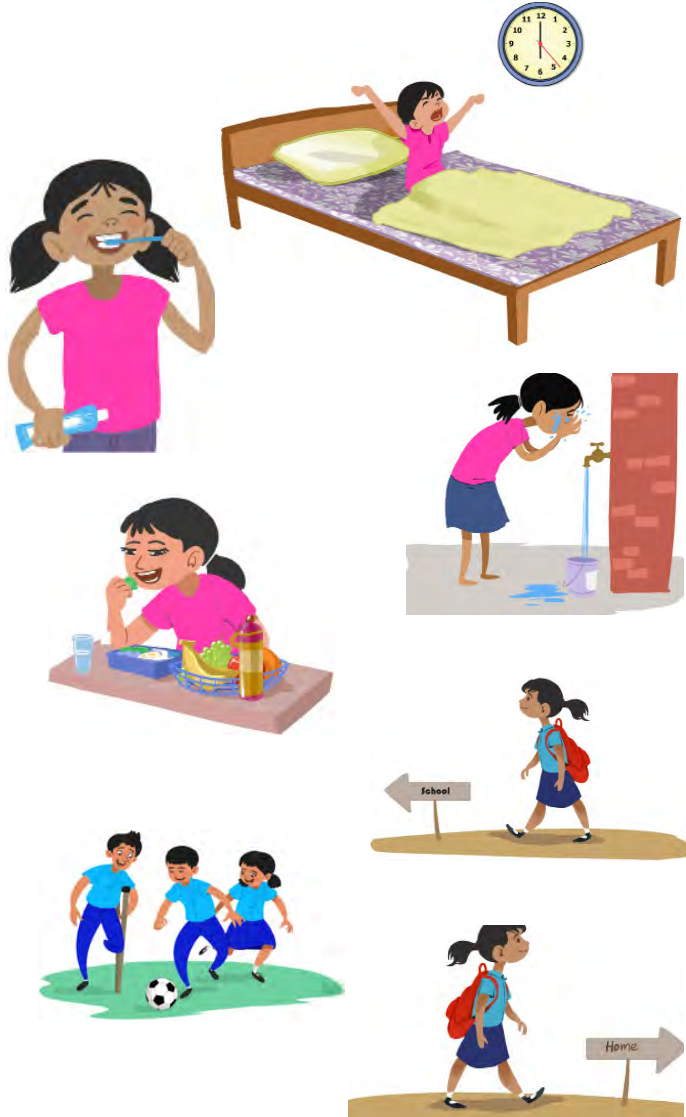
Doo doo doo doo doo

Play with friends.

Come back home

Doo doo doo doo doo

Come back home.



Instructions for teacher:

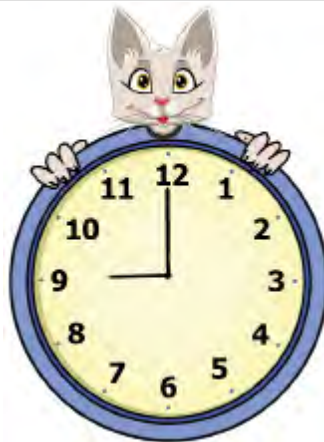
- Learn to sing the rhyme (Get help of 'Baby Shark doo doo' in the youtube)
- Sing the chant in the classroom and ask the students to sing together.
- Ask the students to sing the chant.
- You may ask them to clap while singing.



3 o'clock

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word '3 o'clock' and ask the students to follow you.



9 o'clock

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word '9 o'clock' and ask the students to follow you.



4 o'clock

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word '4 o'clock' and ask the students to follow you.



half past two

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word 'Half past two' and ask the students to follow you.



quarter to five

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word 'Quarter to five' and ask the students to follow you.



quarter past eleven

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word 'Quarter past eleven' and ask the students to follow you.



Read Pari's daily routine.

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

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

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



Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Observe them and provide necessary assistance.



Answer the following questions.

a. When does Pari get up?

b. What does she have for breakfast?

c. How does she go to school?

d. How many hours does she spend at school?

e. Does she read and write after dinner?

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card-7'.
- Ask them to write answers to the questions.
- Tell them to share their answers one by one.
- Check them and provide necessary feedback.



Look the pictures and say complete sentences.

3



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



Rina is my friend.
I play with her.



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



Nabina is my best friend. We
go together.

Instructions for teacher:

- Read the sentences with the gaps.
- Ask students to fill in the gaps listening to you.
- Check their answers and provide necessary feedback.



Make your own sentences.

a. share

b. toy

c. chat

d. competition

e. behave

Instructions for teacher:

- Ask the students to make sentences using the words.
- Check their responses and provide feedback.

Ask and answer.

What time is it?



It is three o'clock.

What time is it?



What time is it?



What time is it?



What time is it?



What time is it?



What time is it?



What time is it?



Instructions for teacher:

- Ask the students to check the time of the clock.
- Form pairs and ask them to ask and answer the time.
- Provide necessary assistance and feedback.



Read.

Alia's Best Friend

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



They go to school together. They sit on the same bench. They sometimes play skipping. They sometimes just sit and chat. They share their snacks.



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



They like to spend free time together. Weekend is their fun time. They play games. They have a drawing competition. Hana is good at drawing and painting. They sometimes go to market. They watch television. They both love music. They sometimes go to cinema with their parents. Their parents call them twin sisters.

Instructions for teacher:

- Read the passage aloud and ask the students to follow you.
- Ask them to read the text individually.
- Observe them and provide feedback.



Answer the following questions.

a. What do Alia and Hana play at school?

b. How do they do their homework?

c. Who is good at painting?

d. How do their parents behave them?

e. Why are Alia and Hana always together?

Instructions for teacher:

- Ask the students to read the text on 'girl with a book card-8'.
- Tell them to write the answers.
- Monitor them while they are writing.
- Check their answers and provide feedback.



Study and make sentences.

4

Study the following sentences.

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

Now, make as many sentences as possible.

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

Instructions for teacher:

- Ask the students to read the sentences carefully.
- Discuss about the example sentences.
- Ask them to make sentences from the table orally.
- Check and provide feedback.



This image shows a full page of blank primary-ruled paper. It features multiple sets of horizontal lines. Each set consists of three lines: two outer blue lines defining a margin and a single red line in the center for writing. These sets are repeated down the entire page, creating a template for organized handwriting practice. The margins are consistent in width throughout the document.

- Ask the students to write a paragraph.
- Monitor them while they are writing.
- Check and provide feedback.



Tell your friends.

2

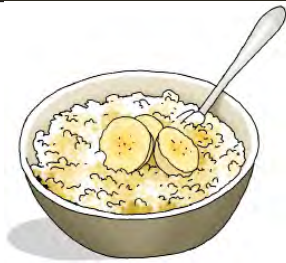
Who is your best friend? What do you do with your best friend?

Instructions for teacher:

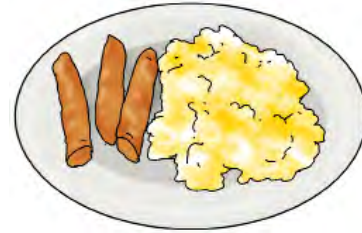
- Let the students speak in the given situation.



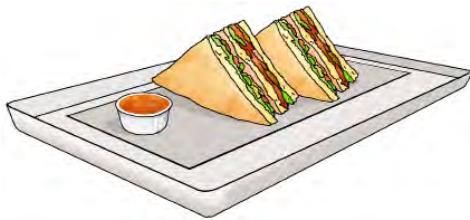
Look at the pictures and read.



I eat porridge for breakfast.



I eat chicken sausage for breakfast.



I take peas and sandwich for breakfast.



I take a masala omelette for breakfast.



I have bread and omelette for breakfast.

Instructions for teacher:

- Read the sentences aloud and ask them to follow you.
- Ask them to read the sentences individually.
- Observe them and provide feedback.



I have rice for breakfast.



salad

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word 'salad' and ask the students to follow you.



porridge

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word 'porridge' and ask the students to follow you.



cheese

Instructions for teacher:

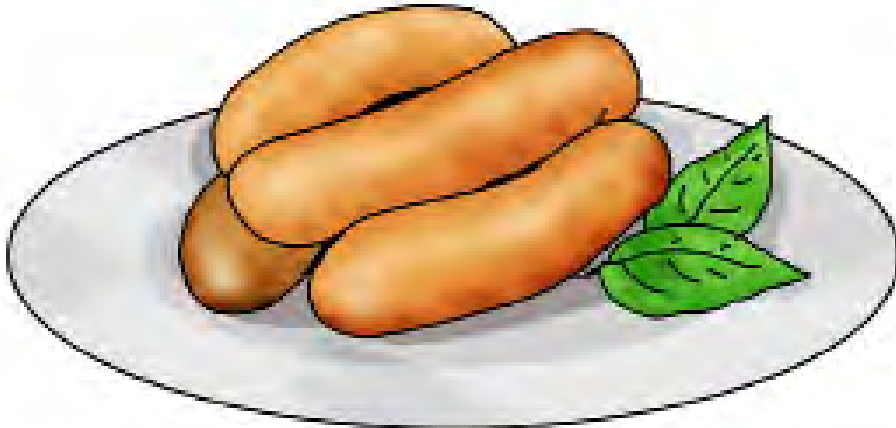
- Show the picture in this card and ask the time.
- Pronounce the word 'cheese' and ask the students to follow you.



sandwich

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word 'sandwich' and ask the students to follow you.



sausage

Instructions for teacher:

- Show the picture in this card and ask the time.
- Pronounce the word 'sausage' and ask the students to follow you.

Read.



My Breakfast

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

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

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



Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Observe them and provide necessary feedback.



Write 'True' and 'False'.

12

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

Instructions for teacher:

- Ask the students to read the text on 'girl with the book-10'.
- Ask them to write 'True' or 'False' in the box.
- Check their responses and provide necessary feedback.



Answer the following questions.

a. Where does Rupesh live?

b. Why didn't he like mornings?

c. What did he eat for breakfast?

d. What did he throw out of the window?

e. Why did his mother say 'sorry' to the woman?

f. How did his mother help the woman?

g. What change did the event bring in Rupesh?

Instructions for teacher:

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



Study the the following table.

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

Instructions for teacher:

- Give the concept of present and past forms of verbs.
- Ask the students to read the present and the past forms of the verbs given in the table.

Listen and sing.

Every week has seven days.
 Starting from Sunday.
 Monday and Tuesday.
 Did you brush your teeth today?
 Wednesday and Thursday.
 Did you wash your face today?
 Friday and Saturday.
 Eat your meals everyday.
 We come again to Sunday.
 And then we go day by day.
 Sunday, Monday, Tuesday.
 Wednesday and Thursday.
 Friday and Saturday.
 And then we come to Sunday.

Sunday



Monday



Tuesday



Wednesday



Friday



Thursday



Saturday



Instructions for teacher:

- Learn to sing the chant.
- Sing the chant in the classroom and ask the students to sing together with you.
- Ask them to sing the chant together themselves.
- You may ask them to clap while singing.



Read what they do in the summer/winter holiday.



Instructions for teacher:

- Ask the students to read aloud the sentences in the speech bubbles.
- Ask them to say what they do during summer/winter holiday in the similar way.
- Listen to them and provide feedback.



What will they do in the coming holiday?

5



Now, practise the following dialogue.

Rabina : Hello.

Shilpa : Hello. Can I talk to Rabina, please?

Rabina : This is Rabina speaking. Who is this?

Shilpa : Hi! Rabina. This is Shilpa. Can we go shopping on Saturday?

Rabina : Sure! I will come.

Shilpa : Great! See you on Saturday.

Rabina : See you. Bye!

Instructions for teacher:

- Read the expressions aloud one by one and ask the students to repeat.
- Ask four students to read the sentences aloud.
- Invite two students to perform the dialogue in front of the class.
- Ask the students to practice the dialogue in pairs.
- Observe them and provide necessary feedback.



Match the words with their meanings and say.

4

observe

put seeds in the ground

attractive

wonderful

monsoon

good looking

sow

a period of heavy rain

amazing

see or notice something

Instructions for teacher:

- Ask the students to observe the words and meanings.
- Ask them to match the words with their meanings.
- Ask them to write in their exercise book.
- Check their responses and provide feedback.



Fill in the blanks.

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

monsoon, attractive, amazing, experience, sow,
observe

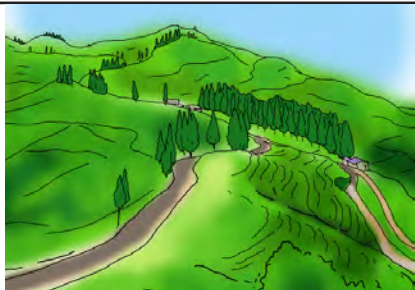
- a. Amar looks in Sherpa dress.
- b. Farmers seeds in their fields.
- c. You are an dancer.
- d. I am here to green fields.
- e. This is a season.
- f. We learn through

Instructions for teacher:

- Ask the students to observe the exercise carefully.
- Ask them to fill in the gaps with suitable words given.
- Check their answers and provide feedback.



Summer Holiday



I enjoy summer holidays. Do you? I don't need to go to school. I get up late. I meet my friends and play with them.

I always go to Nepalgunj. There is my *Mamaghar* (maternal uncle's home). I stay there for one week.

I spend time with my parents. We go to different places of Nepal. Last summer, we visited Ilam. I enjoyed the tea garden. We observed sunrise and sunset from Shree Antu. It was really beautiful. We had delicious local food in homestay. It was my new experience.

I will visit Lumbini this summer.
(Anil)



I love summer holiday. Do you? I take care of my young sister. I meet my friends and play with them.

It starts in June and ends in July. It is the busy time for farmers. My parents are farmers.

It is a monsoon season. The villagers are busy. They plant rice. They help each other. The men usually plough the field. The women usually plant the paddy. They throw mud at each other and enjoy. They also sing *Asare Geet* (traditional folk song). This is simply amazing.

Last year, I spent my holiday with my parents in the field. I will do the same this summer too.

(Bishal)

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask the students to read the text individually.
- Monitor them and provide necessary feedback.



Fill in the blanks with correct words.

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

Instructions for teacher:

- Ask the students to read the text on 'A girl with a book card-11'.
- Ask them to fill in the blanks.
- Check their responses and provide feedback.



Answer the following questions.

a. Where did Anil go last summer?

b. What did Anil and his parents watch from Shree Antu?

c. Where will Anil go this summer?

d. What do Bishal's parents do?

e. How do people enjoy in the paddy field?

f. Does Bishal enjoy the holiday?

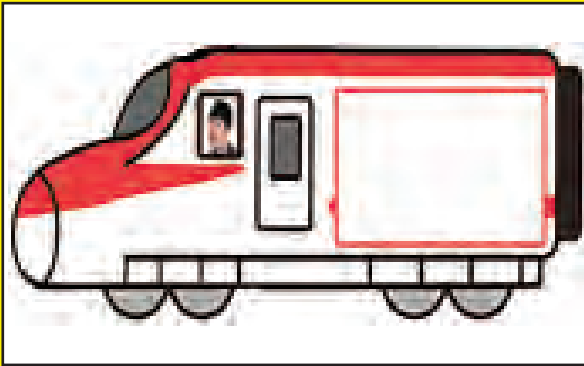
Instructions for teacher:

- Ask the students to read the text on 'A girl with a book card-11'.
- Tell them to write answers to the questions.
- Check their answers and provide feedback.



MS 4

2



English : ♦ GoN/MoES/CDC/CEHRD

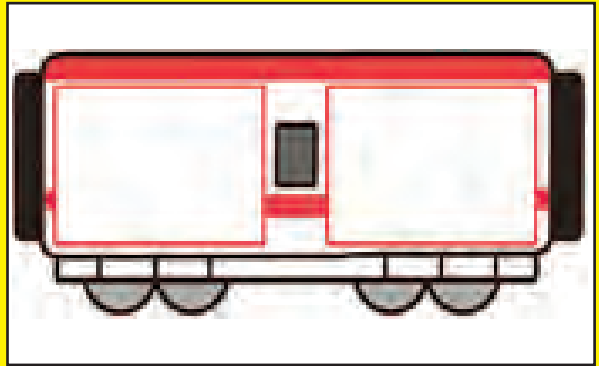
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GRADE 3



MS 4

2



English : ♦ GoN/MoES/CDC/CEHRD

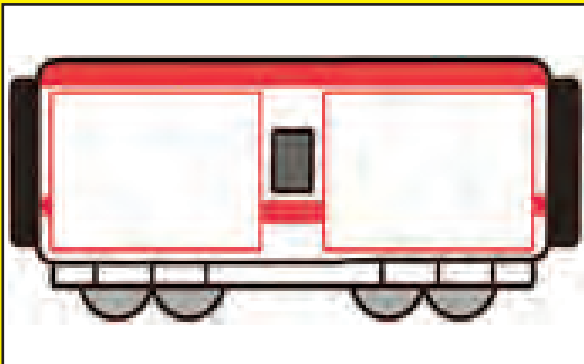
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GRADE 3



MS 4

2



English : ♦ GoN/MoES/CDC/CEHRD

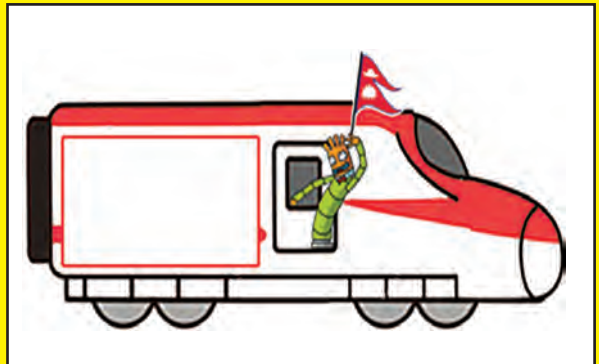
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GRADE 3



MS 4

2



English : ♦ GoN/MoES/CDC/CEHRD

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GRADE 3

Instructions for teacher:

- Provide word cards consisting the words: sunrise, busy, holding, monsoon, slough, amazing
- Ask the students to put cards on the box in alphabetical order.
- Observe and provide feedback.



Make the sentences.

5

Study the following sentences.

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

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

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

Instructions for teacher:

- Ask the students to observe the sentences carefully.
- Discuss the sentences.
- Ask them to make sentences from the table orally.
- Listen to them and provide necessary feedback.



Make your activity list.

MS 4

15

What do you do during summer/winter holidays?

a. For example: play with friends.

b.

c.

d.

e.

f.

g.

h.

Listen and act.

What did you do on Saturday?



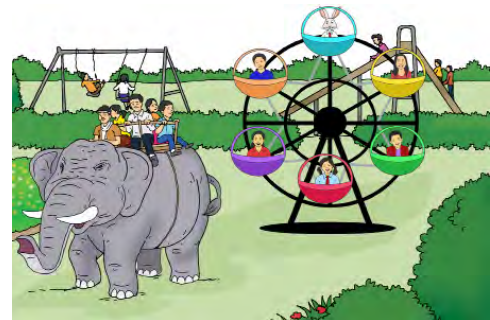
I had dinner at a restaurant.



I cleaned my room.



I had my hair cut.



I visited a children's park.

Instructions for teacher:

- Ask the students to read the sentences one by one.
- Ask the question and elicit/get multiple answers.
- Check their responses and provide feedback.



Practise in pairs/groups.

6

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

I woke up early yesterday morning.

Instructions for teacher:

- Ask the students to observe the table carefully.
- Ask them to make sentences using the clue in the box.
- Observe them and provide feedback.



Use the words to make your own sentences.

a. gather

b. curtain

c. seek

d. shut

e. look for

f. nowhere

g. agree

Instructions for teacher:

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



Match the words with their meanings.

5

Words

gather

hide

seek

shut

hint

look for

nowhere

Meanings

close

clue

not in any place

come together

go somewhere

ask for

search

Instructions for teacher:

- Ask the students to observe the words and meaning carefully.
- Tell them to match the words and meanings.
- Ask them to write in their exercise book.
- Check answers and provide feedback.



Read.

Saturday

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

They played outside in the morning. They played skipping and *Chor-police*.

They ate lunch at 11:30 a.m. Nisha's mom made their favourite items. They played hide and seek in the house after lunch. Bikash shut his eyes and others ran to hide. He began to look for them. He found Sandesh under the bed. Manila was behind the curtain. But her feet were out of the curtain. Nisha was nowhere. At last, they noticed her under the bed. Then they didn't know what to do. "Let's play the number game," Bikash said. They agreed and played.

Bikash: What number am I thinking of?

Manila: Is it forty?

Bikash: No, you are wrong.

Sandesh: Is it seventy five?

Bikash: No. Do you need any hint? Ok, it is between sixty and seventy.

Nisha: Hmm, is it sixty?

Bikash: No, but you are very close.

Nisha: I know. It is sixty one.

Bikash: Yeah! You are right. Good job!



Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text individually.
- Monitor them and provide necessary feedback.



Write "True" and "False".

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

Instructions for teacher:

- Ask the students to read the text on 'A girl with a book card-12'.
- Ask them to write 'True' or 'False'.
- Check their responses and provide feedback.



Answer the following questions.

a. Who gathered at Nisha's house?

b. Where did they play in the morning?

c. Who closed the eyes to play hide and seek?

d. Who hid in the box?

e. What game did they play at last?

f. How many games did they play altogether?

Instructions for teacher:

- Tell the students to read the text on 'A girl with a book card-12'.
- Ask them to write answers to the given questions.
- Monitor them while they are writing.
- Check them and provide feedback.



Put the verbs from the box in correct places.

10

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

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

Instructions for teacher:

- Ask the students to observe the words in the box carefully.
- Ask them to put the words in the box in their correct places in the table.
- Monitor them.
- Check their answer and provide feedback.



Fill in the gaps with the correct forms of verbs.

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

Instructions for teacher:

- Ask the students to observe the exercise carefully.
- Do exercise 'a' together.
- Ask them to do other exercises individually.
- Check their responses and provide feedback.

Assessment-2

1. Listen to the teacher and repeat the rhyming words after him.

2. Listen to the teacher and complete the sentences.

- a. Pari wakes up at
- b. She takes after combing her hair.
- c. She eats bread for breakfast.

3. Say:

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

4. Read the text and complete the sentences.

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

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

5. Find and write the meanings of these words.

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

A cartoon illustration of a young girl with black hair, wearing a pink shirt, sitting up in a bed. She has her arms raised and a wide-eyed, open-mouthed expression, suggesting she is waking up or excited. The bed has a purple patterned blanket and a yellow pillow. A round clock on the wall shows the time as approximately 10:10.



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



Listen and sing.

Round and Round

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



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

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

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



John Kitching

Instructions for teacher:

- Learn the tune of the rhyme.
- Sing the chant/thyme and ask the students to follow you.
- Ask them to sing it together.
- You can ask them to clap while singing.



Look at the picture and discuss.



Instructions for teacher:

- Ask the student to observe the pictures carefully.
- Ask different questions about the pictures and let them respond.
- Provide necessary feedback.



Listen and write.

4

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

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









Instructions for teacher:

- Ask the students to observe the pictures carefully.
- Read out the expressions one by one and ask them to write a,b,c,d under each pictures.
- Check their responses and provide feedback



Listen and act.

7

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

Instructions for teacher:

- Select two students and ask them to act as Ramu and mother.
- Provide hand puppets and ask them to play the puppets by hand.
- Now, ask both students to say the dialogue moving hand puppets.
- Ask the students to act as the puppets are speaking.



Talk about means of travel.

Look at the pictures and talk about how people travel.



on foot



by car



by bus



by bicycle



by auto rikshaw



by motorcycle



by tempo



by boat



by ship



by aeroplane



by train



by helicopter

Instructions for teacher:

- Ask the students to observe the pictures.
- Ask them questions like: 'how do people travel?' and let them answer like 'They travel on foot.'
- Form pairs and ask them to have similar dialogues.
- Provide necessary feedback.



Tell your friends as given in example.

6

How do they go to school? Tell your friends.

Example:

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

	always	usually	sometimes	never
Raksha				
Kailash				
Ruby				
Nisha				

Instructions for teacher:

- Ask the students to observe the table carefully.
- Tell them to produce sentences as in the example.
- Check/monitor them and provide feedback.

Read.



Rupa, 8: There are many things I love at school. I have many friends. I like being with them very much. My classes in school are also fun and interesting. Mathematics is my favourite subject. I love doing mathematics. English and Nepali are also not difficult for me.

I am not very good at outdoor sports like football and volleyball. I play chess with my friends. Of course, there are some things I don't like.

Some of my classmates are always talking. Some rules in school are very strict. We can't go to school without school uniforms.



Harka, 9: The best thing about my school is computer lab. There are many computers in the lab. I enjoy practising computer in school. Sometimes, I play video games on computer.

I'm good at all subjects. My favourite subject is English. I like singing songs. I also like listening to them. I love creative arts. At the snacks break, I always go to the playground to play football with my friends.

We must wear school uniform everyday. I think it's a good thing but most students don't like it very much. I don't like when teachers give me lots of homework.

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask the students to read the text aloud.
- Provide necessary feedback.



Complete the sentences.

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

Instructions for teacher:

- Ask the students to read the text on 'A girl with a book card -13'.
- Ask them to fill in the blanks.
- Check their answers and provide feedback.



Identify 'true' and 'false' statement.

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

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

Instructions for teacher:

- Ask the students to read the text on 'A girl with a book card-13'.
- Ask them to put (√) or (X) in the boxes after the sentences.
- Check their answers and provide feedback.



Work in pairs.

A: May I/Can I use your computer?

B: Yes, of course.

Sure

No, I'm sorry.

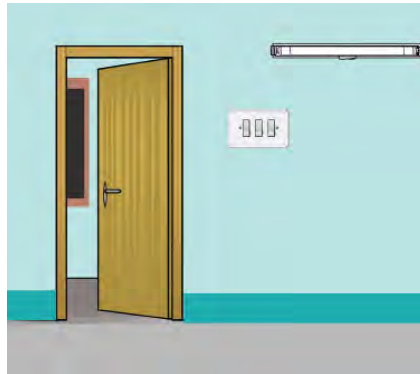
- | | |
|------------------------|-----------------------------|
| a. use your computer | b. go to the library |
| c. ask a question | d. write on the board |
| e. open the door | f. drink water |
| g. sit next to her | h. go to the teacher's room |
| i. clean the classroom | j. join the assembly |
| k. plant trees | l. water the plants |

Instructions for teacher:

- Call a student in front of the class and act out the dialogue.
- Ask two students to act the model dialogue.
- Form pairs and ask them to create dialogues.
- Monitor them while they are doing the activity.



Make correct questions for permission. Use the clues.



put my paper in the dustbin
do homework in the class
see your answer

turn the lights on
have my breakfast
clean the board

Instructions for teacher:

- Ask two students to come in front of the classroom.
- Ask them to play the roles of a teacher and a student.
- Ask the student playing the role of the teachers to command the actions provided in the clues.
- Ask the student to act out the actions.



Listen and write.

5

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

computer room

library

classroom

science laboratory

canteen

staff room

Head teacher's office

restrooms

playground



Instructions for teacher:

- Read aloud the given phrases.
- Ask the students to write the phrases you read aloud.
- Check the phrases written by students and provide feedback.



Read.

14

Jaljale, Udayapur
25 Magh, 2076

Hello Reetu!

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

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

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

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

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

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

Your friend,

Reshma

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask individual students to read the text aloud.
- Observe them and provide necessary feedback.



Put a pebble for what Reshma's school has.

1

library ☐

music room ☐

school canteen ☐

playground ☐

seminar hall ☐

gym hall ☐

hostel ☐

staff room ☐

Instructions for teacher:

- Ask the students to read the text on a girl with a book on card-14.
- Ask them to place small pebbles on the things Reshma's school has and leave (the blanks) if information is not found.
- Check their responses and provide feedback.



Complete the sentences according to the text.

12

- a. The letter is written by on 25th Magh 2076.
- b. The school is located in
- c. The school is famous for
- d. Reshma spends hours at school.
- d. The school uses for training.

Instructions for teacher:

- Ask the students to read the text on 'A girl with a book card-14'.
- Tell them to fill in the blanks with suitable information.
- Check them and provide necessary feedback.



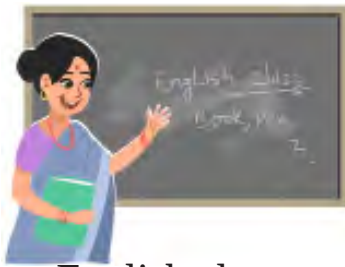
Write a short paragraph about the things you like doing in your school.

Instructions for teacher:

- Ask the students to make a list of the things they like doing in their school.
- Tell them to write a short paragraph.
- Check their answers and provide feedback.



Look at the picture and read.



English class



mathematics class



social class



Nepali class



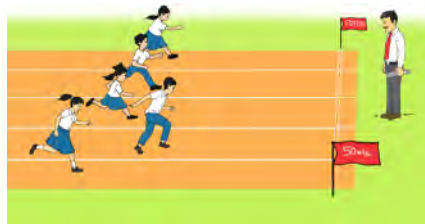
arts class



music class



computer class



sports class



dance class

Instructions for teacher:

- Ask the students to look at the pictures carefully and their descriptions too.
- Ask them which class they like and why.
- Provide necessary feedback.

Listen and act.



Excuse me, the art class is starting in five minutes.



Hello, there is an English class in the second period tomorrow.



Excuse me, do you know where my Maths book is?

Yes, there it is!



Excuse me, do you have time? I need to ask something about music class.

Yes, of course.



Excuse me, is this your pen?

Yes, It is.



Instructions for teacher:

- Ask any two students to play the roles of two participants.
- Ask them to say the dialogue.
- Observe their act and provide assistance.

Listen and practise.



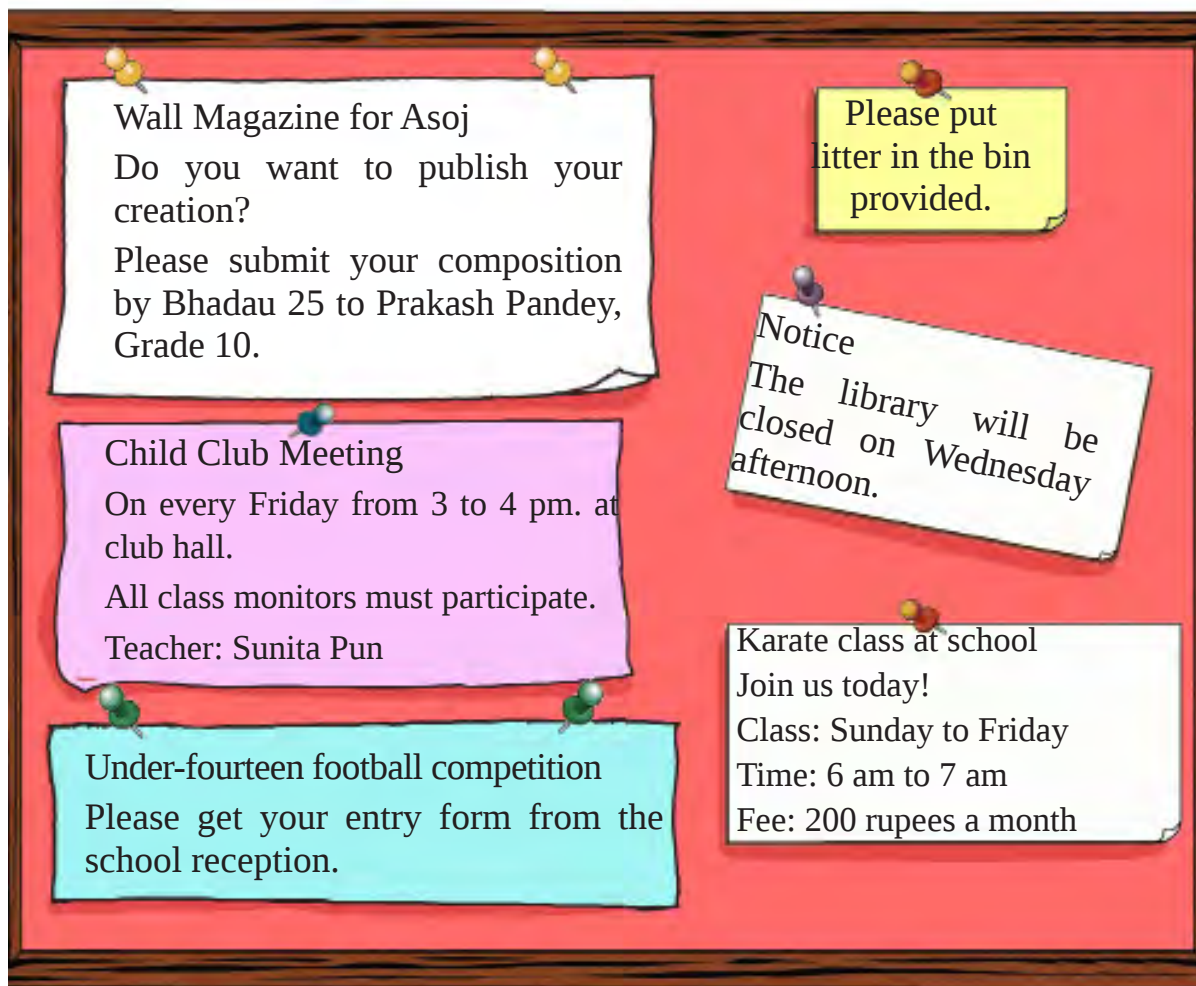
- Librarian : Excuse me, can I help you?
- Mohan : Yes, I want to ask you a question.
- Librarian : Sure. What is it?
- Mohan : Well, can you tell me where I can find the children's stories?
- Librarian : On your right side in the corner, Mohan.
- Mohan : Thank you sir. I will find it.

-
- Librarian : It's quite right.
- Mohan : Excuse me, I'd like to borrow this book. Is it alright?
- Librarian : Yes, of course, Mohan. I am glad to lend you this book.
- Mohan : Thank you very much. Good-bye, sir.
- Librarian : Good-bye, Mohan.

Instructions for teacher:

- Call two of the students in front of the class and ask them to act the conversation.
- Form pairs and ask them to act the dialogues.
- Monitor them and provide necessary feedback.

Read.



Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Monitor them while they are reading.
- Provide feedback, if necessary.



Answer the following questions.

- a. How much should a student pay for Karate class?

- b. Where can the students put the litter?

- c. Can the students go to the library on Wednesday?

- d. Where should the class monitors go for Child Club meeting?

- e. When should you submit your creation for the wall magazine?

- f. Why should the students contact at the reception?

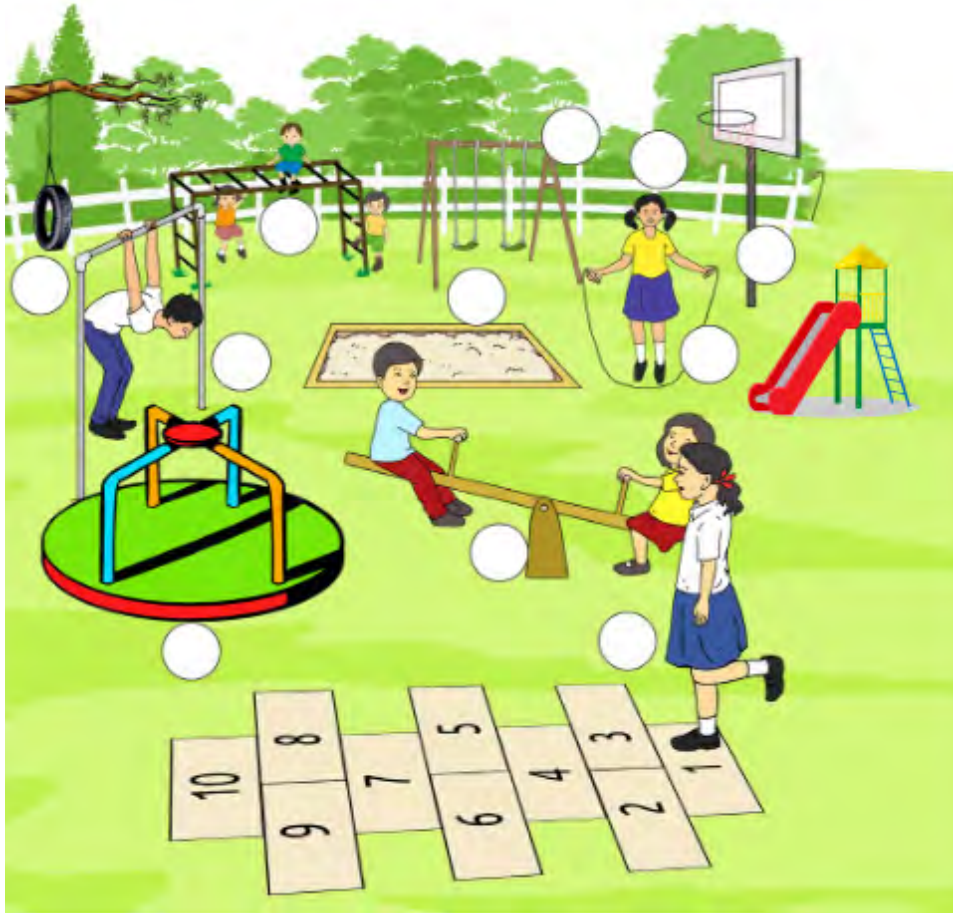
Instructions for teacher:

- Ask the students to read the text on 'A girl with a book card - 15'.
- Tell them to write answers to the questions.
- Check their answers and provide necessary feedback.



Identify the play things.

Look at the pictures and write the numbers in the correct bubbles.



Instructions for teacher:

- Tell the students they are going to play a game.
- Ask them to write the numbers in the bubbles.
- Declare winner someone who completes first.
- Award the winner if possible.

1. Slides	9. Hop catch
2. Monkey bars	10. Skipping rope
3. Sandbox	11. Swing
4. Marry go round	
5. Seesaw	
6. Tire swing	
7. Basket hoop	
8. Climbing bar	



Listen and act.

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

Instructions for teacher:

- Call a student in front of the class and act the first dialogue.
- Ask two students to act the same dialogue again.
- Form pairs and let them act other dialogues.
- Provide necessary assistance.



Fill in the gaps and practice.

Complete the dialogue with an appropriate expression from the box and practise in pairs.

enjoy	my good news	Congratulation
No	Thank you	

Sonu : Hi, Anup! Have you heard?

Anup :, Sonu. I haven't heard anything yet.

Sonu : My father came home after five years.

Anup : Really?

Sonu : Yeah! I am really happy.

Anup :!

Sonu : very much.

Anup : Now, you can your time with your father.

Sonu : Sure!

Instructions for teacher:

- Ask the students to read the expressions given in the box.
- Monitor them.
- Tell two students to act out the dialogue after they complete.
- Provide necessary feedback.



Read.

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



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

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

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

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Provide necessary feedback.



Arrange the events chronologically.

2

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

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

Instructions for teacher:

- Ask the students to read the text on a girl with book card-16.
- Tell them to write numbers 1-6 in the box as the sentences appear in the text.
- Check their answers and provide necessary feedback.

school playground
many sports like volleyball,
football, chess, table tennis,
basketball, race
congratulate the winners

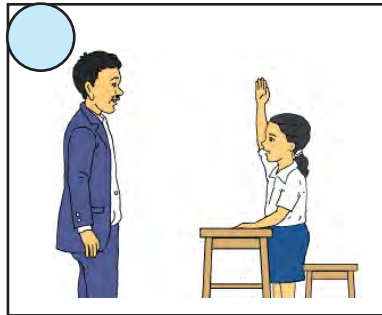
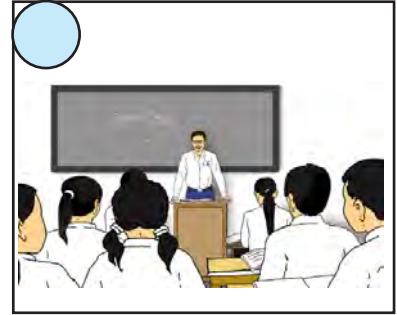
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- Tell the students that they have to write a paragraph on any one of the events.
- Ask them to write and monitor them while writing.
- Check their answers and provide feedback.



Look at the pictures and discuss.

Say 'Yes' (✓) for what you can and 'No' (X) for what you can't do in class.



Instructions for teacher:

- Ask the students to look at the pictures.
- Ask them to respond to the activities using 'can and can't' as in 'I can't fight.'
- Provide necessary assistance.



Write.

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

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

Instructions for teacher:

- Ask the students to think about the things they do and don't do in the classroom.
- Tell them to make list of the activities in the table given.
- Check their responses and provide feedback.



Read.

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



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



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



Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Monitor them and provide necessary assistance.

Fill in the table.

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

Instructions for teacher:

- Ask the students to read the text on a girl with a book card-17.
- Tell them to fill in the table with suitable information.
- Monitor them.
- Check their responses and provide feedback.



Make words as many as possible.

3

Make the words as many words as possible from these words.

a. corridor: **rid**,

b. headmaster:

c. teacher:

d. assembly:

Instructions for teacher:

- Make sure that the students understand what they have to do.
- Do the first exercise together with the students as in the example.
- Ask them to do other exercises.
- Check their answers and provide them with the list of the words that you make.



Fill in the gaps.

14

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

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

Instructions for teacher:

- Ask the students to fill in the blanks with 'must' and 'mustn't'.
- Monitor them and provide necessary help/assistance.
- Check their task and provide feedback.



Make a poster.

2

Make a poster on ‘Our Classroom Rules’ and then, stick it on the classroom wall. You may use the following points in your poster.

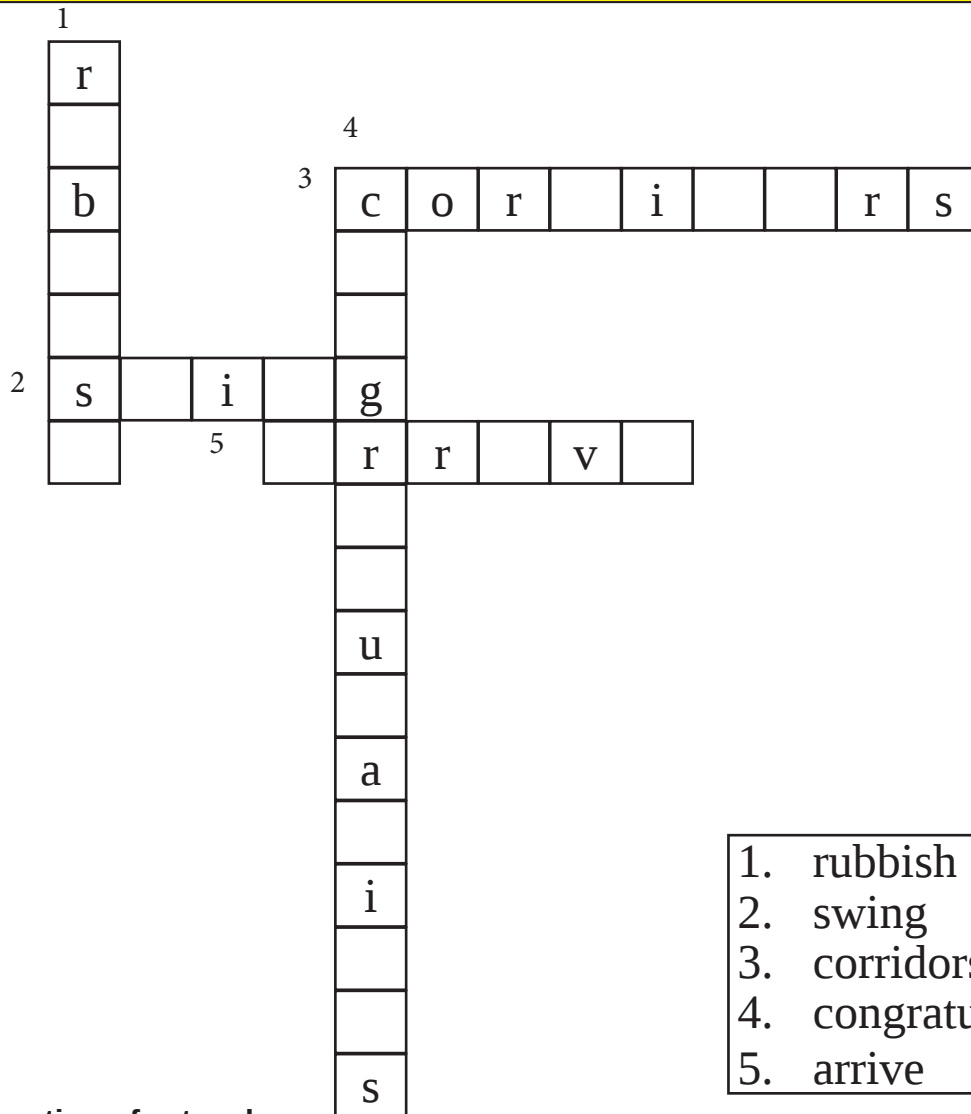
- keep the classroom neat and clean.
- throw rubbish into bins.
- obey teachers and be polite to the classmates.
- be on time to class.

Instructions for teacher:

- Ask the students to write a set of classroom rules for their class.
- Provide them with the pieces of cardboard paper.
- Ask them to write rules using the points.
- Make sure that they use ‘must’ and ‘mustn’t’.
- Check their tasks and provide feedback.



Solve the crossword puzzle.



1. rubbish
2. swing
3. corridors
4. congratulations
5. arrive

Instructions for teacher:

- Ask the students to read the given clue words.
- Ask the students to draw crossword puzzle in their exercise book.
- Ask them to complete the words by filling the blank boxes.
- Check the task and provide feedback.



Listen and write.

Congratulations

Obey

Competition

Polite

Break

Assemble

Corridor

Excellent

Uniform

Playground

Instructions for teacher:

- Read the words aloud and ask the students to write down.
- Check their tasks and provide feedback.

Assessment-3

1. Listen to the recording and answer the questions.
 - a. Who is the speaker?

 - b. What do they must do? Write one thing.

 - c. When are they fined?

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





4. Say two things:

- a. What did you do at school yesterday?
- b. How do you come to school?

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

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

It was Bindu's turn to play on the swing first. Indu counted 100.

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

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

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

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



Look at the picture and discuss.

MS 7

7



Instructions for teacher:

- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures.
- You may ask them different questions related to the pictures.
- Provide necessary feedback.

Listen and say.



I like this place.

There are beautiful flowers.



Instructions for teacher:

- Ask the students to look at the picture carefully.
- Describe the pictures and ask them to listen carefully.
- You can talk about butterflies, water, trees etc.



Match the followings.

6

Adjectives

Thick

Beautiful

High

Tall

Long

Nouns

Garden

House

River

Forest

Hill

Instructions for teacher:

- Ask the students to learn the adjectives nouns given.
- Ask them to match the adjectives to nouns and let them write in their exercise book.
- Ask them to do the other exercise.
- Check their answers and provide feedback.



high mountain

Instructions for teacher:

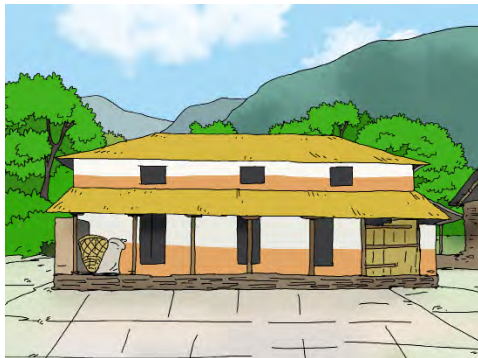
- Show the picture in this card and discuss about the picture.
- Pronounce the phrase 'High Mountain' and ask the students to follow you.
- Ask the students to spell the word.



a green forest

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the phrase 'A Green Forest' and ask the students to follow you.
- Ask the students to spell the word.



an old house

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the phrase 'An Old House' and ask the students to follow you.
- Ask the students to spell the word.



a big city

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the phrase 'A big City' and ask the students to follow you.
- Ask the students to spell the word.



fireplace

Instructions for teacher:

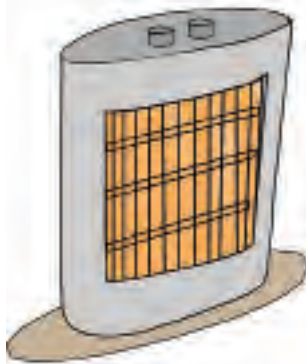
- Show the picture in this card and discuss about the picture.
- Pronounce the word 'fireplace' and ask the students to follow you.
- Ask the students to spell the word.



scarf

Instructions for teacher:

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



heater

Instructions for teacher:

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



sweater

Instructions for teacher:

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



Look at the pictures and discuss.

8



Instructions for teacher:

- Ask the students to observe the pictures.
- Ask them to describe the pictures one by one.
- Provide necessary feedback.

Read.



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



The boy tried to guess the magic words. He tried abracadabra and many more. But they did not work.

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

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



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

Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask them to read the text aloud individually.
- Monitor them and provide feedback.



Learn these words and use them in sentences.

15

trunk, sign, tired, magic



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



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

Instructions for teacher:

- Ask the students to learn the given words in the box.
- Ask them to complete the given sentences.
- Assist them while they are doing the exercise.
- Check their answers and provide feedback.



Write short answers to these questions.

25

a. Where was the magic tree?

b. Did the boy easily find the magic tree?

c. Where did the boy see the chocolates and the toys?

d. What are the magic words?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card - 18.
- Ask them to answer the given questions.
- Check their answers and give feedback.



Write the plural form of each word.

Singular	Plural
toy	toys
box	
bench	
book	
baby	
house	
word	
picture	
chick	
ear	

Singular	Plural
child	children
foot	
mouse	
sheep	
woman	
man	
head	
nose	
year	
temple	

Instructions for teacher:

- Ask the students to observe the given example carefully.
- Ask them to change the given nouns into plural.
- Monitor them, check their answers and provide feedback.



Rearrange the sentences.

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

a. There were toys and chocolates.

b. He tried magic words.

c. The boy saw a magic tree.

d. The boy had a party.

e. The door opened.

Instructions for teacher:

- Ask the students to read the text on a girl with a book card -18.
- Tell them to write 1-5 in the box as the given sentences appear in the text.
- Check their answers and provide feedback.



Look the pictures and talk about the differences.

9



Instructions for teacher:

- Ask the students to observe the set of pictures carefully.
- Ask them to tell about the differences these pictures have.
- Provide feedback.



Learn these words and use them in sentences.

16

attractive introduce own travel strange

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

Instructions for teacher:

- Ask the students to look at the words in the box carefully.
- Make sure that they know their meaning.
- Ask them to fill in the gaps.
- Check their answers and provide necessary feedback.



Read the conversation below.

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



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



Instructions for teacher:

- Ask one of the students to come in front of the class and rehearse the conversation.
- Bring two other students and ask them to present the conversation.
- Form pairs and ask them to have conversations using the pictures given.
- Monitor them and provide necessary feedback.



Listen and say.

Listen to your teacher describing a person below.

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



Now, describe the following people in the same way.

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



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



Instructions for teacher:

- Ask the student to look at the picture carefully.
- Read out the description in the box.
- Ask (all the) students to describe other pictures one by one using the given clues
- Provide necessary feedback.



Fill in the gaps.

1. I have got..... hair.

- a. curly
- b. straight



2. Mr. Karki is.....

- a. thin
- b. fat



3. The woman is

- a. tall
- b. short



4. Mr. John is.....

- a. thin
- b. fat



5. She has got..... hair.

- a. dark
- b. blonde



6. I have got..... face

- a. a round
- b. an oval



7. Her hair is

- a. silky
- b. wavy



8. His face is

- a. round
- b. oval



9. He is

- a. weak
- b. strong



10. Her nose is

- a. pointed
- b. flat



Instructions for teacher:

- Ask the students to look at the exercise carefully.
- Do the first exercise together with them.
- Ask them to do the other exercise.
- Check their answers and provide necessary feedback.

Read.



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



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

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text aloud individually.
- Monitor as they read and provide assistance if necessary.



Complete the table below.

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

Instructions for teacher:

- Ask the students to read the text on a girl with a book card -19.
- Ask them to fill in the necessary information in the table.
- Check their responses and provide feedback.

[illegible]

- Ask the students to fill in the information in the figure. Assist them doing so.
- Ask them to write the description of their friends based on the information they collected.
- Check their responses and provide feedback.



Look the pictures and discuss.



summer



autumn



winter



spring

Instructions for teacher:

- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures turn by turn.
- Monitor them and provide necessary feedback.



Listen and sing.

Winter, spring, summer, fall
There are seasons, four in all.
Weather changes, sun and rain and snow,
Leaves fall down and flowers grow.

Winter, spring, summer, fall
There are seasons, four in all.
Look outside and you will see
Just what season it will be!



(Source: verywellfamily.com)

Instructions for teacher:

- Learn to sing the chant in advance.
- Sing the chant in the classroom and ask the students to sing together.
- Ask them to sing the chant themselves.
- You may ask them to clap while singing.



Read.

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

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

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

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



Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask them to read the text individually.
- Observe them and provide necessary feedback.



Answer the following questions.

a. What change happens when seasons change?

b. When are the days shorter than nights?

c. How do the trees look in autumn?

d. What clothes do we wear in winter?

e. How do people keep them warm in winter?

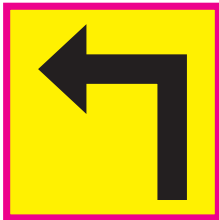
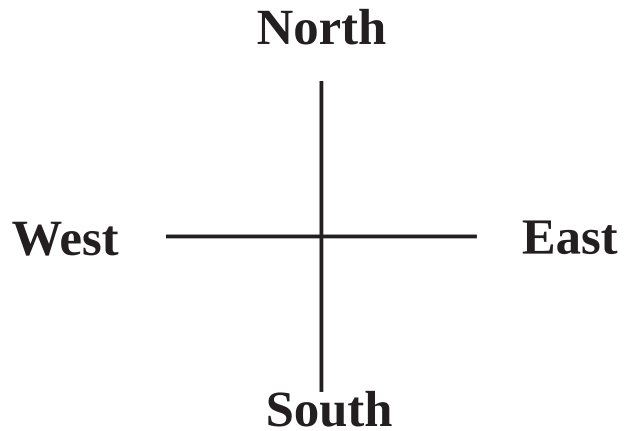
f. Do animals also feel cold in winter?

Instructions for teacher:

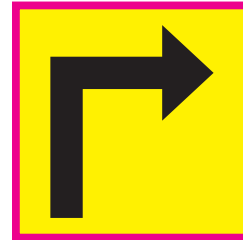
- Ask the students to read the text on a girl with a book card -21.
- Tell them to write answer to the questions.
- Check their answers and provide feedback.



Look at the picture and discuss.



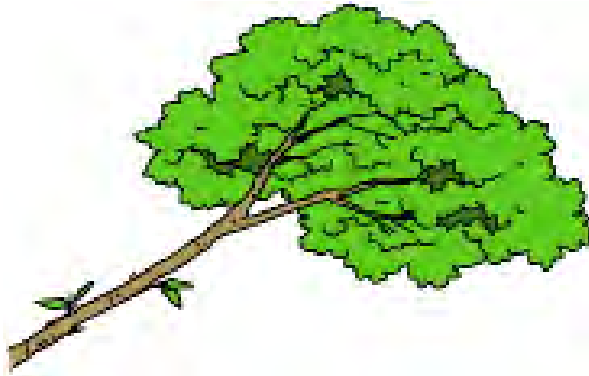
Left



Right

Instructions for teacher:

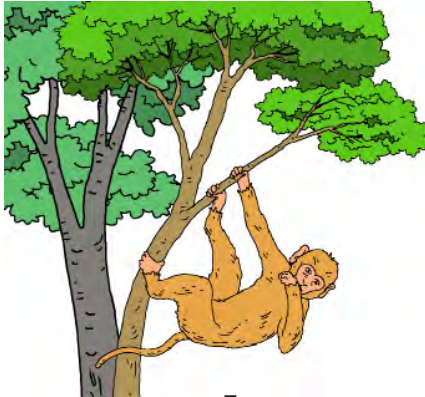
- Ask the students to observe the picture carefully.
- Make clear about different directions.
- Ask some students to show the directions using different postures.



branch

Instructions for teacher:

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



swing

Instructions for teacher:

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



burrow

Instructions for teacher:

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



den

Instructions for teacher:

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

Listen and say.



Where is your school from your home?

It's to the east.

It's to the north.



And yours?

Now, have similar conversations about the following places.



Instructions for teacher:

- Ask the students to observe the examples carefully.
- Ask a pair of students to act out the conversations.
- Form pairs and ask them to talk about other pictures.



Learn the following words.

MS 8

19

vain passerby visit stay holiday

Now, complete the sentences below using the words.

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

Instructions for teacher:

- Ask the students to read the words given in the boxes.
- Ask the students to write the correct words to complete the sentences.
- Check the written sentences and provide feedback.



Read.

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

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

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

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

Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask them to read the text aloud individually.
- Support them as needed and provide necessary feedback.



Write 'True' and 'False'.

a. Kathmandu lies to the west of Pema's village.

b. The family went to Kathmandu by plane.

c. They reached the temple easily.

d. Pemas's mother bought a city map.

e. The map helped to find the temple.

Instructions for teacher:

- Ask the students to read the text on the girl with a book card-21.
- Tell them to write whether the given sentences are true or false.
- Check their answers and provide feedback.



Write short answers.

a. Where did they stay in Kathmandu?

b. What does Pema's family do during holidays?

c. Did they find the temple with the help of the passerby?

d. Why did mum become angry?

e. Why did mum buy the map?

f. What lesson do you learn from the event?

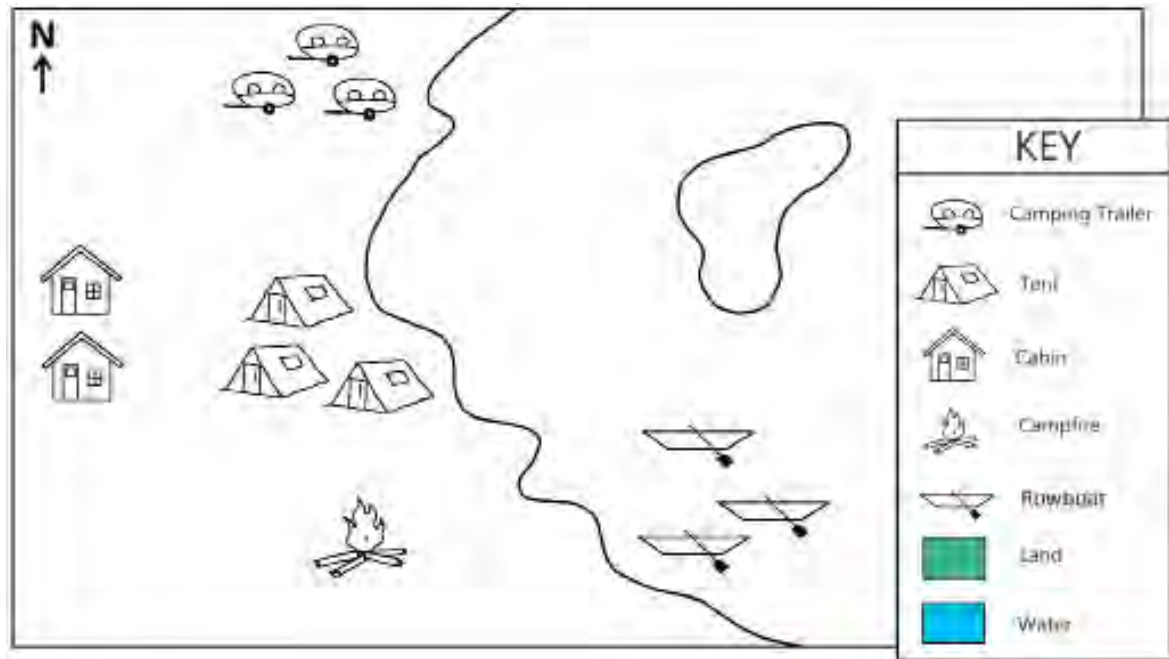
Instructions for teacher:

- Ask the students to read the text on the girl with a book card-21.
- Tell them to write answers to the questions.
- Check their answers and provide feedback.



Colour the map.

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



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

- The rowboats are to the of the campfire.
- The camping trailers are to the of the tents.
- The cabins are to the of the tents.
- The campfire is to the of the camping trailers.



Make compound words.

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

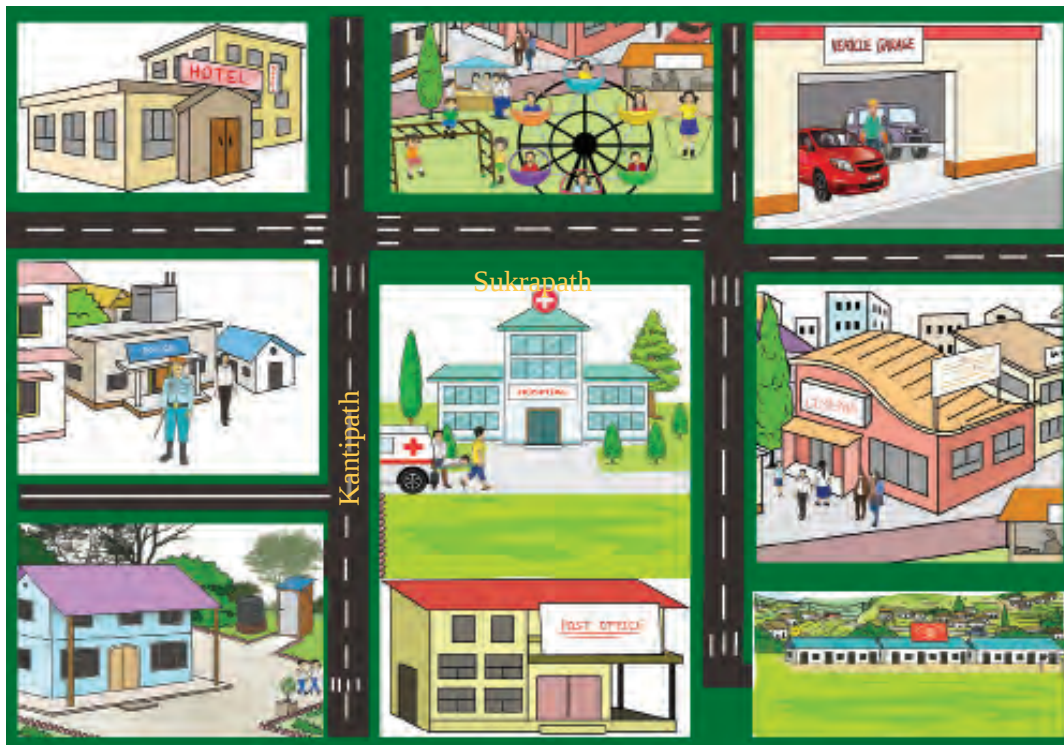
Instructions for teacher:

- Write the words of the compound words in meta cards.
- Distribute each word to the students.
- Now, ask them to pair themselves with the words they make.
- Provide necessary feedback.



Look at the map and complete the directions to school.

20



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

Instructions for teacher:

- Ask the students to look at the map carefully.
- Tell them to fill in the gaps using the information from the map.
- Monitor them, check their answers and provide feedback.



Look at the picture and discuss.



- What do you see?
- Where are they?

Instructions for teacher:

- Ask the students to observe the picture carefully.
- Ask them what they see in the picture.
- Ask them to say where the things they see are in the picture.
- Provide feedback if necessary.



Listen and say.

Where is
the horse?



It's jumping
over the fence.



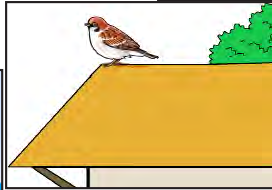
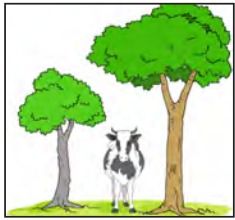
Instructions for teacher:

- Ask two students to act out the conversation.
- Form pairs and ask them to have conversation based on the pictures.
- Provide necessary feedback.



Look at the pictures below and do the given tasks.

13



Now, fill in the blank spaces with suitable words from the box.

under between in in front of behind on

- A bird is sitting the roof of house.
- A snake lives a hole.
- The sun is hot. I am lying a tree.
- The monkey was playing a house. So, I didn't see it.
- There is a big *peepal* tree two houses.
- There is a high hill my village.

Instructions for teacher:

- Ask the students to write the suitable words in the blank space and fill in the blanks.
- Check the answers and support them if needed.



Read.

Many years ago, there was a big elephant in a forest. She lived alone under a big tree. One day, she walked in the forest to find some friends. She saw a monkey on a branch of a mango tree. 'Will you be my friend, monkey?' asked the elephant. The monkey answered, 'You are too big. You can not swing on trees. So I can not be your friend.'



The elephant then came to a rabbit. The rabbit was taking rest in a burrow. The elephant said, 'Can you be my friend?' 'You are too big to fit in my burrow. You can not be my friend,' answered the rabbit.

Then the elephant met a frog. The frog was sitting on a big leaf. The elephant asked if she could be her friend. The frog said 'You are too big and heavy. You can not jump like me. I am sorry. You can not be my friend'.

A fox was hiding behind a big tree. The elephant asked him and he got the same reply that he was too big. The next day, all the animals in the forest were running in fear. The elephant asked a bear what was happening. The bear told that a tiger was attacking all the animals.

The elephant wanted to save the other weak animals. She went to the tiger's den. The tiger was in the den. The tiger saw a big elephant in front of him. The tiger said 'Please leave me. I will go away. I will not eat your friends,' And the tiger went away.

After this, the elephant went back to the other animals and told them what happened. On hearing how the elephant helped them, they became her friends.

Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask them to read individually. - Support them as needed.



Answer the following questions.

a. Why did the elephant walk in the forest?

b. Did the monkey become the friend of the elephant? Why?

c. What was the rabbit doing?

d. Why were the animals running in fear?

e. Did the elephant have any friends at the end?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card-22.
- Ask them to answer the questions.
- Check their responses and provide necessary feedback.

Where were these animals?

Animals

elephant

monkey

rabbit

frog

fox

tiger

Place

under a big tree

Instructions for teacher:

- Ask the students to read the text on a girl with a book card-22.
- Tell them to fill in the necessary information as in the example.
- Check their responses and provide necessary feedback.

Assesment- 4

1. Listen to your teacher and follow his/her directions.
2. Listen to your teacher and answer the following questions.
 - a. What is Mr. Tharu's job?

- b. What is his hobby?

- c. How old is he?

3. Describe the picture orally.



4. Which is your favourite season? Why do you like it? Talk to your friend.
5. Read the text and tick the best answer.

Time went into the garden. He saw a bee. The bee flew to

Assesment- 4

a red flower. Tim also saw a rabbit with big ears. It hopped behind a tree. Then, he saw two birds in the tree. They were chirping in their nests. Tim was happy.

- a. Where did Tim go?
 - i. home
 - ii. garden
 - iii. school
- b. What went behind the tree?
 - i. bee
 - ii. birds
 - iii. rabbit
- c. What did the birds do?
 - i. chirp
 - ii. fly
 - iii. eat

6. Write a short description of a famous place in your locality. Use these clues.

- a. Where is it?
- b. What is it famous for?
- c. What things can you see there?
- d. Do you like the place? Why?

Listen and sing.



In my room, there is a mirror and a dog.
 And there is a little spider on the clock.
 In my room, there is a window and a door.
 And there is the purple carpet on the floor.
 In my room, there is a chair and a cat.
 And there is a little hamster on the bed.
 In my room, there is a table and a book.
 And there is a yellow jacket on the hook.
 In my room, there is a sofa and a ball.
 And there is a funny picture on the wall.



Instructions for teacher:

- Learn to sing the chant in advance.
- Sing the chant in the classroom and ask the students to sing together.
- Ask them to sing the chant themselves.
- You may ask them to clap while singing.



Look at the picture and discuss.



Instructions for teacher:

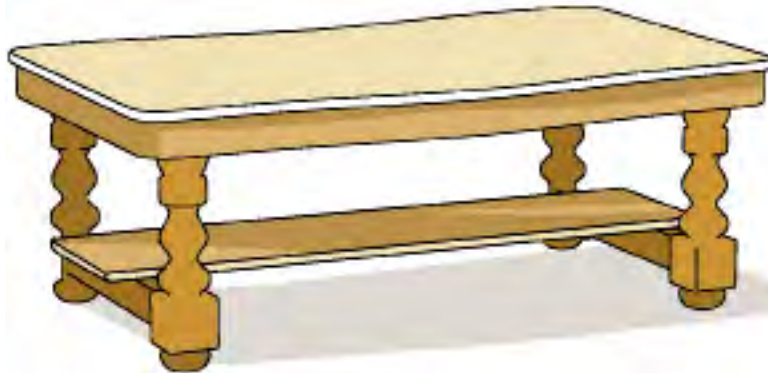
- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures turn by turn.
- Monitor them and provide necessary feedback.



bookshelf

Instructions for teacher:

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



coffee table

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the phrase 'Coffee Table' and ask the students to follow you.
- Ask the students to spell the word.



curtain

Instructions for teacher:

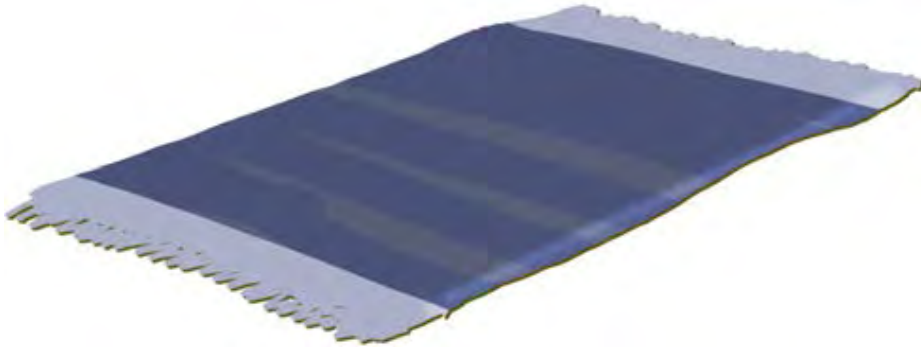
- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Curtain' and ask the students to follow you.
- Ask the students to spell the word.



stool

Instructions for teacher:

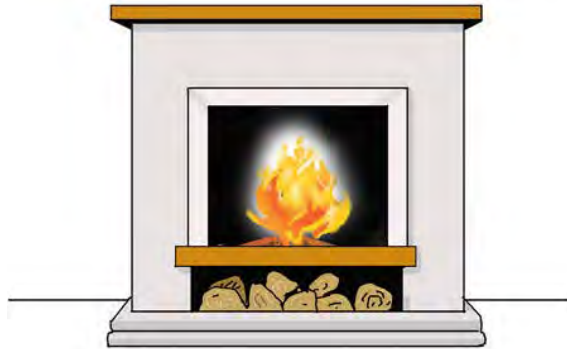
- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Stool' and ask the students to follow you.
- Ask the students to spell the word.



carpet

Instructions for teacher:

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



fireplace

Instructions for teacher:

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



Read.

Nita's Room

I'm Nita. I'm going to describe you my living room. My living room is very big and bright. I keep it clean and tidy. On the floor, there is a big blue carpet at the centre. I have two sofas, a coffee table and a stool. There is also a small round table where



I sometimes put books. I enjoy reading, so there is a bookshelf with many books in it. There is a vase with a small plant. In one corner of the living room, there is a big plant in a vase.

The living room has got a fireplace. Above it, there are some pictures. Next to the fireplace, there is a round table with a table lamp on it. There are four windows and two of them have got lovely curtains. I like to have a rest in my living room.

Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask them to read the text aloud individually.
- Support them as needed and provide necessary feedback.



Write 'True' for true statements and 'False' for false ones.

a. Nita's living room is small.

b. The carpet on the floor is big and blue.

c. The vase has a small flower in it.

d. All the windows have got curtains.

Instructions for teacher:

- Ask the students to read the text on the girl with a book card-23.
- Tell them to write whether the given sentences are true or false.
- Check their answers and provide feedback.



Write the missing words.

What are they? Read the descriptions and complete the table.

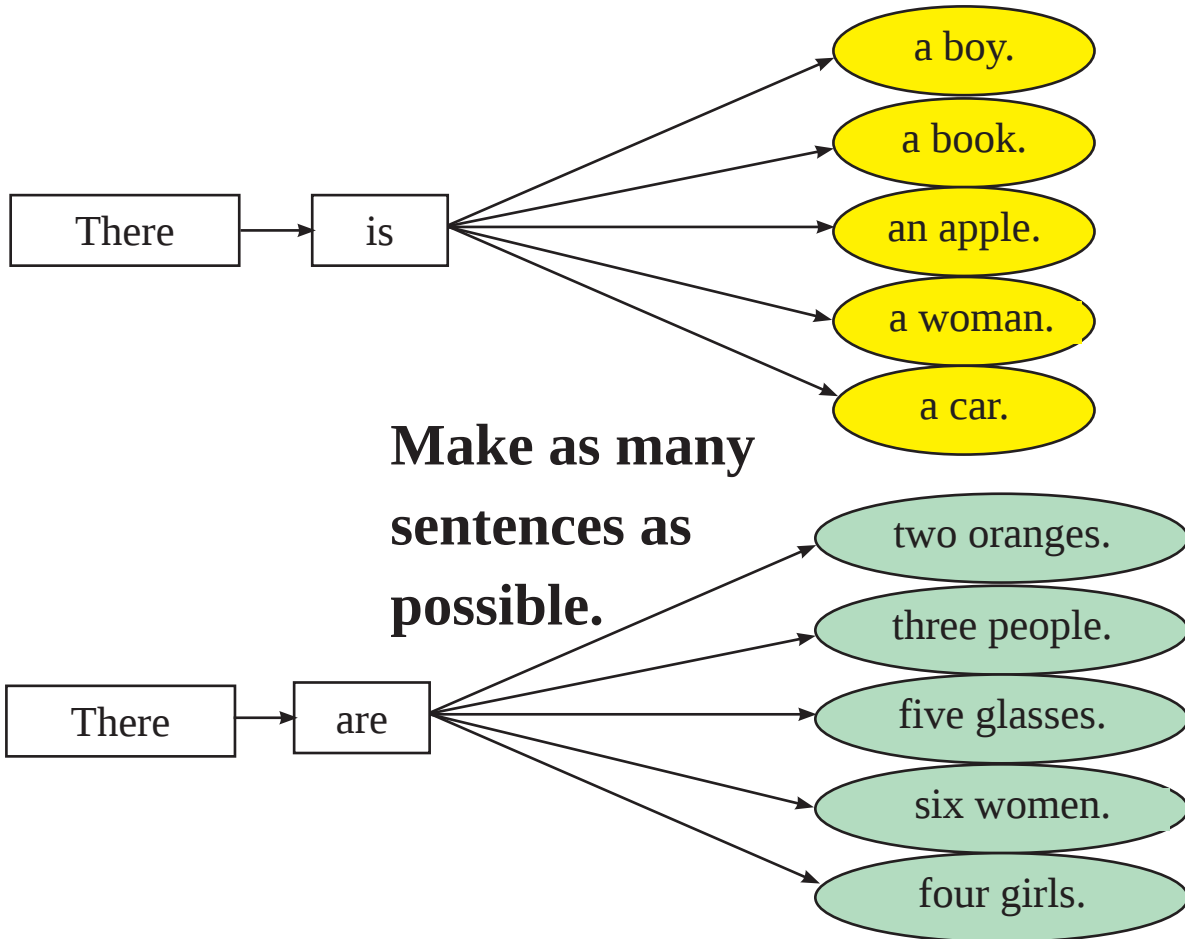
Nita is describing it.	living room
Nita keeps many books in it.	-----
The room has got something to keep it warm.	-----
It's next to the fireplace with a table lamp on it.	-----
They have got lovely curtains.	-----
The room has something to sit on.	-----

Instructions for teacher:

- Ask the students to read the text on a girl with a book card-23.
- Ask the students to read the sentences given in the left side of the table.
- Ask them to fill the right words in the blank spaces of the right side of the table.
- Check the words and provide feedback.



Make as many sentences as possible.



Instructions for teacher:

- Ask the students to observe the figure carefully.
- Set an example and ask them to make as many sentences as they can.
- Check their answers and provide feedback.



Match the questions with their answers.

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1. Is there a carpet?	a. Yes, there are. There are many in the bookshelf.
2. Is there a bookshelf?	b. Yes, there is. It's on the floor.
3. Are there any books?	c. No, there isn't.
4. Are there any windows?	d. Yes, there is. It has many books in it.
5. Is there a television?	e. Yes, there are. There are four windows.
6. Is there a ball?	f. No, there isn't.

Instructions for teacher:

- Ask the students to observe the table carefully.
- Tell them to match the questions with their answers.
- Check their answers and provide feedback.



Ask and answer.

A: Is there a river?

B: No, there isn't. There is one in Dhunibeshi. It's very clean.

A: Is there a bus station?

B: No, there isn't.

A: Are there any shops?

B: No, there aren't any.

A: Are there any old buildings?

B: Yes, there are. They are all old.

Now, ask and answer about your classroom. Take help from the table below.

Yes/no questions	Short answers	
Is there?	Yes, there	No, there
Are there?	Yes,	No,

Instructions for teacher:

- Invite a student in front of the class and rehearse the conversation.
- Ask two students to rehearse the same conversation.
- From pairs and ask them to practice the dialogues.
- Ask them to ask and answer about their classroom using the given table.



Write.

You are a visitor to a town. Write questions to ask about the things in the town. The beginnings of the questions are given below.

You can ask about: shops, things to see, buses, restaurants, parks, famous buildings

Is there a?

Are there any?

Can I?

Where can I?

a.

b.

c.

d.

e.

Instructions for teacher:

- Ask the students to make questions using the given beginnings.
- Tell the to use the information given in the instruction.
- Check their answers and provide feedback.



What do you see in the picture? Where are they?



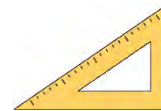
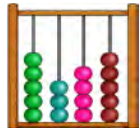
Instructions for teacher:

- Show the picture to the students and ask what they can see in the picture.
- Also ask where the students in the picture are and what they are doing.
- Invite some of them to describe about the picture.



What are these? Write their names from the box in the spaces below the pictures.

globe, triangle, crayons, compass, pencil case, map, stapler, clip, scissors, ruler, calendar, bookshelf, eraser, glue, pen, book, calculator, sharpener, abacus, notepad, paint and brush, blackboard, schoolbag, computer.



Instructions for teacher:

- Show the pictures to the students and ask them to name the pictures with the help of the words in the box.
- Check their answers and provide feedback.



Complete the sentences with the words in the box.

yours, hers, mine, his, theirs

- a. It's my bed. It's
- b. It's your lamp. It's
- c. It's her sofa. It's
- d. It's their mirror. It's
- e. It's his chair. It's

Instructions for teacher:

- Ask the students to observe the pronouns in the box
- You can do one as example.
- Tell them to fill in the blanks.
- Check their answers and provide feedback.



Read.

Hello! My name is Pasang and I am eight years old. I go to a public school called Jyoti Secondary School. I am in grade three. In our class, there are 27 students, 15 are girls and the rest are boys.



My classroom is big and nice. Our teacher is Miss Rita. She likes decorating the walls of the class with the posters and our work. In our class, there is a computer and a whiteboard.

My desk and chair are brown. On my desk, I have my pencil case. In my pencil case, I have many things: a red sharpener, two pencils, a rubber, three markers, a glue and a purple pen.

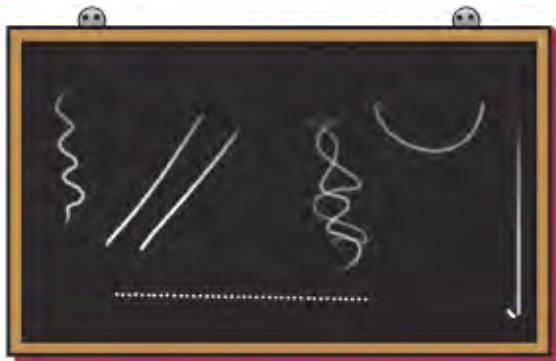
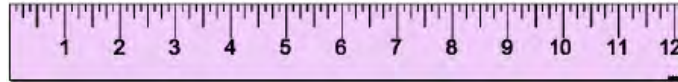
I go to school on foot with my best friend, Tina. We like our school because there is a playground, a library, a computer lab and a music classroom with instruments.

Instructions for teacher:

- Read the text aloud and ask the students to follow you.
- Ask the individual student to read the text aloud turn by turn.
- Monitor them and provide necessary feedback.



Tick the objects that are given in the text.



Instructions for teacher:

- Ask the students to read the text of girl with a book card -24.
- Ask the students to identify the pictures described in the text.
- Ask the students to tick the pictures that are identified.
- Check it and provide feedback.



Read the text again and answer the following questions.

1. What is the name of Pasang's school?

2. What colour is his desk?

3. What does he keep in his pencil case?

4. How does Tina go to school?

The sentences are from the above text. Complete them.

a. My classroom is and nice.

b. My desk and my chair are

c. Pasang has a sharpener.

Instructions for teacher:

- Ask the students to read the text on a girl with a book card -24.
- Ask them to answer the questions.
- Check their answers and provide necessary feedback.



Work in pairs and take turns to talk about these things.

A : Is your classroom big?

B : Yes, It is. It's very big.

- a. classroom
- b. house
- c. family
- d. bag
- e. clothes

Instructions for teacher:

- Invite two students in front of the classroom and ask them to rehearse the dialogues.
- Form pairs and tell them to have conversations on the given situations.
- Monitor them and provide necessary assistance.



Complete the sentences with correct words.

15

- a. Who is that man? Why are you looking at
- b. He never gives book to others?
- c. works hard. The teachers always praises her.
- d. Where are the tickets? I can't find
- e. Alan never drinks milk. He doesn't like taste.
- f. I can't find my pencil. Can you give one to?
- g. Do you know that man? Yes, I work with
- i. I don't like dogs. I'm afraid of
- j. They brought this here. It is, not ours.
- k. She dropped the pencil. It must be

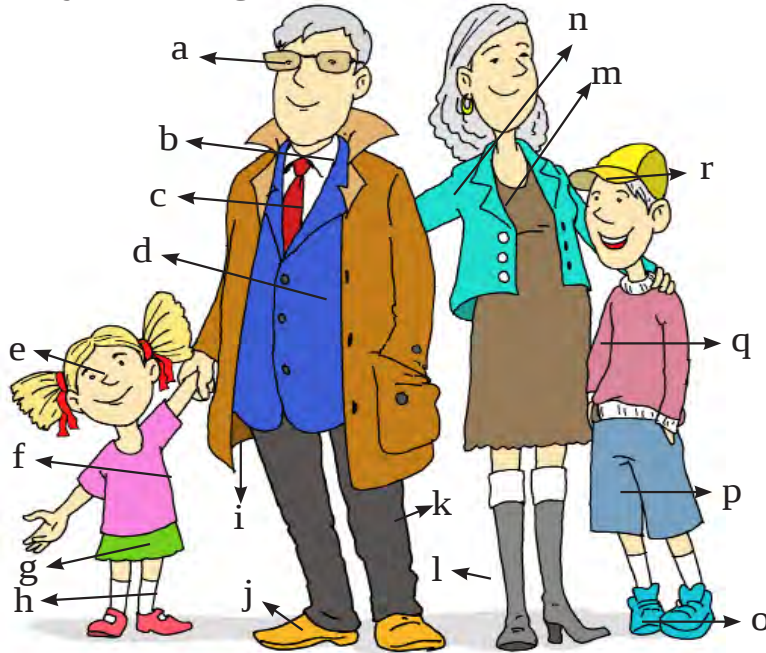
Instructions for teacher:

- Ask the students to read different kind of pronouns.
- Tell them to fill in the gaps with the pronouns in the table.
- Do one as an example if necessary.
- Check their answers and provide feedback.



Look at the picture and match words to what they are wearing.

What are they wearing?



Match the words in the box (write a, b, c....) to the pictures above.

	blouse		boot		cap		trousers
	coat		dress		glasses		hairband
	jacket		shirt		shoes		pullover
	shorts		skirt		socks		suit
	tie		trainer				

Instructions for teacher:

- Ask the students to observe the picture carefully and ask them to write a,b,c in the box under the picture pointing to the clothes they are wearing.
- Provide assistance and check their answers.



Solve the puzzle and make sentences.

2

Find the names of clothes in the puzzle below and write them down. Make sentences using them.

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

Suit = My suit is red.

J	_____	P	_____
	_____		_____
	_____		_____
T	_____	S	_____
	_____		_____
	_____		_____
S	_____	H	_____
	_____		_____
	_____		_____
F	_____	C	_____
	_____		_____
	_____		_____

Instructions for teacher:

- Ask the students to find the different names of the clothes in the grid and circle them.
- You can show an example.
- After they find all the words, ask them to make sentences and write in their exercise book.



Listen and act.

Saleswoman : Good morning. Can I help you?

Nitu : Yes, please. I would like to buy a sweater.

Saleswoman : What size?

Nitu : Fifty-one. It's for my mother.

Saleswoman : What colour would you like?

Nitu : I would like a dark red sweater.

Saleswoman : Do you like this one?

Nitu : Yes, it's great. How much does it cost?

Saleswoman : It's Rs. 900.

Nitu : Here you are.

Saleswoman : Thank you. Have a nice day!

Nitu : Thank you, madam. Good bye.



Instructions for teacher:

- Call one of the students in front of the class and practice the conversation.
- Ask two students to rehearse the conversion again.
- Form pairs and ask them to practice conversation.
- Monitor them and provide assistance.



Study the following sentence.

I would like a dark red sweater.

The words dark and red are adjectives.

		
a full shirt.	a yellow sweater.	a white T-shirt.
		
a red tie.	a long coat.	a small hair band.

Now, talk about the clothes. Write complete sentences.

The shirt is full.

The sweater is

The T-shirt is

The tie is

The coat is

The hair band is

Instructions for teacher:

- Ask the students to observe the example carefully.
- Discuss about the example.
- Ask the students to talk about the pictures using the halves of the sentences given.



Read and answer.

Mrs. Karki has taken a leave for a day to do some shopping for her family. She is often very busy and her children do not like to go shopping. She thought this was a good time to find clothes at lower prices. First, she went into a store and picked up two polo shirts, a pair of trousers and a winter coat for her son.



She went to another store and bought two shirts and a jacket for her daughter. Near the men's department, she found a grey suit on sale. She bought it for her husband. She also bought a belt and a new tie for him. There were also lovely slippers on sale which she bought for herself. Then, she went into the last shop and found a silk purple blouse and a pair of boots for her. After the shopping, Mrs. Karki decided to take a rest. She had a cup of coffee at a restaurant.

Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask them to read the text aloud individually.
- Support them as needed and provide necessary feedback.



Match the words with their meanings.

9

- | | |
|-------------|--|
| a. shopping | i. a shop. |
| b. store | ii. a time when shops sell things at lower prices. |
| c. belt | iii. buying goods from shops. |
| d. slippers | iv. a strip worn round the waist. |
| e. sale | v. comfortable slip-on shoes. |

Instructions for teacher:

- Ask the students to read the text on a girl with a book card -25.
- Ask them to find the meanings in the dictionary.
- Now, ask them to match the words with their meanings.
- Check their answers and provide feedback.





Circle 'T' for True and 'F' for False statement.

36

- | | | | |
|----|--|---|---|
| a. | It was a weekend. | T | F |
| b. | Mrs. Karki's children love shopping. | T | F |
| c. | She forgot to buy clothes for her husband. | T | F |
| d. | The slippers were on sale. | T | F |
| e. | She bought nothing for herself. | T | F |
| f. | She got tired at the end. | T | F |
| g. | She rested at a restaurant. | T | F |

Instructions for teacher:

- Ask the students to read the text on the girl with a book card-25.
- Tell them to circle 'T' for true or 'F' for false.
- Check their answers and provide feedback.



Learn 'and', 'but' and 'because'.

17

Complete the following sentences with 'and', 'but' or 'because'.

- a. He was poor he was happy.
- b. I worked hard I wanted to pass the test.
- c. She bought some fruits vegetables.
- d. My sister is tall I am short.
- e. She is hard-working her brother is very lazy.
- f. I didn't buy the dress it was expensive.
- g. I passed the test I had worked hard.
- h. Karthik can play the violin he can't play the piano.
- i. She gave me an apple a mango.

Write.

Write the following numbers in words. Some are given as examples.

50	fifty
51	fifty one
52	fifty two
53	
54	
55	
56	
57	
58	
59	fifty nine
60	sixty
62	
67	
70	seventy

72	
73	
80	eighty
84	
89	
90	ninety
95	
100	one hundred



Write the names of clothes you have. Write one sentence description for each.

Clothes		Description
a.	shirt	I have a blue shirt.
b.		
c.		
d.		
e.		
f.		
g.		

Instructions for teacher:

- Ask the students to look at the given example.
- Ask them to write the names of clothes and one sentence for each as shown in the example.
- Check their answers and provide feedback.



Assessment-5

MS 9

5A

1. Listen to the recording and answer the questions.

a. How big is Nita's room?

b. Where is the carpet?

c. Does the vase have a small plant?

2. What things do you have? Work in pairs and take turns to talk about them.

3. Look at your teacher. Describe the object he/she is showing.

4. Look at your teacher pointing to different numbers. Say the number names he/she is pointing.

5. Read the text and answer the questions.

Mrs. Karki has taken a leave for a day to do some shopping for her family. She is often very busy and her children do not like to go shopping. She thought this was a good time to find clothes at lower prices. First, she went into a store and picked up two polo shirts, a pair of trousers and a winter coat for her son.

She went to another store and bought two shirts and a jacket for her daughter. Near the men's department, she found a grey suit on sale. She bought it for her husband. She also bought a belt and a new tie for him. There were also lovely slippers on sale which she bought for herself. Then, she went into the last shop and found a silk purple blouse and a pair of boots for her. After the shopping, Mrs. Karki decided to take a rest. She had a cup of coffee at a restaurant.



Assessment-5

MS 9

5B

A. Who are these items bought for? Match.

- | | |
|----------------|-------------|
| a. polo shirts | i. daughter |
| b. a jacket | ii. herself |
| c. a grey suit | iii. son |
| d. slippers | iv. husband |

B. Answer these questions.

a. Do the children like to go shopping?

.....

b. Where did she buy the grey suit from?

.....

c. Why did she take coffee?

.....

C. Look at a dictionary and find the meanings of these words.

a. leave:

b. busy:

c. store:

d. lovely:

6. What things do you have? Write a short paragraph.



Listen and sing.

Listen to my big drum.

Bang, bang, bang!

Listen to my triangle.

Tang, tang, tang!

Listen to my trumpet.

Toot, toot, toot!

Listen to my tambourine.

Shoo, shoo, shoo!



Instructions for teacher:

- Learn to sing the chant in advance.
- Sing the chant in the classroom and ask the students to sing together.
- Ask them to sing the chant themselves.
- You may ask them to clap while singing.

Look at the pictures and discuss.



Instructions for teacher:

- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures turn by turn.
- You may ask different questions to them.



Look at the picture and discuss.



Sarangi

It has four strings. People play it with a small stick.



Madal

- two ends
- play with two hands



Basuree

- six to eight finger holes
- blow



Dhimay

- like a drum
- a Newari musical instrument
- beat with hands and a stick



Khaijadi

- like a small drum
- play with both hands
- popular in Bhajan



Damphu

- popular in Tamang community
- play with both hands

Do you know other musical instruments? Talk to your friends.

Instructions for teacher:

- Ask the students to look at the example carefully.
- Tell them to describe the pictures orally in turn.
- Provide necessary feedback.

Ask and answer.

What did you do yesterday?



I played the piano.



I listened to music.



I danced for an hour.



I watched music videos.

Now, ask and answer about these.

water the flowers

go to the field

iron my clothes

laugh a lot

ride a bicycle

play computer
game

Instructions for teacher:

- Call four students in front of the class and ask and answer as in the example.
- Let them ask and answer as in the example.
- Form pairs and ask the students to ask and answer about the given activities.
- Provide necessary feedback.



Match the words with their meanings.

10

string	a thin round object
blow	leather or cloth thread
beat	having a hole inside
instrument	tool
bowl	send out air from mouth
strap	thread
disc	round pot
hollow	hit

Instructions for teacher:

- Ask the students to learn the meaning of the words given.
- Tell them to match these words with meaning given.
- Perform one as an example.
- Check their responses and provide feedback.

**Choose the correct words and fill in the blanks.****22****hollow strap instrument blow beat disc bowl**

- a. Guitar is a musical
- b. They a dog with a stick.
- c. We the balloons to fill in with the air.
- d. My watch has a leather
- e. The parrot hid in the tree.
- f. Put a in the computer.
- g. I eat a of rice every morning.

Instructions for teacher:

- Ask the students to fill in the gaps with the suitable words given.
- You can perform one as an example.
- Check their responses and provide feedback.



Read.

Panche Baja

Panche Baja is a group of five Nepali musical instruments. People play them in holy ceremonies. It is popular in wedding ceremonies. Damaha, Jhyali, Tyamko, Dholaki and Sahanai are the names of panche baja.

Damaha



It is a kind of drum. It looks like a bowl in shape. It has a strap to hang. We play it with two sticks.

Jhyali



It is a pair of two disc-like musical instrument. We play it with our two hands. We play it by beating the two disc.

Dholaki



It is a hollow drum with two heads. It has a strap to hold. We play it with a stick on one side and a hand on the other.

Tyamko



It is similar to damaha in shape but small in size. We play it with two pieces of sticks.

Sahanai



It is made of metal. It looks like a tube. It has two ends. One end is narrow and the other end is wide. We play it by blowing with our mouth. We blow it through a narrow end.

Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Match the instruments with their shapes.

11

- | | |
|------------|------|
| a. Damaha | disc |
| b. Jhyali | drum |
| c. Dholaki | tube |
| d. Sahanai | bowl |

Instructions for teacher:

- Ask the students to see the pictures of the girl with a book card - 26.
- Tell them to match the instruments with their shapes.
- Check them and provide feedback.



Answer the following questions.

a. When is Panche Baja played?

b. How do we play the Damaha?

c. Which instrument is played with hand and stick?

d. How do we play the Tyamko?

e. Which instrument is made of metal?

f. How do we play the Sahanai?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card - 26.
- Ask them to answer the questions.
- Check their answers and provide feedback.



Study the table.

Present	Past	Present	Past
is	was	has	had
am	was	have	had
are	were	do	did

Now, change the following sentences into past.

a. Sunita and Babita are close friends.

b. I am a student.

c. Shishir has two pets.

d. We do our homework.

e. Bimal is good at sports.

Instructions for teacher:

- Ask the students to observe the table carefully.
- Ask them to do the exercise.
- Check them and provide feedback.



Look at the pictures and read.

Tihar



We organize Deusi Bhailo programme to celebrate Tihar.

Tamu Lhosar



People from Gurung community gather at Tundikhel to observe Tamu Lhosar.

Bisket Jatra



People from Newar community observe Bisket Jatra in Bhaktapur.

Instructions for teacher:

- Ask the students to observe the pictures and read the descriptions.
- Ask them to describe how they celebrate their recent festival.

Maghi



Tharu people sing and dance in traditional dress to observe Maghi.

Holi



People celebrate Holi with great joy.

Eid



Muslims celebrate Eid in Mosques.



bakkhu

Instructions for teacher:

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



haku patasi

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the phrase 'Haku Patasi' and ask the students to follow you.
- Ask the students to spell the word.



kachhad

Instructions for teacher:

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



daura suruwal

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the phrase 'Daura Suruwal' and ask the students to follow you.
- Ask the students to spell the word.



dhoti

Instructions for teacher:

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



gunyo cholo

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Gunyo Cholo' and ask the students to follow you.
- Ask the students to spell the word.



Listen and say.

I had a birthday party last night.



I went to Rolpa to celebrate Maghe Sankranti.



I received Tika from grandfather at Dashain.



I visited Pashupati temple on the occasion of Shivaratri.



Now, talk to your friends about these festivals.

Christmas Party	Gai Jatra	New Year
Teej	Chhat	Lhosar

Instructions for teacher:

- Ask the students to listen carefully as you read the sentence aloud.
- Ask them to read these sentences aloud in turn.
- Again, ask them to talk about the given festivals and provide necessary assistance.

Read.



Gaura Parva

I am Bhim. I am from Baitadi. Now I live in Kathmandu. Do you know how I spent yesterday? Yesterday was really a joyful day for me. My father took me to Tundikhel. We celebrated Gaura Parva there.



Gaura Parva is one of the popular festivals of far-western part of Nepal. It falls in the month of Bhadau. People celebrate it for three days. It generally starts from the day of Krishna Janmashthami. Women worship goddess Gauri. Gauri is the wife of lord Shiva. Women pray for good health and long life of their husbands. People celebrate it by singing and dancing.



Deuda Dance is a major activity of this festival. There were different groups of Deuda dance. My father joined a group and started dancing. I also joined the dance. We performed Deuda Dance. We held the hands of our partners next to us. We sang and danced Deuda in a circular chain. We took steps forwards and backwards. I danced and watched the dance of different groups.

Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask the students to read the text individually.
- Support them as needed.



Write 'True' and 'False'.

- a. Bhim lives in Kathmandu alone.
- b. He and his father went to Baitadi to celebrate Gaura Parva.
- c. Gaura Parva is popular in far-western Nepal.
- d. The women pray for good health and long life of their brothers.
- e. Deuda is performed in a circle.
- f. Bhim enjoyed the dance.

Instructions for teacher:

- Ask the students to read the text on a girl with a book card-28.
- Tell them to write true or false in the box.
- Check their answers and provide necessary feedback.



Complete the sentences with correct words from the text.

- a. Gaura Parva falls in
- b. People celebrate this festival for days.
- c. Women worship in the festival.
- d. The main activity of the festival is
- e. They hold their together while dancing.

Instructions for teacher:

- Ask the students to study the text of girl with a book card 28..
- Ask the students to write the correct words from the text to complete the given sentences.
- Check the sentences and provide feedback.



Look at the pictures, discuss and talk about them.

Thanksgiving Day



Americans celebrate Thanksgiving Day on the fourth Thursday of November. They exchange gifts and share Thanksgiving messages. They have a public holiday on that day.

Father's Day



- Bhadau
- respect and love to father
- Kushe Aunsi

Buddha Jayanti



- May
- grand ceremony at Lumbini
- Buddha Purnima

Mother's Day



- Baishakh
- love and respect to mothers
- Aamako Mukh Herne Din

Instructions for teacher:

- Ask the students to describe the picture as shown in the example.
- Check their responses.
- Ask them if they observe the given festivals and describe.



Ask and answer.

sleep all day	What did you do yesterday? I slept all day.
go to market	Where
win the game	Who
solve maths problem	Did you

Now, ask and answer about these.

watch cartoons

go to temple

take a photo

read books

colour pictures

meet a singer

help my father

go shopping

do my homework

Instructions for teacher:

- Invite one of the students in front of the class and practice the dialogue.
- Form pairs and ask the students to have conversations in given situations.



Match the words with their meanings.

12

express ☐

☐ sing a poem

grand ☐

☐ new

exchange ☐

☐ show a feeling

recite ☐

☐ made by hands

pupils ☐

☐ large

first-form ☐

☐ give and take

present ☐

☐ students

handmade ☐

☐ gift

Instructions for teacher:

- Ask the students to learn the meaning of the given words.
- Ask them to match the words with their meaning
- Check their responses and provide feedback.



Choose the correct words and fill in the blanks.

24

Words:

gift, recite, express, exchange, students, handmade, grand

- a. your idea clearly.
- b. The students the poems.
- c. I had a party yesterday
- d. We gifts on special days.
- e. Tourists love crafts.
- f. My father gave me a on my birthday.
- g. The teachers love

Instructions for teacher:

- Ask the students to observe the sentences.
- Ask the students to fill the correct words in the blanks to complete the sentences.
- Check the sentences and provide feedback.



Read.

Knowledge Day

School year starts on the first of September in Russia. It is the first day of new school year. Russians celebrate it as Knowledge Day. Students start their school days after the summer holiday. They have long summer holidays from June to August. They don't have classes during the time. They come to school wearing uniforms and holding a bunch of flowers.

School children stand in a row during assembly. The head-teacher and teachers welcome them in the school. Some pupils perform on the stage. They sing, dance and recite poems about school and knowledge. After that, they go to their classrooms. They take their seats. They give their flowers to the class teacher. The class teacher informs them the timetable. The class teacher also informs them about the teachers who will teach different subjects. Then, they go home.

The school children celebrate the first of September as a festival. It is very important for first-form school children. Parents and relatives also come to school on this day. The teachers also make small presents for each pupil. The presents are handmade.



Instructions for teacher:

- Read the text aloud and ask the students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write the activities under correct headings.

bring a bunch of flowers, stand in a row, welcome to the school, recite poems, inform the timetable, give homemade present.

Teachers	Students
a. _____ _____	a. _____ _____
b. _____ _____	b. _____ _____
c. _____ _____	c. _____ _____

Instructions for teacher:

- Ask the students to read the text on a girl with a book card -29.
- Tell them to read the activities in the box and decide which of them are done by teachers and which by students.
- Ask them to write those activities under correct headings.
- Check their answers and provide feedback.



Answer the following questions.

a. When do Russians celebrate Knowledge Day ?

b. When is the summer holiday in Russia?

c. Why do the students come with flowers?

d. Who informs the students about their timetable?

e. Who is this day very important for?

f. What do the teachers give to the students?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card -29.
- Tell them to write the answers.
- Check their answers and provide feedback.



Study the table.

Statements	Questions
I went to Pokhara last week.	Where did you go last week?
I watched an English movie last Saturday.	What did you do last Saturday?
My father came home last night.	Who came home last night?
Arjun went to Australia for study.	Why did Arjun go to Australia?
I met the head teacher today.	Did you meet the head teacher today?

Change these into questions.

a. Rupesh woke up late this morning.

Who

b. I visited the zoo yesterday.

When

c. Prakash went to the USA for a week to tour.

Where

d. She went to Mustang by bus.

How

e. He saw a tiger yesterday.

Did



Study the information about Saraswati Puja.

Saraswati Puja

- the other name: Basanta Panchami
- falls in the month of February
- goddess of knowledge
- celebrate by worshipping Saraswati, visiting Saraswati temples
- Students worship their books, pens and notebooks.
- parents start teaching their children

Now, write a paragraph about Saraswati Puja.

Instructions for teacher:

- Ask the students what they know about Saraswati puja and discuss.
- Ask them to study the clues given on the card.
- Ask them to write a paragraph about Saraswati Puja using the those clues.
- Check their answers and provide feedback.



Assessment-6

6A

1. **Listen to your teacher and answer the following questions.**
 - a. Gaura Parva is celebrated in the part of Nepal.
 - b. The festival is celebrated in the month of
 - c. Gauri is the wife of
 - d. Women pray for long life of their
2. **Talk in pairs. Talk about a festival you celebrate. Use these clues.**
 - a. What is the name of the festival?
 - b. What do you do on the festival?
 - c. Do you like the festival? Why?
3. **Read the text and write 'True' or 'False'.**

Damaha is a kind of drum. It looks like a bowl in shape. It has a strap to hang. We play it with two sticks.

Jhyali is a pair of two disc-like musical instrument. We play it with our two hands. We play it by beating the two disc.

 - a. Damaha is like a drum.
 - b. We need sticks to play Damaha.
 - c. Jhayali is a kind of drum.
 - d. We play Jhayli with sticks.
4. **Change the following sentences into past.**
 - a. The students are happy.

.....

Assessment-6

b. She is a farmer.

c. I have two toys.

d. Bimal is good at reading.

e. They play football.

5. Match the pictures with sentences. Add one sentence for each.



It is the main festival of Tharu community.



People gather at mosques.

People worship Goddess Laxmi.

It is the new year of Tamang, Gurung and Sherpa Communities.

It is the festival of colour.





Look at the pictures and discuss.



Instructions for teacher:

- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures turn by turn.
- You may ask different questions to them.



Look at the pictures and discuss the questions.

11

- What are these?
- What do people do with these?



Instructions for teacher:

- Ask the students to observe the pictures carefully.
- Ask them to answer the questions.
- Provide necessary feedback.



Complete the sentences with suitable words.

25

- a. People can watch news on
- b. My grandfather listens to songs on the
- c. I call my grandmother everyday. I have a at home.
- d. I can type and do many things on
- e. I can call my father at any time. He carries his
with him.

Instructions for teacher:

- Ask the students to observe the sentences.
- Ask them to write the suitable words in the blank of the sentences to complete the sentences.
- Check the sentences and provide feedback.



Look at the pictures and compare as in the example.

12

in the past	at present
 big	 small
 black and white	 colour
 no camera	 camera
 big	 small

Example:

In the past, radios were very big but now they are small.

Instructions for teacher:

- Ask the students to look at the pair of the pictures.
- Discuss about the example.
- Ask them to compare the pairs of pictures and provide feedback.

Listen and act.

- Sami : Hi, Tara. What are you doing?
- Tara : Well, at the moment I am playing a game with my brother, Raju.
- Sami : Can you help me with the homework?
- Tara : Yes, of course. What's the problem?
- Sami : I don't understand my maths homework. So, may I come to your house?
- Tara : No problem, Sami.
- Sami : Is this afternoon okay for you?
- Tara : Fine. Please come to me at 4:30 pm.
- Sami : Ok, I'll be there at 4:30. You are my good friend. Bye.
- Tara : Bye. See you then.



Instructions for teacher:

- Ask two students to perform the dialogue.
- Observe them and provide assistance.
- Make pairs and practice.
- Monitor them.



Read.

30

Alexander Graham Bell invented telephone many years ago. It was very different at that time. Long ago, all telephones were as big as a lunchbox. People had to stay on a table or wall. Telephones had only one purpose. They were used to talk to other people.



Nearly every telephone was a landline for more than a hundred years. It is one that needs to be connected by a wire to a network of other telephones. People could not take those telephones with them because of the wires.

Now, there is a lot of progress in telephone. Today, many people use cell phones. Cell phones do not need to be connected with wires. Cell phones can be smaller than your hand. They can be moved anywhere.

Many cell phones sold today are smartphones. A smartphone is a cell phone that has lots of computer-style features. These phones can do many things. For example, people use smartphones to check e-mail and surf the Internet. You can use them to send text messages. You can use them to take photographs. You can use them to play games. There is something else you can use cell phones to do. You can still use them to talk to other people!



Instructions for teacher:

- Ask a student to read the text aloud and ask other students to follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Write short answers.

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a. Who invented telephone?

b. How big was telephone long ago?

c. Describe how telephones are different from cell phones.

d. What can you do with a cell phone?

e. Which do you think is better; a telephone or a cell phone?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 30.
- Ask them to write the answer the questions.
- Check their answers and provide feedback.



Listen and sing.

In my town, they're places to go
 In my town, they're places to go
 The school, the park, the big toy store
 The food, the movies; and many more
 In my town, in my town, everybody knows my name
 In my town, in my town, everybody knows my face.



In my town, they're places to shop
 In my town, they're places to shop
 The market, the mall, the candy store
 The butcher, the bakery; and many more
 In my town, in my town, everybody knows my name
 In my town, in my town, everybody knows my face.

In my town, they're people I know
 In my town, they're people I know
 My teacher, my doctor, the neighbour next door
 The kids from school; and many more
 In my town, in my town, everybody knows my name
 In my town, in my town, everybody knows my face.
 In my town, they're ways to travel
 In my town, they're ways to travel
 By car, by subways, by bus to the shore
 By taxi, by bike; and many more
 In my town, in my town, everybody knows my name
 In my town, in my town, everybody knows my face



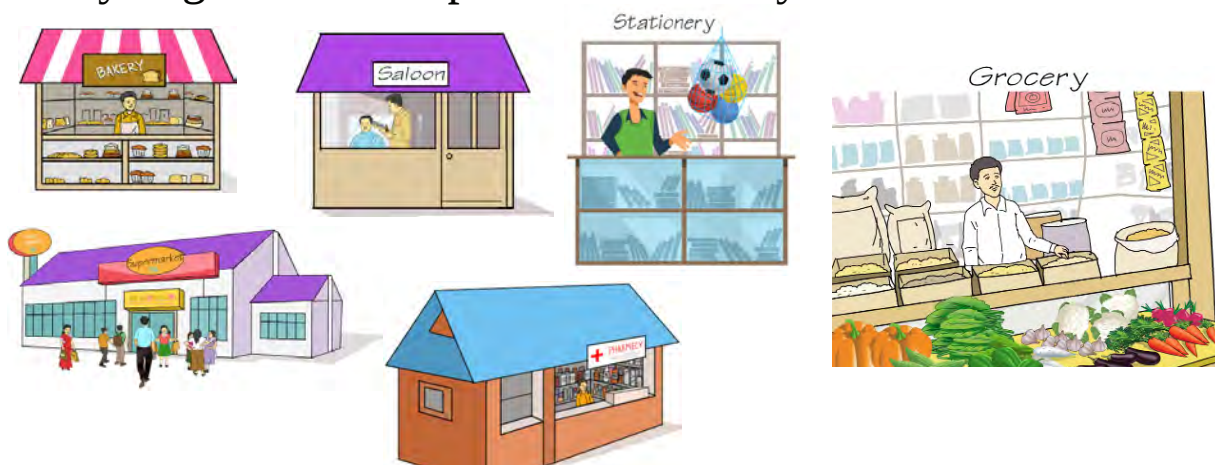
What do you have in your town/village? Talk to your friends.

- Again, ask them to talk about what they have in their village/town.



Look at the pictures and discuss.

Have you gone to these places? What do you do there?



Now, complete the sentences with the correct words.

- You can buy vegetables from a
- You can buy crayons and drawing papers from a
- You can have your hair cut at a
- You can find everything in a It's a big store.
- You can get your birthday cake from a
- You can get medicine from a

Instructions for teacher:

- Ask the students to observe the pictures carefully.
- Ask them whether they have gone to these places or not.
- Ask them to fill in the blanks.
- Check their answers and provide feedback.



Read and act.

Hello, what would you like to buy today?

Do you like mangoes or bananas?



I'd like to buy fruits.

I want some mangoes.

Good morning, what would you like to buy today?

Do you like cotton pants or jeans?



I'd like to buy a pair of pants.

I like jeans.

Good morning, what would you like to drink today?

Do you like black tea or milk tea?



I'd like to drink tea.

I like black tea.

Have similar conversations with your partner.

- (At a bakery) eat bread/selroti or doughnut
- (At a stationery) buy exercise books/small or big
- (At a coffee shop) drink coffee/black coffee or milk coffee

Instructions for teacher:

- Act out a conversation with a student.
- Ask the students to act in pairs.
- Again ask them to have similar conversations in given situations.



Read.

At a Shoe Shop

- Shopkeeper : Can I help you?
- Customer : Yes, please. I'm looking for a pair of shoes.
- Shopkeeper : What kind of shoes would you like?
- Customer : I like leather shoes with a fine smooth look.
- Shopkeeper : What about this one?
- Customer : It's just what I wanted. May I try it on?
- Shopkeeper : Yes, please. How is it?
- Customer : It's nice. How much does it cost?
- Shopkeeper : Two thousand and five hundred rupees.
- Customer : Oh, it's very expensive. Have you got cheaper ones?
- Shopkeeper : Certainly, look at this one, please. It costs one thousand and eight hundred rupees. It's of the same size.
- Customer : It's good. I'll take it. Here is the money.
- Shopkeeper : Here you are. Thank you.
- Customer : Thank you.



Instructions for teacher:

- Ask a student to read the text aloud and ask other students to follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Answer the following questions.

a. Where is the conversation taking place?

b. Who are the people talking?

c. What kind of shoes does the customer want to buy?

d. Why didn't the boy buy the first pair of shoes?

e. How much is the cost of the shoes he buys?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 31.
- Ask them to write the answer the questions.
- Check their answers and provide feedback.



Write.

Have you visited a shop? Write about what you bought there.

Instructions for teacher:

- Make pairs of students.
- Ask them to discuss about visit to a shop and thing they bought.
- Ask them to write about what they have bought from the shop.
- Check it and provide feedback.

Look at the picture and discuss.



Now, write the names of the notes and coin.

a. A one-rupee note.	b. _____	c. _____
d. _____	e. _____	f. _____
g. _____	h. _____	i. _____

Why do we need money? What would happen if there were no money?

Instructions for teacher:

- Show different notes and coins to the students and ask them to identify.
- Show them pictures of different shops and ask them what people are doing there.

Ask and answer.

Grocery Section

				
Rs. 80 per kg	Rs. 65 per kg	Rs. 115	Rs. 50	Rs. 135
				
Rs. 15	Rs. 100 per kg	Rs. 50 per kg	Rs. 200	Rs. 45 per kg

Example: A: How much is the orange?

B: It's 80 rupees per kg.

A: Give me one kg. Here is 100 rupees.

B: Twenty rupees is your change. Here you are.

Now, have similar conversations with your friends.

Instructions for teacher:

- Set up a shop keeping different grocery items.
- Ask the students to play the role of a shopkeeper and as costumer.



What do you like? Write.

Write what you like and what you don't like. Use 'and', 'but' and 'because' in your sentences.

Example: I like orange and watermelon.

I like apple juice but I don't like watermelon.

I like milk because it is good for our health.

- a.

- b.

- c.

- d.

- e.

- f.

- g.

- h.

Instructions for teacher:

- Read aloud the example given in the card.
- Ask the students to read and write sentences as given in the example.
- Check their answers and provide feedback.



Listen and act.

Guests : A table for four, please.

Waiter : Yes, of course.

Guests : Thank you.

Waiter : Here you go. What would you like to have? Would you like to look at the menu?



Guests : Yes please. We are very hungry.
(The guests look at the menu)

Waiter : Are you ready to order?

Guests : Yes. We'd like fish, rice and curry please.

Waiter : Would you like a drink?

Guests : No, thanks, just a bottle of water.
(The guests have finished their meals)

Waiter : Would you like a desert?

Guests : No, thank you. Could we have the bill please?

Waiter : Yes, of course.

Instructions for teacher:

- Create a restaurant like setup in the class.
- Ask some students to act as guests and some as waiter/waitress.
- Tell them to act the conversation.



Write sentences.

Find the meanings of these words from a dictionary and use the words in your own sentences.

a. hungry:

b. menu:

c. order:

Instructions for teacher:

- Ask the students to find the meaning of the words from a dictionary.
- Ask them to make their own sentences using the words.
- Check their answers and provide feedback.



Read.

Shopping at the Supermarket

I'm Bikas. Now, I am at a supermarket. I have come here with my friends: Bijaya and Nabina. I love shopping at a supermarket because we can find everything. We don't need to move here and there. We can get things of good quality there. Bijaya and Nabina also like supermarket.



We go to the cinema whenever we come here. We are also watching a film today. I like English films but Nabina likes Nepali films. But we have agreed to watch an English film today. Then we will go to the restaurant on top of the supermarket. It's very famous. It's always full of people. I like cold drinks. Bijaya prefers apple juice. I like bread and curry because it's good for our health. Nabina and Bijaya like chicken wings. We don't like junk foods.



Then, we have our shopping! We bought some clothes for us today. We chose the best one. Do you also like shopping?

Instructions for teacher:

- Ask a student to read the text aloud and ask other students to follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Write short answers.

48

a. Where is Bikas?

b. Why do they like supermarket for shopping?

c. Where is the restaurant?

d. Do Bikas and Nabina like the same type of film?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 32.
- Ask them to write the answer the questions.
- Check their answers and provide feedback.

Assessment -7



1. Listen to the recording and answer the questions.

a. How many people went to the restaurant?

b. Did they look at the menu?

c. What things did they order? Write any two.

d. Did they take dessert?

2. Work in pairs. Talk to each other. Act like talking on the phone. Talk about the situation.

You want to go to the market with your friend to buy a book.

3. Read the following text and answer these questions.

Alexander Graham Bell invented telephone many years ago. It was very different at that time. Long ago, all telephones were as big as a lunchbox. People had to stay on a table or wall. Telephones had only one purpose. They were used to talk to other people.

Nearly every telephone was a landline for more than a hundred years. It is one that needs to be connected by a wire to a network of other telephones. People could not take those telephones with them because of the wires.

Now, there is a lot of progress in telephone. Today, many people use cell phones. Cell phones do not need to be connected with wires. Cell phones can be smaller than your hand. They can be moved anywhere.

Assessment-7



A. Find the past forms of these verbs from the text.

Example: invent – invented

a. have –

b. connect –

c. move –

B. Complete these sentences. Use the words from the text.

a. Telephones were as as a lunchbox.

b. A landline phone needs a to be connected.

c. You can hold a in your hand.

4. Put 'and', 'but' or 'because' in these sentences.

a. We have a black white TV.

b. Radios were very big in the past they are smaller now.

c. I wanted to buy the shoes they were very expensive.

d. I like bread and curry it's good for our health.

e. Bijaya Nabina like supermarket.

5. What things do you have at your home?

radio

mobile phone

television

telephone

Write three sentences about each of them.

a.

.....

b.

.....

c.

.....



Listen and sing.

10

Pumpkin, pumpkin,
Sitting on a wall.
Pumpkin, pumpkin,
Tip and fall.
Pumpkin, pumpkin,
Rolling down the street.
Pumpkin, pumpkin,
Tickle those feet!



Instructions for teacher:

- Learn to sing the chant in advance.
- Sing the chant in the classroom and ask the students to sing together.
- Ask them to sing the chant themselves.
- You may ask them to clap while singing.
- Again, ask them to tell the rhyming words in the song.



Look at the pictures and discuss.

21



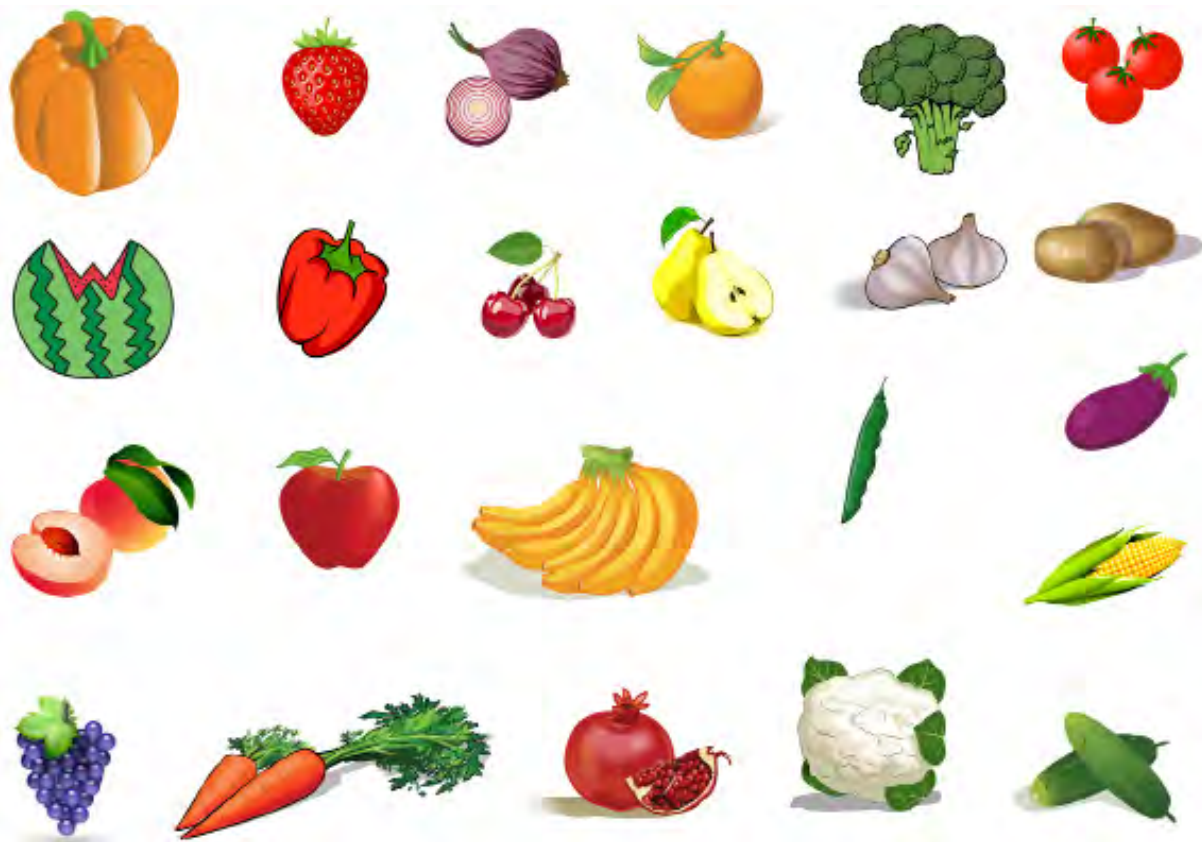
Instructions for teacher:

- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures turn by turn.
- You may ask different questions to them.



Listen to your teacher and tick the pictures.

7



Instructions for teacher:

- Ask the students to observe the picture.
- Tell the names of the pictures and ask them to place a pebbles on the pictures.
- Provide necessary feedback.

Ask and answer.



It's not a plant. It's not green.
It grows in the dark. It has a
cap and a stem. It's a vegetable.
What's it?

Is it mushroom?

Yes, it is.



Now, have similar conversations.

It grows under the ground.
It's long and thin.
You can eat it raw.
You peel it before eating.
It's orange in colour.
Rabbits like it.

It's quite small.
It's round and green.
It stays in pods. You cook it
before you eat.

It's a very popular vegetable.
It grows under the ground.
You cook it before you eat.
You can cook it in many ways.

It's big. It's round or oval. It's
green outside.
It's red inside.
It's sweet.
You don't eat its skin.

Instructions for teacher:

- Invite two students and provide one of them with the meta card with the expression.
- Ask another student to guess the noun based on the description.
- Do it turn by turn.



Learn these words and fill in the gaps.

26

hunt, maiden, replied, message, ordered

Now, fill in the blanks with the words.

- a. The teacher asked me a question and I
- b. Kopila sent me a on my birthday.
- c. It is illegal to wild animals.
- d. The captain the soldiers to run.
- e. There is a in our family. She helps my mother.

Instructions for teacher:

- Ask the students to learn the words in the box.
- Tell their meaning if necessary.
- Ask them to fill in the blanks.
- Check their answers and provide feedback.



Read and answer.

The Pumpkin in the Jar



One day, a king went to the forest to hunt a deer. In the forest, he lost his friends and became alone.

He walked here and there. He saw a hut with a beautiful garden. A beautiful young maiden was working in the garden.

The king asked her, "What plants are you growing here?"

She replied, "I am raising pumpkins and melons."

The king was thirsty. He asked the maiden for a drink. "We were hunting in the heat of the day," he said, "and I'm very thirsty."

The maiden replied, "We have water but the jar to serve is old. It is not right for the king to drink from such a jar. If we had a jar of gold, it would be good for you."

The king replied to the girl, "Never mind about the jar. I'm very thirsty! I don't care if the jar is old"

The maiden went into the house, and gave water to the king. The king drank the water.

The king gave the jar back to the girl but she broke it.



Read and answer.

33B

He cried, "You see that I am a king. Why did you break that jar?"

The maiden replied, "I should not like to have it used by anyone else after you have touched it."

Upon hearing that, the king made no reply. He thought she was a clever girl after all.

The king ordered a soldier to carry the maiden a new jar, one with an opening at the top not much more than one inch across. She was told that the jar was sent by the king. She had to put a pumpkin inside the jar. The soldier told the maiden that she should not break the jar.

The maiden sent a message to the king. She was sure that she could do what the king said, but that such a task might take some time.

It was several months before the maiden arrived at the palace. She held the same jar, and sure enough, an entire pumpkin was inside it. When the king saw the jar, he knew that the jar was the same one that he had given. What's more, he saw that both the jar and the pumpkin were undamaged. He asked the maiden to marry him on the spot and she agreed.

Later, when his new wife told her secret, the king laughed long and hard.

(Adapted from storiestogrowby.org)

Instructions for teacher:

- Ask a student to read the text aloud and ask other students to follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Write 'True' for true statements and 'False' for false ones.

- a. The king met a girl in the forest.
- b. The king asked for a jar of gold.
- c. The girl broke the jar because she was angry with the king.
- d. The king sent a jar to the girl.
- e. The girl changed the jar and put a pumpkin in the jar.

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 33.
- Ask them to write the 'True' or 'False' in the box.
- Check their answers and provide feedback.



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

a. The king liked the girl.

b. A girl gave him water.

c. A king went to the forest to kill a deer.

d. The king married the girl.

e. The king was thirsty.

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 33.
- Ask them to write 1 to 5 in the boxes as they appear in the text.
- Check their answers and provide feedback.



Answer the following questions.

a. Why did the king go to the forest?

b. Why did the king ask for a drink?

c. Did the king drink water from the old jar?

d. How long did it take her to put a pumpkin in the jar?

e. How did she put the pumpkin in the jar? Can you guess?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 33.
- Ask them to write the answer the questions.
- Check their answers and provide feedback.

Watermelon is a fruit. It is big and heavy. It is green on the outside but red inside. It has many seeds. It is sweet and juicy. I like this fruit because it is tasty.



What fruit do you like? Write a paragraph about it.

[illegible]

- Ask the students to read the text given.
- Ask them to write a similar paragraph about the fruit they like.
- Check their writing and provide feedback.



Listen to your teacher and write their names.

8



1

2

3

4

5

6

7

8

9

10

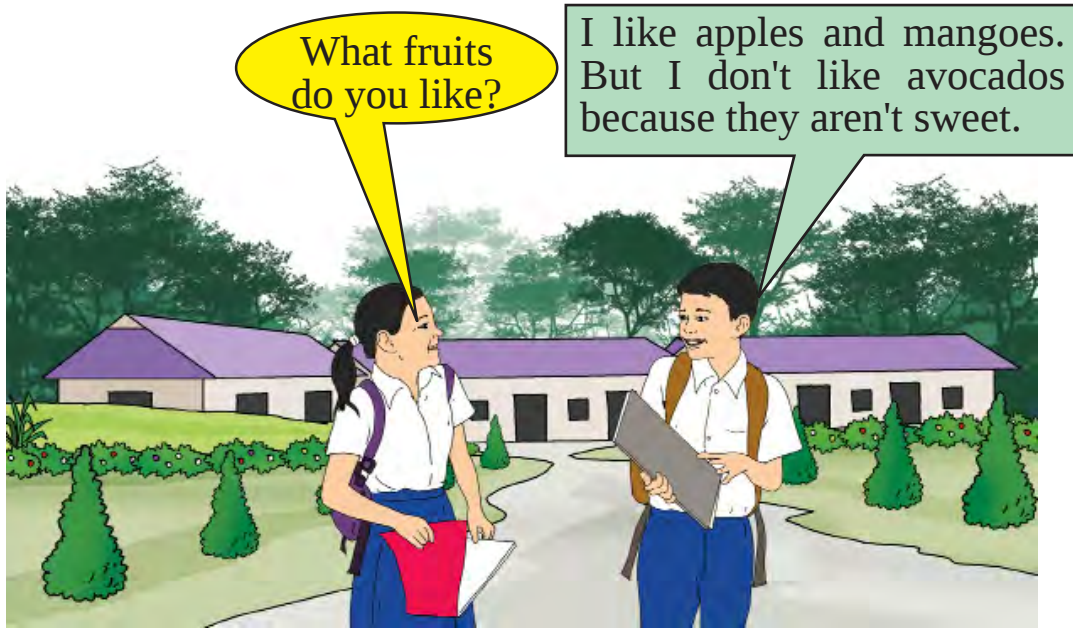
11

12

Instructions for teacher:

- Spell out the names of fruits and vegetables given in the pictures.
- Ask the students to write the names you spelled out.
- Monitor them and provide necessary feedback.

Ask and answer.



Now, talk to your friends and complete the table below.

S.N.	Name	Fruits and vegetables			
		s/he likes	Why	s/he doesn't like	Why
1.					
2.					
3.					
4.					

Instructions for teacher:

- Make pairs and ask the students to complete the table.
- Provide necessary assistance and check their answers.



Match the words with their meanings.

13

- | | |
|------------|------------------------------------|
| a. cover | i. thick |
| b. explain | ii. to move your head down and up |
| c. bite | iii. to use your teeth to cut food |
| d. fleshy | iv. to put something over |
| e. nod | v. to describe |

Instructions for teacher:

- Explain the meanings of the given words.
- Ask the students to match the meanings with words.
- Ask them to write in their exercise book.
- Check their work and provide feedback.



Read and answer.

34

"Mum, what makes tomato a fruit? My teacher said it isn't a vegetable," Casey asked her mother.

"Well, why do you think it is a vegetable?" She asked. Casey said, "They're not sweet like apples." "But all the fruits are not sweet." Mum said.

"Still, fruits are usually sweet, right?" Casey said. "Fruits are really something that cover a seed." Mum explained. "Not bananas," Casey said. "Sure they do. Bananas have little tiny seeds inside. If you bite it, you can feel them." Mum said. "So do all fruits have seeds in them?" She asked. "Yes, but vegetables are different. They are parts of a plant, like a stem, a leaf, a root, or just the seed." Mum answered. "A leaf? It is odd to imagine chewing on tree leaves." Casey said. "Like, spinach is a leaf." Mum explained. "I don't like spinach." Casey said. "Lettuce?" Mum asked. "That's good in salads and burgers. So if it's not a leaf, what were the other options again? She asked. "Stems like celery, or roots, like radishes and potatoes." Mum replied. "It is odd to think of stems." She said. Mum added, "They can be seeds, too, like peas. Fruits have fleshy covering around the seeds." "So, green peppers and cucumbers are fruits." She said. Mum nodded, "Science says they are but the way we cook makes them vegetables." "It's hard to remember all." Casey said. "But remember it's not true for all." Mum laughed. (Adapted from the story of Andrew Frinkle 'Fruits and Vegetables')

Instructions for teacher:

- Read the text aloud and ask the students follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Who said? Write.

- a. “Fruits are really something that cover a seed.”

- b. “I don’t like spinach.” -----
- c. “Fruits have fleshy covering around the seeds.”

- d. “It’s hard to remember all.” -----

Answer these questions.

- a. Why doesn’t Casey think tomato is a fruit?

- b. How are vegetables different from fruits according to the mother?

- c. Why does Casey think green peppers and cucumbers are fruits?

- d. Did mother’s reply make Casey happy at end?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 34.
- Ask them to write the answer the questions.
- Check their answers and provide feedback.

[illegible]

Instructions for teacher:

- Ask the students to colour the given picture.
- Ask them to write a paragraph.
- Monitor them, check their answers and provide feedback.

Assessment -8

1. Listen to the rhyme by your teacher and repeat after him/her.
2. Listen to your teacher and complete the sentences.
 - a. A carrot looks like a long
 - b. Carrot leaves grow on its
 - c. It is good for our and
3. Describe the picture orally.



4. Put the following words in alphabetical order.

watermelon	strawberry	broccoli	tomato
capsicum	grapes	pomegranate	mango
orange	jackfruit		

.....

.....

.....



Assessment-8

8B

5. Read the table and answer.

Fruits Price (per kg)			
Apple	Rs. 240	Pomegranate	Rs. 250
Orange	Rs. 100	Avocado	Rs. 350
Mango	Rs. 80	Walnut	Rs. 575
Kiwi	Rs. 280	Coconut	Rs. 430
Grapes	Rs. 140	Dragon fruit	Rs. 500

a. How much does a kilogram of mangoes cost?

.....

b. How much does a kilogram of avocado cost?

.....

c. Which is the cheapest fruit?

.....

d. Which is the most expensive fruit?

.....

6. Write a short paragraph about your favourite fruit or vegetable. Write about these:

a. What is it?

b. What does it look like?

c. Why do you like?

.....



Look at the pictures and discuss.



Instructions for teacher:

- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures turn by turn.
- You may ask different questions to them.

Look at the pictures, discuss and say.



fishing



swimming



painting



drawing



horse riding



playing Madal



trekking



listening to music



dancing



shopping



camping



watching cartoons



reading books



going to parties



cooking

What sports do you like to play? Why? Talk to your friends.

Instructions for teacher:

- Ask the students to look at the pictures.
- Point to the picture and ask them to say what they are.
- Ask them what they like and provide feedback.



Act out the conversation.

18

- Bikash : Madhu, do you like swimming?
- Madhu : No, I don't.
- Bikash : What about trekking?
- Madhu : I don't like trekking. It's boring to walk long.
- Bikash : Do you like playing cricket?
- Madhu : No, It's very hot outside. I hate playing in the sun.
- Bikash : How about watching TV? Do you like watching cartoons?
- Madhu : Yes, I love cartoons. Let's go!

Now, ask and answer questions as in the example.

fishing	dancing	reading book	listening to music
swimming	painting	drawing	riding a horse

Example:

A: Do you like riding a horse?

B: Yes, I do. I like riding a horse.

or

B: No, I don't. I prefer riding a bike to riding a horse.

Instructions for teacher:

- Ask two students to perform the dialogue.
- Observe them and provide assistance.
- Again ask them to have dialogues as in the example given.
- Monitor them.



Match.

14

Choose one sentence from the box that goes after the following sentences.

I love sleeping. I like riding it. I like travelling.
 I prefer tea to coffee. I hate walking. She loves drawing.
 She hates swimming. But, I prefer football to cricket.
 But, I don't like singing.

- a. I don't like tea.
- b. I wake up at 6 a.m.
- c. I will go to Chitwan.
- d. Rupa made this picture.
- e. I play football and cricket.
- f. Rani is afraid of water.
- g. I like to dance.
- h. My grandpa has a horse.
- i. I go to school by bicycle.

Instructions for teacher:

- Ask the students to observe the expressions in the box.
- Tell them to match those sentences with the given sentences under the box.
- Check their responses.



Read and answer.

Hobbies	Raksha	Dinesh	Ayush	Reena
1. reading comics	✓	X	✓	X
2. shopping	✓	✓	✓	✓
3. gardening	X	✓	✓	✓
4. collecting stamps	✓	X	X	X
5. dancing	X	✓	✓	✓

Instructions for teacher:

- Ask a student to observe the table about hobbies of their friends.
- Read each hobby and ask them to find who likes them and who doesn't.
- Monitor them and provide necessary assistance.
- Ask them to write a full sentences.



Answer the questions.

a. What do they all like?

b. Name the person who likes collecting stamps.

c. Does Ayush like to collect stamps?

Instructions for teacher:

- Ask the students to read the text.
- Ask them to write the answer the questions.
- Check their answers and provide feedback.



Ask and write.

Ask the question: What do you like...? to your friends. Write in the table below.

Name	Hobby1	Hobby2

Instructions for teacher:

- Ask the students to fill in the table asking their friends.
- Check their answers.



Listen to your teacher and name the sports.

9

























What sports do you like to play? Why? Talk to your friends.

Instructions for teacher:

- Ask the students to observe the pictures.
- Name the sports randomly and ask them to write the name of the sports.
- Check their answers and provide feedback.
- Ask them which sports they like and why.



What do you like to do? Ask and write.

20

Names	Things he/she likes

Instructions for teacher:

- Make pairs of students.
- Let one student ask another student what they like.
- Ask the students write what his/her friends like.
- Check the written task and provide feedback.



Consult a dictionary. Learn the following words.

27**team****champion****fond of****match****favourite**

Now, complete the following sentences with the words.

- I like football. It's my sport.
- There are 11 players in a football
- My sister likes chocolate. She is eating chocolates.
- Her team won the and became the

Instructions for teacher:

- Ask the students to find the meaning of the words in the dictionary.
- Now, ask them to fill in the gaps.
- Check their answers and provide feedback.



Read.

My Favourite Sport

My name is Mahesh. I am nine years old. My favourite sport is football. I play football twice a week at school. I have football lessons on Monday and Friday afternoons. On Saturday afternoon, I usually have a match with my team. We are very good at football and often win. Of course, I'm in the school team too! My favourite team is Three Star and I hope to be a champion as Anil Gurung.

I'm Rita. I live in Parsa. I'm 10 years old. I practise cycling everyday. I like cycling because I can practise it in the field. In the winter, I go cycling everyday usually in the morning. In summer, it's difficult to go cycling because it's very hot. I always wear a helmet to protect my head. My brother is also fond of cycling. So, we often go to school by bicycle

Instructions for teacher:

- Read the text aloud and ask the students to follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Complete the table.

Name	Age	Favourite sport
_____	9 years old	_____
_____		_____
_____		_____
Rita	_____	_____
	_____	_____
	_____	_____

Instructions for teacher:

- Ask the students to look at the table.
- Ask them to write the suitable name, age, favorite sport in the columns of table.
- Ask them to write complete sentences.
- Check their sentences and provide feedback.



Answer the following questions.

a. How many days does Mahesh have football classes in a week?

b. Which team does Mahesh like?

c. Why does Rita wear a helmet?

d. How does Rita go to school?

e. Who is younger, Mahesh or Rita?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 36.
- Ask them to answer to the questions.
- Check their answers and provide necessary feedback.



Assessment -9

9A

1. Listen to the recording and answer the questions.

a. How old is Mahesh?

b. When does he have football lessons?

c. Which football team does he like?

2. What events do you like? Why? Say at least three sentences about each event you like.

fishing	reading books	swimming
drawing	cooking	dancing

3. Read the following text and answer the questions.

I'm Rita. I live in Parsa. I'm 10 years old. I practise cycling everyday. I like cycling because I can practise it in the field. In the winter, I go cycling everyday usually in the morning. In summer, it's difficult to go cycling because it's very hot. I always wear a helmet to protect my head. My brother is also fond of cycling. So, we often go to school by bicycle.

A. Look at a dictionary. Find and write the meanings of these words.

a. practise –

b. difficult –

c. protect –

d. often –

Assessment-9

B. Answer the questions.

a. Where does Rita live?

b. Why does she like cycling?

c. Why does she wear a helmet?

4. What do you like to do? What do you not like to do? Why? Write a short paragraph.

5. The pictures show what each of these people did yesterday. Write one sentence for each.















Listen and sing.

Five little eggs were sitting in the nest
On top of the tree and all at the rest
Mama bird saw them starting to crack
And soon all the eggs were hatched.



The first baby bird looked down at the ground
He got scared and couldn't make a sound
Mama bird said now fly fly fly
But the baby bird was too shy shy shy.



The first baby got out of the nest
The next baby bird looked at the rest
Mama bird said now fly fly fly
But the baby bird said oh my my my.



The second baby bird flew way up high
The next baby bird then gave a sigh
Mama bird said now fly fly fly
But the baby bird said too high high high.



The third baby bird at last went out
The next baby bird then gave a pout





Listen and sing.

Mama bird said now fly fly fly
But the baby bird said oh why why why.



The fourth baby bird went down to eat
The last baby bird gave a long loud tweet
Mama bird said now fly fly fly
But the baby bird wanted to cry cry cry.



Mama bird said it'll be okay
You'll be alright and there's a way
The little baby bird then started to sing
And flew off flapping his wings.

All the baby birds with mother in the lead
Flew through the sky quite well indeed
Mama bird said now fly fly fly
And all the birds flew to the sky sky sky.

Instructions for teacher:

- Learn to sing the chant in advance.
- Sing the chant in the classroom and ask the students to sing together.
- Ask them to sing the chant themselves.
- You may ask them to clap while singing.
- Again, ask them to tell the rhyming words in the song.



Look at the picture and discuss.



Instructions for teacher:

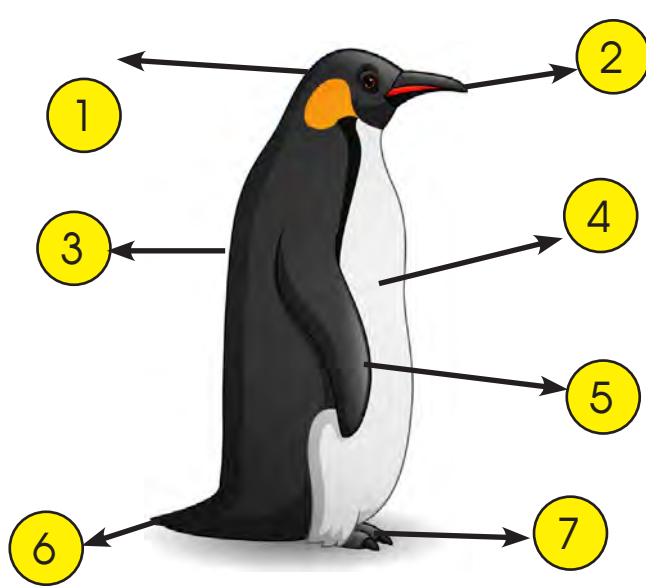
- Ask the students to look at the pictures carefully.
- Ask them to describe the pictures turn by turn.
- You may ask different questions to them.



Name the parts of the body of a penguin.

14

back, belly, foot, flipper, tail, head, beak



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Instructions for teacher:

- Show the picture of a penguin given in the card.
- Point to the body parts of the penguin and ask to say the names of them.
- Provide necessary assistance.



Read.

36

The Penguin



Penguins are the birds that cannot fly. They swim very well and spend most of their lives in the sea. Some species spend as much as 75% of their lives in water. However, they lay eggs and raise their chicks on land.

There are 17 species of penguins. The Emperor Penguin is the tallest of all penguin species, reaching as tall as 120 cm in height. Little Blue Penguins are the smallest type of penguin averaging around 33 cm in height.



King Penguins are the second largest penguin species.

Most penguins live in the Southern Hemisphere. Many live at the South Pole of Antarctica. Large penguin populations can be found in countries such as New Zealand, Australia, Chile, Argentina, South Africa. They are defenseless birds, so they usually live in remote places.

All penguins have a big head and a short, thick neck. They dive deep into the water and 'fly' underwater at a great speed of about 15 miles per hour. Penguin legs are short and strong. They have webbed feet with visible claws.

Penguins walk with short steps or hops. Sometimes, they use their bills or tails to assist themselves on steep climbs.



Penguins have a lighter colour on belly and a darker colour on their back. Penguins have more feathers than most other birds – about 70 feathers every 5 square cm. They produce oil from a gland near the tail, and they use it to coat their feathers to keep them waterproof.

Penguins eat a range of fish and they can drink sea water.

Instructions for teacher:

- Ask a student to read the text aloud and ask other students to follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Read the text again and write 'True' or 'False'.

- a. Penguins lay eggs in water.
- b. King penguins are the largest penguin species.
- c. Penguins are weak to protect themselves.
- d. They sometimes use their bills or tails to walk.
- e. Penguins have less feathers than other birds.

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 37.
- Ask them to write 'true' or 'false' in the box
- Check their answers and provide feedback.



Answer the following questions.

a. Which is the tallest penguin?

b. What is an average height of the smallest type of penguin?

c. Why do you think penguin's legs are short and strong?

d. Why do they use the oil to coat their feathers?

e. What do penguins eat?

Instructions for teacher:

- Ask the students to read the text on a girl with a book card 37.
- Ask them to write the answer the questions.
- Check their answers and provide feedback.



Fill the correct form of the verbs.

21

Write the correct forms of verbs from the box in the blank spaces.

saw	hatched	scared	got	said
was	flew	gave	went	
started				

- | | | | |
|----------|-------|----------|-------|
| a. get | ..... | b. is | ..... |
| c. see | ..... | d. go | ..... |
| e. give | ..... | f. scare | ..... |
| g. start | ..... | h. say | ..... |
| i. fly | ..... | j. hatch | ..... |

What did you do yesterday? Talk to your friend. Tell each other at least five things.

Instructions for teacher:

- Ask the students to learn the words in the box.
- Do one exercise as example.
- Monitor them while doing.
- Check their responses.
- Ask them to say five things they did yesterday.
- Provide feedback.



Make sentences which are true for you.

58

a. speak English: I can speak English.

b. drive a car: I can't drive a car.

c. swim:

d. play football:

e. ride a bike:

f. play chess:

g. cook rice:

h. touch the ceiling:

i. write a story:

Instructions for teacher:

- Ask the students to look at the example sentences carefully.
- Tell them to make sentences.
- Check their responses and provide feedback.



Rearrange the sentences.

7

Look at the pictures and put the sentences in the correct order to make a story. Put numbers 1 - 6.



..... The crow dropped the pebbles into the pitcher.

..... The crow couldn't drink the water as it was low.

..... The water level rose.

..... A crow was thirsty.

..... The crow drank water.

..... The crow tried to drink the water.

Instructions for teacher:

- Ask the students to look at the pictures carefully.
- Ask them to guess the story.
- Ask them to order the sentence using number 1 to 6.
- Check their responses.



Draw a picture of a bird you like and describe it.

5

Instructions for teacher:

- Provide drawing sheet and crayons to the students.
- Ask the students to draw a picture of a bird he/she likes.
- Ask the students to write his/her name at the bottom of the sheet.
- Ask him/her to display it on the display board.
- Ask the student to describe about the bird in their exercise book.



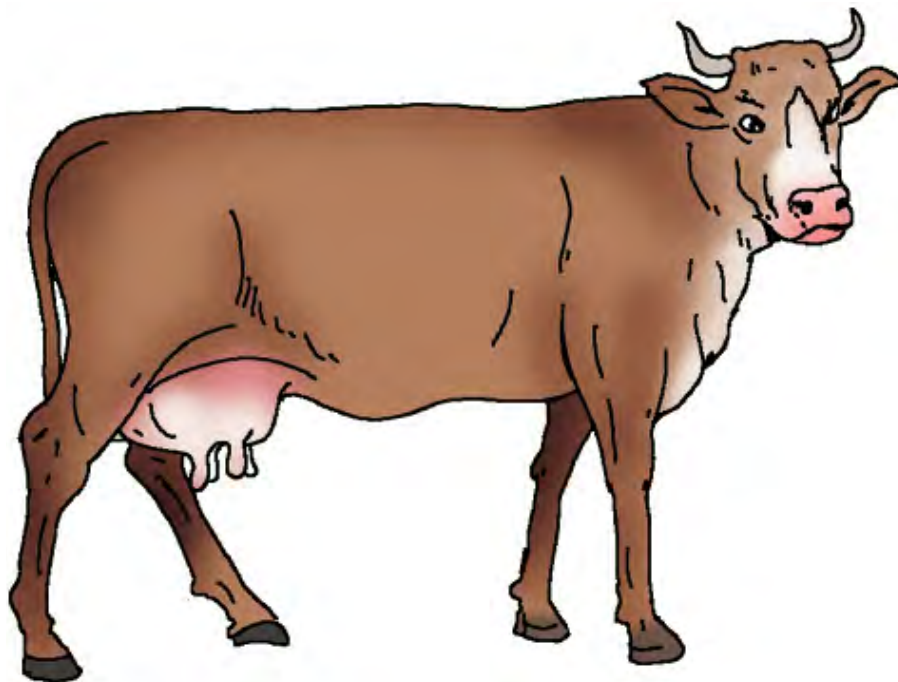
Play the memoery game.

2

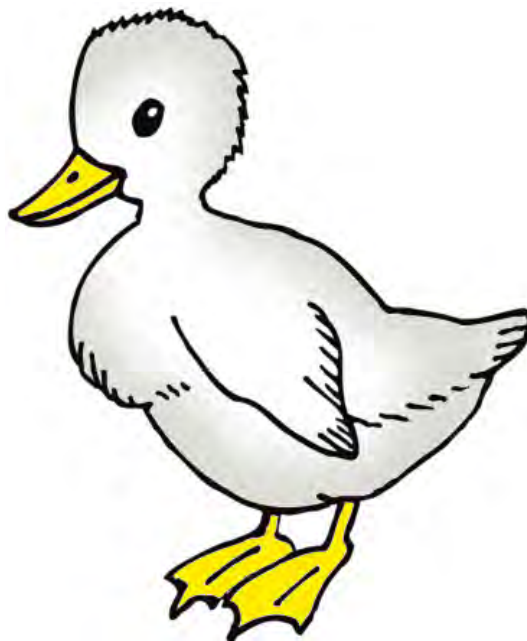
Talk in pairs to match the animals with their babies.

Instructions for teacher:

- Put all the pictures/word cards facing down on the floor in two rows.
- Make a pair of students.
- Ask the students to pick up two cards and see weather it matches to the babies.
- If matches tell him/her to keep and if it doesn't tell them to put at same position.
- Now, repeat it in turn.
- The winner will be the one who have more cards.

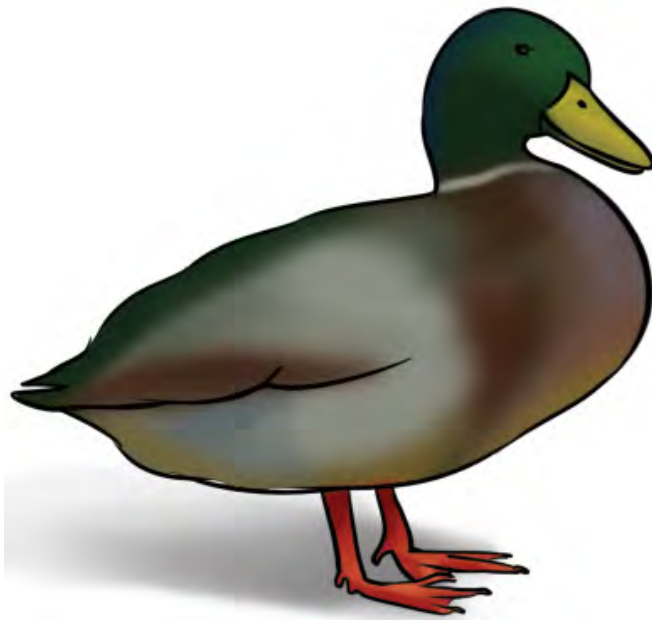








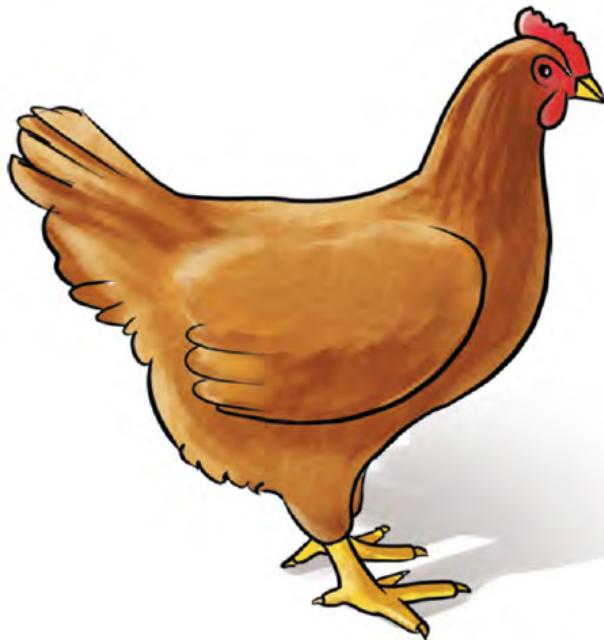






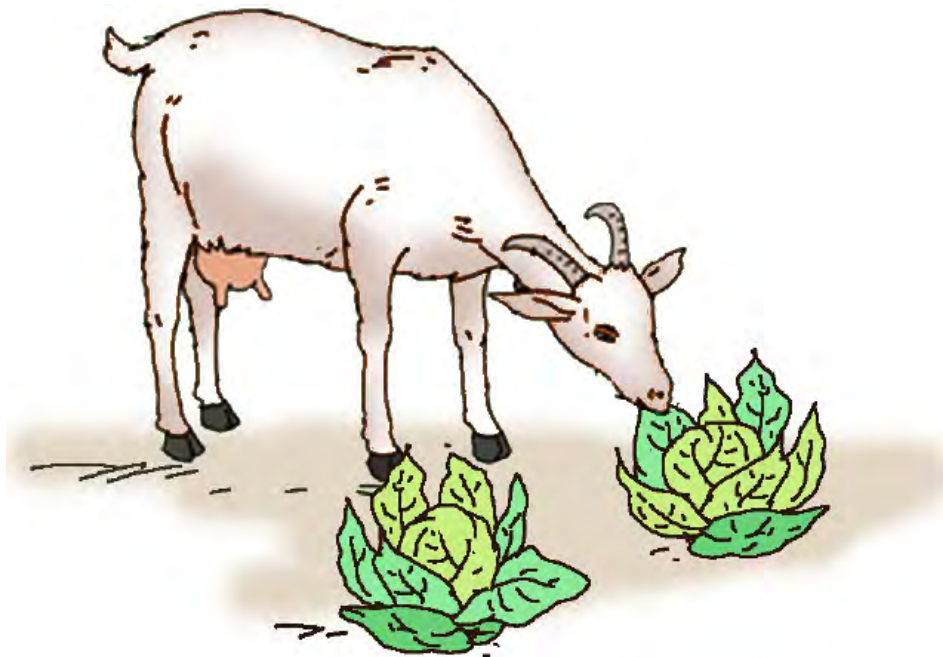




















Listen to your teacher and name the birds and animals.

10



a.

c.

e.

g.

i.

k.

m.

o.

q.

b.

d.

f.

h.

j.

l.

n.

p.

r.

Instructions for teacher:

- Ask the students to observe the pictures.
- Name the pictures randomly and ask them to write the names.



Read.

The Polar Bear

Polar bears usually have thick white fur. The fur does not allow its body heat to escape easily. This keeps it warm. Thick layers of fat beneath its skin protect the animal from the cold waters of the Arctic Ocean, helping it to swim very far out.



Polar bears have a keen sense of smell and can smell food as much as 10 miles away. A polar bear knows exactly which holes to watch in the ice when it is waiting to catch a seal. As soon as a seal pokes its head through a hole for air, it kills it with its huge paw. One blow can kill a seal weighing 350 kg.

Besides seals, it also eats sea birds, fish, berries and grasses.

Female polar bears spend winter in a den in the snow. The cubs are born in January or February. The cubs suckle while their mother dozes. They stay with her until they are big enough to live on their own.

Polar bears rarely kill people, though people kill many of them. Hunters shoot these bears for their good-looking and costly fur. There is now a rule to limit the number of these bears that hunters can kill. This has helped to reduce the number of polar bears killed by hunting. But the latest changes in climate are leading to polar bears dying.



Instructions for teacher:

- Ask a student to read the text aloud and ask other students to follow after you.
- Ask individual student to read the text aloud.
- Monitor them and provide necessary assistance.



Fill in the gaps and complete the sentences.

28

Look at the meanings of the words in a dictionary and complete the sentences with the words.

fur, layers, holes, paw, den, cubs, suckle, costly

- a. The hares live in
- b. Mother dogs their puppies.
- c. The of soil in our field are thick.
- d. Lion lives in a
- e. The hair of animals is called
- f. The baby polar bears are called
- g. The tiger has a big
- h. The clothes nowadays are

Instructions for teacher:

- Ask the students to find the meaning of the words in a dictionary.
- Tell them to complete the sentences with the words they learned.
- Monitor them while writing, check their answers and provide feedback.



Answer the following questions.

a. What keeps polar bears warm?

b. What helps polar bears to find their food easily?

c. How do polar bears kill a seal?

d. When are baby polar bears born?

e. How long do the cubs stay with their mother?

e. Why are polar bears dying?

Instructions for teacher:

- Ask the students to read the text on girl with a book card 38.
- Ask them to write answer to the given questions.
- Check their answers and provide feedback.



Discuss and write what these animals can or can't do.

15

Animals	can do	can't do
cows	walk	fly
buffaloes		
fish		
monkeys		
elephants		
tigers		
cheetahs		
horses		
hens		

Instructions for teacher:

- Ask the students to observe the example carefully.
- Tell them to say what each type of animals can and can't do.
- Support them if needed.



Read the table and write about each animal using the facts given.

Animals	Can do	Can't do
giraffes (very tall, beautiful)	clean their ears with tongues run very fast	jump fly
snakes (fast, dangerous and aggressive)	eat monkeys and pigs	hear walk

Instructions for teacher:

- Ask the students to observe the information given in the table carefully.
- Tell them to write about the animals using the information..
- Provide necessary assistance, check their answers and give feedback.



Assessment-10

10A

1. Listen to the recording and answer the questions.

a. Where do Penguins mostly live?

b. Where do they lay eggs?

c. Which is the tallest penguin species?

d. How tall is the smallest penguin?

2. Work in pairs. Take turns to ask and answer questions about these. Find out what you and your friend can and can't do.

- | | |
|--------------------|------------------|
| • sing a song | • ride a bicycle |
| • swim | • write a letter |
| • climb a big tree | • tell a story |

3. Read the following text and answer the questions.

Polar bears usually have thick white fur. The fur does not allow its body heat to escape easily. This keeps it warm. Thick layers of fat beneath its skin protect the animal from the cold waters of the Arctic Ocean, helping it to swim very far out.

Polar bears have a keen sense of smell and can smell food as much as 10 miles away. A polar bear knows exactly which holes to watch in the ice when it is waiting to catch a seal. As soon as a seal pokes its head through a hole for air, it kills it with its huge paw. One blow can kill a seal weighing 350 kg. Besides seals, it also eats sea birds, fish, berries and grasses.

Assessment-10



A. Look at a dictionary and write the meanings of these words.

- a. fur –
- b. thick –
- c. escape –
- d. keen –
- e. hole –
- f. poke –

B. Answer the questions.

- a. How does thick fur help polar bears?

.....

- b. What lies under the skin of the polar bears?

.....

- c. How strong do polar bears have sense of smell?

.....

- d. What do polar bears eat?

.....

4. Complete the following story with your own words.

A crow was The crow a pot of water. The crow couldn't the water because the water was He thought of an The crow flew away and came up with the pebbles in its The crow dropped the into the pot. The crow again to drink the water. The crow could the water this time because the water level up. The crow quenched its thirst.



You may like to do different things at your home. Write about them.

MS 0 1



Write a paragraph about your family.

MS 1 2



Write a paragraph about yourself. Also write what you do.

MS 1 3



Prepare a job chart of your family.

MS 2 4



Write a paragraph about your daily routine.

MS 3 5



Write a paragraph about how you will spend your summer/winter holiday

MS 4 6



Write a paragraph about what you did last Saturday.

MS 4 7



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

MS 5 8



Write three simple messages to paste on the notice board.

MS 5 9



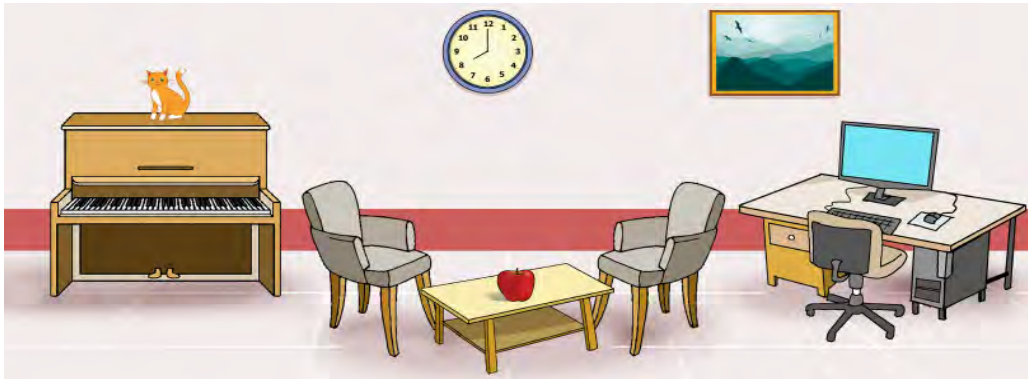
What is your favourite Season? Write a paragraph and also describe the picture below.

MS 7 10



Describe the picture using the suitable words given below.

MS 8 11



in on under between next to in front of behind



Draw a picture of your classroom and describe it.

MS 9 12



Complete the table about a local festival and write a paragraph about it

MS 10 13

Name of a local festival	
Duration of the festival	
Major activities	
What you do	



Do you know that television has changed a lot over the years? Write a paragraph about it.

MS 11 14

The first TV set	TVs at present
 - had black and white picture - could not show colour - only few channels to watch	 - show pictures in colour - hundreds of channels to watch - TVs come with remote controls



Do you like shopping too? What do you like doing?

Write in a paragraph.

MS 11 15



Which sport do you like? Write a paragraph.

MS 13 16



Ask and find out who can do these things.

MS 14 17

Activities	Your friend's names
sing songs	Nisha
dance	
cook rice	
wash his/her clothes	
play football	
draw a picture	
write a letter	