

# Teacher's Guide

Feedback Copy

## English 5

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

**Publisher**

Ministry of Education, Science and Technology

**Curriculum Development Centre**

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## **Preface**

Curriculum, textbook and teacher's guide are the minimum tools and resources for a teacher. These resources make teaching learning activities smooth in the classroom. This teacher's guide has been developed to assist the teachers teaching English in Grade five. It is fully based on the contents and tasks of Grade five English textbook developed by the Curriculum Development Centre. It contains a detailed description of how an English teacher is expected to carry out English language learning activities in the classroom with reference to the English textbook for Grade five published by CDC.

This teacher's guide was developed by a team of English language practitioners that include Mr. Bhanubhakta Bhatta, Mr. Nabin Kumar Khadka, Ms. Pemakala Pandey Bhusal, and Mr. Kuber Bhattarai. Director General of Curriculum Development Centre, Mr. Baikuntha Prasad Aryal and Ima Narayan Shrestha provided significant guidance and insight in the process of developing the book in this form. The subject committee chairperson, Prof. Dr. Bal Mukunda Bhandari, and the subject committee members; Dr. Bamdev Adhikari, Dr. Netra Prasad Sharma, Mr. Tukaraj Adhikari, Ms. Kunti Adhikari, Mr. Basant Raj Dhakal and Mr. Nawaraj Sapkota contributed significantly on the development of this book. The Curriculum Development Centre extends sincere gratitude to all of them.

The activities suggested in this book are the samples for teachers to teach the contents from the textbook. Teachers can use additional activities and create their own activities to suit the objectives of the lesson. Learning becomes effective if students are engaged in language learning tasks through various means interactive techniques such as discovery, discussion, question answer, problem solving, brainstorming and so on. It is expected that this book will help teachers encourage students to develop a habit of learning by doing, confidence in learning English, and creativity in class. The Curriculum Development Centre always welcomes constructive feedback for the betterment of its publications.

Curriculum Development Centre  
Sanothimi, Bhaktapur

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# **About the Teacher's Guide**

## **Introduction**

This teacher's guide is a self-help book for teachers particularly teaching English in Grade five. It has been prepared to help teachers teaching Grade five English textbook effectively and it has been structured in such a way that teachers find comprehensive guidelines in it to deal with all the activities of the book. This book includes lesson outlines with step-by-step direction to teach each and every activity. Each activity focuses on developing specific skills and knowledge and the book offers a variety of activities to facilitate the tasks of the textbook and sustain the interest and motivation of the students. It is, however, true that teacher is the key actor to deliver the curricular contents in the classroom; the activities suggested here in this book are only the examples. A teacher can adopt or adapt these activities as per the classroom context and students' needs.

## **Basic considerations for learning facilitation and using the teacher's guide**

### **Organisation of the teacher's guide**

Each unit of the teacher's guide starts with a unit introduction. There's a table which reflects the topics and the activities included in the unit of the textbook of Grade five English. The procedures for dealing with each section and task of the textbook have been suggested along with the objectives and materials. The words: activity, task and exercise have been used interchangeably in this teacher's guide.

### **Interrelationship among curriculum, textbook and teacher's guide**

The teachers need to study the curriculum and textbook to see their interrelationship and deliver the lesson as per the intention of the curriculum. This teacher's guide is fully based on the English textbook for Grade five. It helps in dealing with all the tasks of each unit in the textbook. The activities in this teacher's guide are presented in the same order of the textbook, i.e. unit-wise, section-wise and task-wise. The words: unit, topic, sub-topic/section, task and exercise written in this guide represent the respective parts of the textbook.

### **Principles of learning facilitation**

English classrooms should have a happy atmosphere where students hear and speak the language in a natural manner through a variety of activities. All four skills will come together but students will start learning things orally and aurally before reading and writing. There will be many opportunities for students to talk to each other in pairs or groups or in front of the whole class. Praise your students for their efforts and achievement so that it will help each child to make progress. From the beginning, creativity and student's independent use of the language should be encouraged.

The teaching of English should be guided by the following principles:

- Learners should get ample exposure to the target language.
- Learners should use the target language as much as possible.
- Learning environment should be anxiety free.
- Errors should be taken as natural outcomes in the learning process.
- Learners should develop a positive attitude towards the target language.
- Student talking time (STT) must be maximized in the classroom.

- Learners should take responsibility of their own learning.
- Different learners learn in different ways and the teachers need to deliver their lesson accordingly.

### **Communicative tasks**

An attempt has been made to make activities more learner-friendly, more communicative, more inductive and more participatory. For the better learning of the second language, the learners should be provided with an ample opportunity to use language for meaningful communication in real-life context. Therefore, involving them in communicative tasks is very important. Communicative activities like; information gap-activities, role play, simulation, dramatization, language games, picture describing, group work and pair work should be used as far as possible.

### **Providing a correct language model**

The language used by the teacher works as a model for students. Therefore, teachers should use the correct language in the classroom.

### **Involving multiple senses of the learners**

The learners should be provided with an opportunity to use multiple senses in learning. They should be given an opportunity to touch, feel and play. The activities should ensure active participation of learners and enhance their creativity. There should be the use of visuals such as; pictures, drawing, images, and videos in all lessons. The learners need to be involved in simple craft activities.

### **Integration of different skills**

Learning activities should incorporate all the language skills. In addition to this, learning activities should enhance various soft skills such as intrapersonal skills like self-management, self-discipline, responsibility, courage, etc. and interpersonal skills such as communication, co-operation and sympathy. Such activities contribute in acquiring different multi-literacy skills and the skills required to be a good citizen.

### **Addressing diversity and promoting inclusiveness**

Diversity among the learners is a common feature of almost all classrooms in Nepal. While making instructional plans, socio-linguistic background, disabilities and multiple intelligences of the students should be considered, and inclusiveness should be ensured thereby. Based on these varied context, teacher need to follow inclusive classroom behavior. The following strategies can be helpful for addressing diversity in English language classroom:

- Bringing variety in the content, tasks and activities
- Maintaining correct pacing of learning in activities
- Putting learner's interest at the centre of lesson planning
- Using collaborative activities like pair work and group work
- Allowing learners' choice in tasks or materials they use
- Allowing different individual responses, based on learners' own experience, opinions or imagination
- Using mandatory plus optional strategy in assigning tasks and activities

**Assessment as, for and of learning**

Evaluation should be considered as an integral part of teaching-learning activities. It should be a medium for the improvement of learning. It should not be used merely for assessing what has been learnt and what not. There should be balance among assessment as, for and of learning.

**Provision for remedial teaching**

The basis for the evaluation of a student should be the outcomes that one should achieve after the delivery of a lesson or unit. Learners who seem to be performing low should be given an opportunity to improve in their own pace with the help of the remedial learning activities. Remedial teaching can take the form of re-teaching, modification in instructions, and change in the activities and so on.

**Linking learning with the prior knowledge of students**

The learning facilitation process should begin with some pictures and examples to connect the learner's experiences or events. The prior knowledge of the learners should be used in the learning process. Discussion should be carried out to elicit information from the students so that new learning can be built upon their previous knowledge.

**Opportunity for expression**

Students should be provided with ample opportunities to think, discuss, express and compare the content with their experiences.

**Considering the interest of the child**

The interest of the learners should be considered while selecting and conducting learning activities. The activities which arouse learners' interest should be used.

**Assessing and reviewing students' progress**

After teaching a specific lessons or a unit, the progress made by the students should be assessed. Assessment process should be made as informal as possible to make it non-threatening for the learners and learning activities need to be reviewed after the assessment. The record of the assessment should be maintained properly in students' portfolios.

**Bringing variety in activities**

Variety should be brought in the learning process and activities. The activities in which students can learn through experience should be chosen. All the students do not learn in the same way. Some learn better by listening, some by watching, and some by moving and so on. Therefore, there should be variety in classroom activities.

**Providing opportunities for making presentations**

The students should be provided with the opportunity to present their tasks, materials, their learning experiences and creative arts in the class. This aspect has to be focused on various activities and tasks.

**Using dictionary**

Dictionary is a very important resource for learning language, especially in vocabulary learning. Various aspects of the words can be taught by using the dictionary. Therefore, the teachers should consult the target language dictionary and encourage students to do the same.



**Using fun activities**

Learning English should be fun as far as practicable. For this, the learners should be involved in various interesting activities such as chants, rhymes, action songs, dramatization, role play and language games.

**Using audio for listening task**

The English textbook for Grade five has a listening task in each unit. Using audio is mandatory for the listening task. Teacher can access the audios from the CDC website: [www.moecdc.gov.np](http://www.moecdc.gov.np)

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## Unit 1: Meeting People

### Introduction

The first unit focuses on the language function of 'Introducing and leave taking'. There are eleven different tasks on this unit. These tasks incorporate four language skills, grammar, project works and extra bits. The following table provides a brief overview of the first unit.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Make guesses about how people introduce and take leaves. Listen and sing.
2.	Reading I: Kumari's first Day at Saraswati Basic School	Discussion on pre-reading questions Complete the sentences with correct words. Answer the questions. Fill the table with suitable expressions and responses.
3.	Pronunciation	Practice the given expressions.
4.	Writing I : Personal profile	Use capital letters and full stops. Write an identical paragraph about oneself.
5.	Grammar I: Present simple	Identify the uses of present simple tense. Answer the questions. Fill in the blanks with the correct alternatives.
6.	Listening: A girl introducing herself in short.	Picture based pre-listening questions Choose the correct answer. Write about Sara Lambert on the basis of audio.
7.	Speaking	Learn the expressions about introducing and saying goodbye. Act out the given conversation with a partner. Have conversations in the given situations.
8.	Reading II: Tree Leaves (poem)	Make guesses about the pre-reading questions. Find the rhyming words from the poem. Answer the questions. Find out the season tree leaves fall in.
9.	Grammar II : Preposition of time	Learn the uses of 'in', 'on' and 'at'. Fill in the blanks with correct prepositions.
10.	Writing II : Completing a skeleton email	Complete the given email with suitable information.
11.	Do it Yourself	Find out the ways of greeting and introducing.
<b>Total time for the unit</b>		<b>9 hours</b>

Detailed classroom procedures for each task under various topics are mentioned hereafter. However, teacher can adapt or adopt these activities as per their classroom context.

### 1.1 Getting started

This task introduces the language function of introducing and taking leave.

## Objective

To identify various expressions for introducing and leave taking

### Follow these steps.

#### A: Look at the pictures. Guess what they are doing.

- Show given pictures one by one to students and ask them: What do you see in the pictures? What do you think they are doing?
- Elicit responses such as: The people in the picture are introducing and saying good-bye to their family members and friends.
- Ask them what they would say if they were in a similar situation. For example: When you leave home for school. When you meet your friends and teachers in school, etc.
- Tell them that we can use expressions such as, “Hello, my name is ..., Hi, I am ..., Nice to meet you. I am .... ‘Please meet my friend .... etc. when we introduce ourselves.
- Ask students what they say when they take leave.
- Elicit responses such as; good bye, see you later, sorry I have to go now, Bye, take care etc.
- Give more examples and make sure that students are familiar with the expressions of introducing and leave taking.

#### B. Listen and sing.

- Tell students that they are going to sing a song on ‘Introducing and leave taking’.
- Introduce the tune of the song asking students to follow you. Make sure students point to the lyrics when you sing. While singing, emphasize the expressions that are used for introducing.
- Secondly, sing the song and ask students to follow along with you. Sing together until they get familiar with the tune of the song.
- Ask students to sing in the chorus. Facilitate them where necessary.
- Ask students to sing the song again with their name in place of Nita. For this, teacher’s modelling is necessary beforehand.

## 1.2 Reading I: Kumari’s First Day at Saraswati Basic School

The first reading text in this unit is about ‘Kumari’s First Day at Saraswati Basic School’. It’s a very short reading text which makes students familiar with the expressions used for introducing and taking a leave.

## Objectives

- To identify the use of introducing and taking leave such as: Good morning, Hello Kumari, Meet my friend Rita, Pleased to meet you.
- To read the text and do the comprehensive tasks

### Follow these steps.

#### Pre-reading activities

- Show each picture to students and discuss who these people are, where they are, and what they are doing.
- Pick any two students to share their experiences of their first day at school. Provide hints if necessary. When students finish their sharing, appreciate them by clapping. Share your experience as well if you can remember.

- c. Discuss the pre-reading questions: Who do you think these people are? What do you think they are doing? What might they be saying to each other?
- d. Ask students to pay attention to the words in red in the text. Write these words on the board: gatekeeper, head teacher, pleased, goodbye, wonderful.
- e. Ask students if they find unfamiliar words in the text. Teach all these words providing examples, acting, defining and following pronounce, spell and pronounce (PSP) model. In this model, firstly, students pronounce the words; secondly, they spell and finally, pronounce the words again. For this, teacher's modelling is necessary in the beginning.
- f. Assess the student's vocabulary understanding level by asking them to create meaningful sentences. For example: Head teacher- Our head teacher works very hard for us.

### While reading activities

- a. Ask students if anyone is willing to read the text. Appreciate their initiation if anyone gets ready. If not, pick two students randomly to read the text. Assess their reading ability simultaneously which will help to address their difficulties while teaching reading.
- b. Read the text for the first time at a normal pace, using appropriate gestures. Ask students to point to the lines with their fingers. Ask different questions in between the reading such as: Where is Kumari from? Where is Rita from?
- c. Now, invite four students in front of the class and assign them different roles as gatekeeper, head teacher, Kumari and Rita. Clarify that they are acting the sentences given in the book.
- d. Make necessary materials ready for their performance such as furniture is needed to act the role of a headmaster.
- e. Ask them to act out the activities mentioned in the sentences below the pictures. Facilitate them throughout their performance.
- f. Now, discuss the expressions given in the book used for greeting, introducing and leave taking. For this, read the given expressions one by one and let students identify whether the statements are of greeting, introducing or leave taking.
- g. Tell students to read **Task A** where students are supposed to complete the sentences with the correct words given in the book. Orient them in such a way that they understand the task clearly.
- h. Tell students to read the incomplete sentences and let them guess the suitable words. Have students work in pairs to complete the sentences.
- i. Have some pairs read aloud their answers. Provide feedback as per the need. Write correct answers on the board and ask them to make corrections if any.

#### A. Answers

a. head teacher      b. gatekeeper      c. pleased      d. wonderful

- i. Ask the same pairs to read the questions given in **Task B** and find the answers from the reading text.
- j. Move around the classroom to make sure that all students are engaged in the activity. Help them to find answers from the text by pointing to the lines or providing hints if necessary.
- k. Pick two students to share their answers with the whole class once they complete the task.
- l. If the student's answer is wrong, correct the answer and explain the reason behind it.

#### B. Answers

a. Kumari went to school with her parents.

- b. The name of Kumari's new school is Saraswati Basic school.
- c. Kumari is from Kaski.
- d. She introduced herself by saying, 'Good morning, I am Kumari Majhi from Kaski'.
- e. Kumari said goodbye to her friends by saying 'Goodbye to you all.'

- m. Tell students to read the instructions for **Task C** where they need to fill in the table with suitable expressions and responses in two different columns.
- n. Ask some general questions before involving students into the task such as; how do you respond if someone says 'Nice to meet you'? Or you say nice to meet you, see you tomorrow and wait for their responses. Reflect on their responses and have a discussion.
- o. Let them guess and fill with the suitable expressions and responses. They can also take the reference from the text.
- p. Have some students read their answers aloud. Correct the errors if any with positive feedback.

<b>C. Answers</b>	
<b>Expressions</b>	<b>Responses</b>
Nice to meet you.	It's a pleasure to meet you too.
Goodbye.	See you tomorrow.
Hi, I'm Mahesh.	Hi/Hello, I'm .....
Pleased to meet you/ Nice to meet you.	Nice to meet you too.
Hi, Diana. Meet my friend, Satyam.	Pleased to meet you, Satyam.

### **Post-reading activity**

Ask students to surf the internet and collect the expressions of greeting, introducing and leave taking, and present it to the class. Provide feedback on the basis of content, tidiness and overall presentation.

### **1.3. Pronunciation**

In this section, students will practise pronouncing the expressions related to introducing and leave taking.

#### **Objective**

To pronounce the expressions of greeting and leave taking correctly

#### **Materials**

- a. Recorded pronunciation of the given expressions
- b. Mobile, speaker

#### **Follow these steps.**

- a. Tell students to look at the expressions given in the book.
- b. Produce the expressions individually and ask students to repeat them after you. Continue the process until students master the correct pronunciation.
- c. Now, play the recorded audio and ask students to follow the audio. Assist them during their practice. If you are equipped with the internet, visit the website [Youglish.com](http://Youglish.com) and type the following expressions in a search box; Meet my friend, pleased to meet you, take care, good bye, nice to meet you. The videos will start from the words you type. Do 'next' to

listen to the variety of accents. Let students listen to them, imitate and compare with their pronunciation.

- d. Now, pair up students and ask them to practice the expressions given in the book. Move around the class, monitor their pronunciation and assist them where necessary.

#### **1.4. Writing I**

This is a writing activity in which students practise the use of capital letters and full stops. They also practise paragraph writing about oneself.

##### **Objectives**

- a. To make correct use of capitalization and full stops (periods)
- b. To write a short description about oneself based on the given text

##### **Follow these steps.**

##### **A. Use capital letters and full stops where necessary.**

- a. Ask students what they know about capitalization and full stops.
- b. Listen to their responses and appreciate them for their effort.
- c. Explain the importance of punctuation marks giving examples. Let them know how punctuation helps to make the sentences meaningful.

For example:

Let's eat grandpa.

Let's eat, grandpa.

- d. Write the simple sentences on the board and ask them to identify the erroneous sentences and correct sentences.

For example:

my name is asmita

My name is Asmita.

I am ten years old.

i am ten years old

- e. Tell students to study the paragraph and find out where to use capital letters and full stops.
- f. Let them do the activity. Assist them where necessary.
- g. Finally, check their answers and make corrections if needed.

A sentence starts with a capital letter and ends with a period/full stop.

##### **B. Now, write a similar paragraph about yourself. Use the text above as an example.**

- a. Give clear instruction to students telling them that they are going to write a paragraph about themselves based on the information given in the book.
- b. Tell them to re-read the paragraph given in **Task A** and underline the words they should replace with. For this, involve students into the discussion.
- c. Ask students to develop a similar paragraph about themselves based on the sample given in **Task A**.
- d. Move around the class and check how they have been doing.
- e. Check their written work and provide them with individual feedback.

#### **1.5. Grammar I**

This section introduces students about the positive and negative forms of present simple tense.

## Objective

To use the structure of present simple tense appropriately

### Follow these steps.

#### A. Study the sentences carefully.

- Tell students to study the given sentences and ask if they can identify the form of the verb in the sentences.
- Read the sentences from 'a-e' and ask students to follow you. Tell them to notice the words in red in the given sentences.
- Pick any two students to share the things they do and don't do every day in their day to day life.
- Note them down on the board. Underline the present form of the verbs. Then, ask them to derive the rules from the sentences.
- Let them know they are examples of present simple tense.
- Now, tell students to read the sentences given in the book. Make clear about the positive and negative forms of the verb.

Affirmative	Negative
I am	I am not
You/we/ they are	You/we/ they are not
He/she/it is	He/she/it is not
He welcomes (v5)	He <u>does not</u> welcome
He welcomed (v2)	He <u>did not</u> welcome
I have (v1)	I don't have

#### B. Answer these questions. Write complete sentences.

This is a practice exercise where students are expected to answer the questions about themselves using the structure of present simple tense.

- Ask students to read the questions.
- Discuss the given questions.
- Set the time frame as per the student's level to complete the questions. Whoever completes the task with correct answers will be the winner. Write their names on the board.
- Celebrate their hard work and assist them answering the questions where necessary.

#### Possible answers

- I live in Satdobato, Lalitpur.
- I like tea to coffee.
- My mother is a teacher.
- I arrive at school at 9:30 am.
- I don't want to fight with my friends at school.
- I take a bath, wash clothes and help my family with household work on Saturdays.
- One thing that I do every day is to brush my teeth.
- One thing that I don't do in the morning is to watch TV.
- One thing that my father or mother doesn't do is to disrespect me.