

CHAPTER ONE

INTRODUCTION

1.1 Background

English is one of the six official languages of the UNO and this plays a vital role in international communication. Nearly half of the world's books of science and technology are written in English. If we look at the media, we can find that over fifty percent of the world's newspaper or radio stations use English as a medium of communication. English is the passport to travel the whole world and thus has become an excellent vehicle for transmission of modern civilization for any part of the world. The importance of English in the present day world is being increased and Nepal cannot be the exception to it. It has been proved that one who has a good command of English can easily survive in any part of the world. English has become an evitable asset through which a broad world can be watched. As a result, English holds a very important position in our educational system and is taught as a compulsory subject from primary level to higher level of education. English language teaching has become a focus for different language speaking communities and also important contact language in the world. People also would need to learn English to survive in an English speaking community. In this regard, the English language is functioning as the target language for us.

Similarly, for the purpose of occupation e.g. to guide an aircraft its controller needs to have a knowledge of English, waiters need English to serve the customer, business executives need English for trade and so on.

Language teaching can be divided into two main categories teaching about language and teaching of language. The first refers to the teaching

which is about language in general the nature of language, characteristics of language, system of language and so on. On the other hand, teaching of language is what we usually call language teaching. It refers to the teaching which enables the learners to use the language (listen, speak, read and write) in their life. This is the teaching which we do in our schools. Language teaching has two major aspects; what to teach and how to teach. The first refers to the contents of teaching items and the second to the methodology or mode of teaching.

1.1.1 Techniques of language teaching

A technique refers to the classroom procedure that we implement to carry out certain teaching task effectively. It is a particular task/strategy used to accomplish immediate objectives.

A technique is the level at which classroom procedures are described. This reflects the fact that the procedure we implement in our classroom teaching is a technique. There are two types of techniques in general teacher-centered and learner centered. Teacher-centred technique includes techniques like lecture, demonstration, explanation and illustration, etc. whereas the student-centred techniques include pair work, role play, drama, strip story, discovery techniques, etc.

Both techniques are equally employed in language teaching although learner-centred techniques are proved to be better. The learner-centred technique and its proponents tend to view language learning as a process of acquiring the skills rather than body of knowledge.

Learner-centred technique emerged as a reaction against cognitivist model of teaching a cognate of communicative language teaching because of "the relative inflexibility of centralized curricula, a change in

educational thinking which paid more attention to the learner and led the school curriculum development movement" (Nunan, 1999: 21).

There will be an active participation of learners in learner centred teaching and they are more enthusiastic to explore the language items they need to know. The teacher performs the role of an active participant, monitor, helper, resource person whereas s/he plays the role of authority or rules in teacher centred teaching technique.

1.1.2 Aspects of language teaching

Language learners need to learn what vocabulary means and how it is used. Communication breaks down when people do not use the right words. The major aim of language teaching programme is to help students to learn useful words for communication. Similarly, language is a type of rule governed behaviour. The rule of language is called grammar. Grammar is a subset of those rules which govern the configuration that syntax and morphology of language assume. Without teaching grammar students can not learn the language accurately. We also use language items to perform some functions in daily activities. Such items are called exponents of language. The functions of language are realized by the exponents of language. For example, 'close the door, please' is an exponent to make requests. There are three aspects of language teaching. They are given as follows:

- (a) Vocabulary
- (b) Language functions
- (c) Grammar

(a) Vocabulary: Vocabulary includes single words, compound words, and idioms. A word is the smallest linguistic form which can occur on its own in speech or writing which may be single or compound.

An idiom is an expression (phrase or sentence) which functions as a single semantic unit whose meaning cannot be worked out from its separate parts. The meaning of an idiom is not clear from the meaning of its individual words. e.g. kick the bucket (die).

- (b) **Language functions:** It refers to the purpose for which language is used. For example greeting, requesting, inviting, denying and so on are the functions of language. To perform these language functions we need some language items by which function can be realized.
- (c) **Grammar:** Grammar is a rule of language which governs the configuration that syntax and morphology of language assume. There are two objectives of teaching grammar; learning and acquisition. Learning of grammar refers to learning of grammatical facts which result into learning about language and being able to explain the grammatical rules. Acquisition of grammar refers to acquiring the ability to practice the language or to make use of language grammatically without any conscious attention of any of the grammatical facts of language.

In covert grammar teaching, a student learns the language without any conscious attention of grammatical facts. In covert teaching, students are simply asked to read a text where a new grammar is introduced without drawing their attention to any grammatical information. It helps students to acquire the language.

In overt grammar teaching, the teacher provides the grammatical rules and information first and students are asked to make sentences. The teachers are explicit and open about the grammar of language and information is openly presented. It helps students to learn language.

1.1.3 What is discovery technique ?

Discovery techniques for teaching grammar refer to any activity, exercise or technique which encourages students to discover facts about grammar and grammatical usage. Discovery technique in general encourages maximum participation of students in teaching language. In discovery technique, students are given examples of language and told to find how they work i.e. to discover the grammar rules rather than telling them the rules at the most covert level as stated by Harmer (1987:29). This simply means that the students are exposed to a new language with no focus, sometimes before it is presented. At a more conscious level, students are asked to look at some sentences and how the meaning is expressed and what differences are between the sentences. As students puzzle through the information and solve the problem in front of them, they find out how grammar is used in a text.

There are four types of activity provided by Harmer (1987) for teaching grammar through the discovery technique. They are: (a) preview (b) matching technique (c) text study and (d) problem solving

- (a) **Preview:** It is a covert way of allowing the students to discover new grammar rules themselves to preview it at some stage before it is actively learnt and taught. In other words, students are exposed to the new language overtly. They do not concentrate on it at this stage but the fact of having seen the grammar in action will help them to deal with it when they have to study it later.
- (b) **Matching technique:** A number of grammar exercises ask students to match parts of sentences and phrases. They have to make choices about the activity to discover correct facts about grammar.

- (c) **Text study:** It refers to a technique of getting students to discover new grammar by asking them to concentrate on its use in a text. Teachers can get the students to look at the way language is used in a certain context. The principle aim of this technique is to get the students to recognize the new language.
- (d) **Problem solving:** In this technique student are provided with a problem and they solve it without learning overt input in advance. This technique encourages the students to talk about grammar and to analyze its properties. Students can look at the area of grammar rather than small details in the future.

There are many advantages of discovery techniques in teaching grammar. This technique encourages students to learn grammar by doing. The advantages of discovery technique are as follows:

- (a) Discovery technique involves the students reasoning processes in the task of language/grammar acquisition.
- (b) With this technique we can make sure that the students are concentrating fully using their cognitive powers.
- (c) Discovery technique is based on student centred approach.
- (d) The teacher does not tell the students, how the language works or what the grammar is but the students themselves actually discover meaning and other grammatical information.
- (e) Discovery technique is highly motivating and extremely beneficial for the students understanding of the language.

1.2 Review of the Related Literature

Various experimental research works have been carried out in the Department of English Education to test effectiveness of different techniques and methods of English language teaching. The researches carried out in the Department have been reviewed as follows:

Karki (1999) carried out a research entitled 'Teaching Subject Verb Agreement Inductively and Deductively.' The main objective of the study was to find out relative effectiveness of inductive and deductive methods in teaching subject verb agreement in English. The study shows that inductive method is relatively more effective than the deductive method.

Sitaula (1999) carried out a study entitled 'Teaching Passivization in English Using Inductive and Deductive Methods.' The objective of the study was to determine the effectiveness of inductive and deductive methods in teaching passivization. To collect the data, pre and post-tests were given and results of two tests were compared. It was found that the inductive method for teaching passivization was relatively more effective than the deductive one.

Ghimire (2000) did a study entitled 'Effectiveness of Teaching Question Tag Inductively and Deductively.' The objective of the study was to determine the effectiveness of inductive and deductive for teaching question tags in English. The findings of the study shows that inductive method was more effective and more meaningful than the deductive one in teaching question tags.

Sharma (2000) carried out a research entitled 'Teaching English Inductively and Deductively.' The objective of the study was to find out relative effectiveness of two methods; deductive and inductive in

teaching reported speech in English. A set of pre and post-tests were given to collect the data. It was found that deductive method was more effective than the inductive method.

Pokhrel (2000) carried out a research entitled 'Teaching Communicative Function Inductively and Deductively.' The objective of the study was to develop certain communicative abilities on the part of the learners. The study shows that inductive method was more effective than the deductive method for teaching communicative functions of English.

Regmi (2003) conducted a research entitled 'Effectiveness of Group Work Technique in Teaching English Tenses.' The objective of the study was to determine the effectiveness of group work technique in teaching English tenses. It was found that the group work technique was more effective than explanation.

Pandey (2004) carried out a research entitled 'Effectiveness of Language Games in Teaching Grammar.' The objective of the study was to determine effectiveness of language games in teaching grammar. A set of test was designed as the major tool for data collection and results of two tests were compared and it was found that teaching grammar using games was relatively more effective than teaching grammar without them.

Rawal (2004) carried out a research entitled 'Effectiveness of Drill Technique in Teaching Passivization.' The aim of his study was to find out effectiveness of drill technique in teaching passivization. The study shows that drill technique was more effective than usual technique in teaching passivization.

Although, a number of attempts have been made in order to find out the effectiveness of different methods and techniques, none of the studies

deals with the effectiveness of discovery method in teaching English grammar. This research explores new prospect of teaching technique/method.

1.3 Objectives of study

The objectives of the study were as follows:

- i) To find out the effectiveness of discovery technique in teaching grammar.
- ii) To suggest some pedagogical implications.

1.4 Significance of the Study

This research has multifold significance. This study is believed to be beneficial to the students, teachers, syllabus designers, textbook writers and to all those who are interested in teaching and learning language. More particularly, it is significant to those teachers and students who are directly or indirectly involved in teaching writing skill. This study will also be useful for prospective researcher in the field of discovery technique and grammar teaching.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The researcher had adopted the following methods to accomplish the objectives of the study:

2.1 Sources of data

In the study, both primary and secondary sources were used for the collection of data.

2.1.1 Primary sources

The primary data of this study were collected by administering the pre and post-tests on forty students studying at Narayan Secondary School, Banke were given for the purpose of carrying out research. The pre-test was given before the experiment began in classroom teaching and post-test was taken after the teaching. The researcher was involved in teaching the students of grade IX for 24 days.

2.1.2 Secondary sources

Various books and research works related to teaching grammar were consulted for designing the test items, preparing classroom teaching materials and for conducting student practice inside the classroom while teaching. The secondary sources of data were: 1) English text book of grade nine, 2) Textbook of English grammar.

2.2 Sampling procedure

To carry out this research work, forty students of grade IX studying at Narayan Secondary School of Banke district were purposefully selected as the sample of the study.

2.3 Tool of data collection

The main tool for the collection of data was a set of test items consisted of sixty items related to tenses which carried sixty full marks. It was used for both the pre and post-tests.

Before preparing the set of test items, English grammars were selected and classified into three types, namely, the present, past and future tense. The test items contained three different test sets; test A for the present tense, test B for the past tense and test C for the future tense. From each set of grammar test twenty questions were included in the test items. Each test category carried twenty full marks.

Similarly, the respective grammatical items were classified into categories. The limited portions of the selected grammatical items are as follows:

S.N	Type of gra. items	Marks	Limited grammar (tense) items
1	Present	20	Simple present, present continuous, present perfect, present perfect continuous.
2	Past	20	Simple past, past continuous, past perfect, past perfect continuous
3	Future	20	Simple future, future continuous, future perfect, future perfect continuous

2.4 Process of data collection

- (1) First, the researcher prepared a set of test items to measure the proficiency of the students before and after the experimental teaching (see appendix i). She visited the selected school, developed rapport with teachers and for permission to carry out her experiment in the school. Then, lesson plans and teaching materials were developed for teaching the selected grammar items (see; appendix ii).
- (2) A written pre-test was administered to determine the students' proficiency in the use of tense. They were given 1.30 hours time to attempt the questions. Then their written responses were marked. After that the students were ranked on the basis of obtained marks and determined their position. Then the two groups were separated on the basis of odd and even numbers. Odd numbers were grouped in 'A' and even ones were in 'B'.
- (3) The students were divided into two groups: A was not taught through usual teaching technique and students in group B were taught through discovery technique.

Each group was taught six days a week, one period a day and each lasted for forty five minutes. It took approximately one month for teaching selected grammar items.

- (4) At the end of the classroom teaching, a post-test was give to the students of both groups. The same set of test items used in the pre-test were also administered in post-test. Then the results of both tests were compared to determine the effectiveness of teaching grammar through discovery technique.

2.5 Limitations of the study

To make the study specific, the researcher had limited her study only in one grammatical item i.e. tense. The following are other limitations of the study:

- (I) The research was limited to only one government aided school.
- (II) The research was limited to forty students.
- (III) Only the students of grade nine were selected for sample population of the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The data have been grouped under the three main headings and analyzed them separately in the following way:

3.1 Holistic comparison

3.2 Groupwise comparison

3.3 Itemwise comparison: The collected data were also analyzed in different specific grammar items as follows:

- (i) The result in using discovery technique for teaching the present tense.
- (ii) The result in using discovery technique for teaching the past tense.
- (iii) The result in using discovery technique for teaching the future tense.

While analyzing the data, the individual score of both pre-test and post-test have been taken and tabulated into groups. Then the average score of groups on the two tests was determined. If the difference was greater than zero, it was the improvement in learners study during the teaching; the result is then converted into percentage. The two groups have been compared on the basis of that percentage.

The group which obtained higher percentage has been considered to be better than one which got lower percentage. As the same materials, medium etc. were used for both the groups only with the variation in the technique i.e. experimental group was taught using discovery technique whereas controlled group was taught using usual classroom technique.

The detail analysis and interpretation of the data have been presented as follows:

3.1 Holistic comparison

In this comparison, the results of group 'A' and group 'B' in the test of three grammatical items as discussed above have been analyzed under separate headings. The following comparative chart shows the differences between the mean score of group 'A' and group 'B'.

Table 1: Average Score of Group 'A'

Tense	Av. score pre-test	Av. score post-test	D	D %
Present	9	10.01	1.04	11.55
Past	8.05	9.1	1.05	13.04
Future	4.5	6.75	2.26	50
Total	21.55	25.89	4.34	20.13

The above table shows that group A has an average score 9 in the pre-test and 10.04 in the post-test in the present tense. The difference between pre-test and post-test regarding the present tense is 1.04 or group A increased its mark by 11.55 percent. The average score of group A in the past tense is 8.05 in the pre-test and 9.1 in the post-test. The difference between pre-test and post-test is 1.05 or group A had increased it's mark by 13.04 percent in the past tense. Similarly, group A has an average score of 4.5 in the pre-test and 6.75 in the post-test in the future tense. The difference between pre-test and post-test is 2.25 or group A has increased its mark by 50 percent in the future tense.

Table 2: Average Score of Group 'B'

Language item	Av. score pre-test	Av. score post-test	D	D %
Present	9.05	12.05	3	31.57
Past	72	10.35	3.15	43.75
Future	5	8.7	3.7	74
Total	21.1	31.05	9.95	47.15

The above table shows that group A has the average score of 9.05 in the pre-test and 12.05 in the post-test in the present tense. The difference between pre-test and post-test regarding the present tense is 3 or group A had increased its mark by 31.57 percent. The average score of group A in the past tense is 72 in the pre-test and 10.35 in the post-test. The difference between pre-test and post-test is 3.15 or group A had increased its mark by 43.75 percent in the past tense. Similarly, group A has an average score of 5 in the pre-test and 8.75 in the post-test in the future tense. The difference between pre-test and post-test is 3.7 or group A had increased its mark by 74 percent in the future tense.

3.2 Groupwise comparison

After making itemwise comparison, the researcher compared the average scores of the two groups. The following table shows the average score:

Table 3: Average Scores of Two Groups

Group	Av. Score in pre-T	Av. Score in post-T	D	D%
A	21.55	25.89	4.34	20.13
B	21.1	31.05	9.95	47.15

The above table shows that the score of group 'A' was 21.55 in the pre-test and 25.89 in the post-test. This figure shows that the difference between the two scores was only 20.15 percent.

But the average score of group 'B' was 21.1 in the pre-test and 31.05 in the post-test which was the difference by 47.15 percent. This proves that discovery technique was effective in teaching tenses.

3.3 Itemwise comparison

The collected data were grouped into three main categories on the basis of tenses i.e. present, past and future. Then, average score of pre-test and post-test have been presented in the table. The following table shows the result in using discovery technique and in teaching the present tense.

Table 4: The result in teaching the Present Tense

Group	Av. Score in pre-T	Av. Score in post-T	D	D%
A	9	10.4	1.04	11.55
B	9.05	12.05	3	31.54

The present tense consisted of 20 test items. Each item carried one mark. The result shows that group A had 9 average score in pre-test but 10.4 in the post-test. There was a slight improvement of 1.04 marks or 11.55 percent in the post-test is the students of group A. But the difference between the average score of pre-test and post-test of the students in group B was 3 marks or 31.54 percent. This proves that discovery technique was successful in teaching tense.

In the same way, the following table shows the average score of students.

Table 5: The Result in Teaching the Past Tense

Group	Av. Score in pre-T	Av. Score in post-T	D	D%
A	8.05	9.1	1.05	13.04
B	7.2	10.35	3.15	43.75

The category of the past tense consisted of 20 test items which carried one mark each. Group A had average score of 8.05 in the pre-test and 9.1 in the post-test. This group made an improvement of 1.05 marks or 13.04 percent. On the other hand, the average score of group B was 7.2 in the pre-test and 10.35 in the post-test. This group made an improvement of mark 3.15 marks or 43.75 percent. It shows that group B (experimental group) showed better improvement than that of group A. The result has proved that discovery technique was effective in teaching the past tense.

Likewise, the researcher had also analyzed the data under future tense in the following table:

Table 6: The Result in Teaching the Future Tense

Group	Av. Score in pre-T	Av. Score in post-T	D	D%
A	4.5	6.75	2.25	50
B	5	8.7	3.7	74

The test consisted of 20 items of the future tense. Like other two tenses, each item carried one mark. The table shows that group A had an average score of 4.5 in the pre-test and 6.75 in the post-test. The group made improvement of 2.25 mark or 50 percent. But group B had an average score of 5 in the pre-test and 8.7 in the post-test. The difference between the pre and post-test scores were by 74 percent.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The researcher carried out this experimental study to find out the effectiveness of discovery technique in the teaching of grammar. As group 'A' was taught using the usual technique whereas group 'B' was taught using the discovery technique. The pre-test and post-test were administered before and after the experiment took place respectively. After the comparative analysis and interpretation of data obtained from the pre and post-tests, the findings were drawn and recommendations were put forward:

4.1 Findings

The following findings have been listed out on the basis of the analysis and interpretation.

- i) Group 'B' was found to be better than group 'A'. The group 'A' had an average increment of 4.34 whereas group 'B' has 9.95 marks as a whole. This difference shows that teaching through discovery technique had better impact on teaching tense.
- ii) Group 'B' had greater average increment percentage than group 'A' by 1.96 in the present tense, by 2.1 in past tense, by 1.45 in the future tense. Group B has increased its average score by 9.95. It reveals that group B showed better performance than group A, although the difference is not so significant.
- iii) Group 'B' performed the best in the future tense in comparison to all other tenses. In the future tense, group B had an average score of 5 in pre-test and 8.7 in post-test. The difference between pre-test and post-test is 3.7 in average score. Group 'B' had increased its

score in the future tense by 74 percent. It seems that group 'B' showed better performance in future tense.

This shows the teaching students using discovery technique was relatively more effective than teaching without using it (i.e usual way) for teaching tense.

4.2 Recommendations

The findings of this study have the following pedagogical implications:

- 1) The discovery technique is more effective to use in the teaching of grammar.
- ii) The textbook writers should include many examples in their textbooks. So that the teachers can present the grammatical items involving the students in playing with examples.
- iii) The syllabus designers and methodologists should encourage the use of examples in teaching of a language. It does not mean that an example should be selected and mentioned to teach every language item in the textbook and the syllabus .
- iv) The research was limited only to the forty students of a public school only. Therefore, it can not be claimed that the findings of this study are applicable for all the schools of Nepal or they are complete in themselves. In order to test the validity of these research findings it is desirable to carry out further research in this area involving more and more number of schools and students.
- v) This research was limited to only one area of grammar i.e. tenses similar type of research can be carried out on the other areas of grammar like conditional sentence, etc.

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APPENDICES

Appendix-I

TEST-ITEM

Full Mark: 60
Pass Mark: 20
Time: 1½ hrs.
Roll:

Name: Class-IX

Test A

Fill in the blanks with the correct form of the verb.

- (i) I.....rice everyday. (eat)
- (ii) She alwaysher dress. (clean)
- (iii) The earth.....round the sun. (move)
- (iv) I.....a book now. (read)
- (v) They..... foot ball till now. (play)
- (vi) He the door .the door in still open. (open)
- (vii) They already their breakfast .(eat)
- (viii) It's the first time, I by plane. (travel)
- (ix) My uncle just a new car. (buy)
- (x) He..... for an hour (play)
- (xi) They..... since 2 o'clock. (eat)
- (ii) He..... here all his life. (live)
- (xiii) It..... heavily since dawn.(rain)
- (xiv) She a story since 6 p.m. (read)
- (xv) Ram a teacher. (be)
- (xvi) Surendra usually.....him shop at 8 p.m. (close)
- (xvii) Sita..... to Pokhara next week. (go)
- (xviii) Don't disturb me ! I my home work. (do)
- (xix) She sad. (look)
- (xx) She her finger. It's bleeding .(cut)

Test -B

Choose the correct answer by putting a tick [] mark in front of the right alternatives.

- (i) We a letter yesterday.
(a) Send (b) Sent (c) Have send (d) will send
- (ii) He this school in 1990.
(a) establishes (b) established (c) has established (d) will establish
- (iii) A monster in this forest hundred years ago .
(a) Live (b) Lived (b) has lived (d) will have
- (iv) She to KTM last week .
(a) goes (b) wen't (c) has gone (d) will go
- (v) When I saw him, He at that time .
(a) Sleeps (b) Slept (c) has slept (d) was sleeping
- (vi) When I saw him, he his cigarette .
(a) Smoke (b) Smoked (c) has smoked (d) was smoking
- (vii) He before the doctor arrived .
(a) had died (b) died (c) has died (d) will die
- (viii) He went out after his meal
(a) took (b) had taken (c) has taken (d) will take
- (ix) The lesson already when he reached there .
(a) started (b) had started (c) will start
- (x) He for her since 5 p.m. yesterday .
(a) wait (b) has waited
(c) had been waiting (d) will be waiting

- (xi) He me for a long time.
 (a) Cheat (b) has cheated
 (c) had been cheating (d) will be cheating
- (xii) The baby with it's doll at that time .
 (a) plays (b) is playing (c) was playing (d) will play
- (xiii) They everything before he reached.
 (a) explain (b) explained (c) had explained (d) will explains
- (xiv) When I arrived, she her breakfast.
 (a) took (b) has taken (was taking) (c) was taking (d) will take
- (xv) He back from school five minutes ago.
 (a) come (b) have come (c) came (d) will come
- (xvi) you there last week .
 (a) stay (b) stayed (c) had stayed (d) will stay
- (xvii) You Nepalese students yesterday .
 (a) talk (b) have talked (c) talked (d) will talk
- (xviii) I a letter last Sunday.
 (a) send (b) have sent (c) sent (d) will send .
- (xix) I..... a song at 1 p.m. yesterday .
 (a) am singing (b) was singing
 (c) sang (d) will be singing
- (xx) I last night .
 (a) dreamt (b) was dreaming (c) dream (d)will dream

Test -C

- (a) Fill in the blanks with the correct form of the verb
- (i) He here next Monday . (arrive)
 - (ii) we him a visit next weak .(pay)
 - (iii) I my house tomorrow.(leave)
 - (iv) they a party tonight .(attend)
 - (v) she a magnificent house next year (build)
 - (vi) They us in the evening tomorrow .(teach)
 - (vii) He at 1 p.m. tomorrow. (dance)
 - (viii) She at 10 a.m. tomorrow. (bath)
 - (ix) we at 3 p.m. (come)
 - (x) He home by 4 O' clock .(reach
- (b) Choose the correct answer by putting a tick [✓] mark in font of the right alternatives .
- (i) My father promotion by next April
(1) will get (2) will be getting (3) will have got.
 - (ii) She the answer in an hour .
(1) will find (2) will be finding (3) will have found
 - (iii) Radha three inches by next year.
(1) will grow (2) will be growing
(3) will hare grown (4) will have been growing
 - (iv) They a new house here by 2009 .
(1) will make (2) will be making
(3) will have made (4) will have been making .

- (v) Radha S.L.C .in the next three years .
 (1) will pass (2) will be passing
 (3) will have passed (4) will have been passing .
- (vi) By 3 0'clock I for three hours.
 (1) will read (2) will be reading
 (3) will have read (4) will have been reading
- (vii) By tomorrow he for three hour .
 (1) will run (2) will be running
 (3) will have run (4) will have been running
- (viii) By next year they her for 4 years
 (1) will live (2) will be living
 (3) will have lived (4) will have been living
- (ix) By 11 a.m. I in the sun for two hour.
 (1) will bask (2) will be basking
 (3) will have basked (4) will have been basking
- (x) By next year he in this school for 2 years.
 (1) will study (2) will be studying
 (4) will have studied (4) will have been studying

Appendix-II
LESSON PLAN 1

School name : Narayan Secondary school NPJ, Banke.

Class: Nine

Time: 45 min

Subject: English

Date:12/07/2064

Topic : Simple present (subject verb agreement)

(1) Objectives at the end of this lesson this student will be able to

(a) say the correct form / structure of simple present tense .

(b) Produce correct sentences in simple present tense .

(2) Teaching materials .

– Materials of daily use

– A sentence card with the structure of simple present tense .

– A pocket chart.

Group A

3) Teaching Activities: this group was taught in usual way using explanation technique as most of the teachers in public school teach. The teacher introduces herself and asks some questions related to the lesson.

Presentation:- S/he shows sentence cards with the structure of simple present tense [i.e. subject +verb (present) + object] by putting it into the pocket chart. Then s/he wrote some sentences on that structure e.g. Ram works hard. I go to school. They have two books. She get up at 6 a.m .Vijaya speaks English etc

The teacher also explains that in simple present tense 3rd person singular subject take singular verb e.g. (a) He sings a song (b) She plays volleyball (c) Sita helps her mother .

Practice :- The teacher asks the students from different corners to say the sentences in simple present tense .

Group-B

Teaching Activities: This group was taught using discovery technique after a short introduction the teacher gives some example orally or writes on the board as well. e.g.

- | | |
|------------------------------|---------------------------|
| - Ram is a good boy. | - Hari sleeps on the bed. |
| - Gopal washes his hair. | - Sagamatha lies in Nepal |
| - They go to market. | - She goes to temple. |
| - We do our work. | - The cow eats grass. |
| - I like fruits. | - Ramesh drinks water. |
| - He runs on the road. | - She cooks vegetables. |
| - We eat fruits. | - You take umbrella. |
| - Raju gives a notebook etc. | |

Then the teacher asks students to find out the structure of simple present tense and subject verb agreement. The student discuss themselves and make conclusion. then the teacher shows a structure card having examples with subject -verb agreement .

Generalization: The structure of simple present tense in [sub + v¹/v⁵ + obj.]

Ist person singular / plural take V¹

IInd person singular / plural take V¹

IIIrd person plural take V¹

IIIrd person singular take V⁵

Practice: Practice will be same for both groups .

4) Evaluation: Write the correct form of the verbs given in bracket.

- (a) Hari (go) to school everyday .
- (b) We (be) students.
- (c) They always (help)her .
- (d) Everybody (work) hard .
- (e) The sun(rise) in the east

5) Homework: Write 10sentences in simple present tense with correct sub -verb agreement

LESSON PLAN -2

Date :- Date:13/07/2064

Topic :- simple present tense with adverbs of frequency (i.e. always, seldom, usually, often, never, every, sometimes etc.)

- 1) Objectives at the end of this lesson the students will be able to.
 - (a) Say adverbs of frequency is: always, seldom, every, often, usually, never, every, etc .
 - (b) Construct sentences in simple present tense using adverbs of frequency.
- 2) Teaching materials;
 - Materials of daily use
 - Word cards
 - A pocket chart
- 3) Teaching Activities: The teacher asks some questions from previous lesson and relates with current lesson.

Group A

Presentation; the teacher asks the students to say the adverbs of frequency if they are familiar with.

Then the teacher shows some flash cards with adverbs of frequency [i.e. always, usually, occasionally, rarely, hardly, often, sometimes, every, seldom and never] putting into the pocket chart. S/he explains that these adverbs of frequency are generally used in simple present tense. The teacher writes some sentences on the blackboard by using those adverbs of frequency. i.e.

- Ram always goes to school.

- Sita seldom visits her relatives.
- I usually go for juggling.
- They often watch movies.
- He never visits disco etc.

Group B

Presentation: The teacher asks some questions from previous lesson and tells the students to match column A with column B.

A	B
(a) The sun gives us	(i) to school
(b) Anju <u>usually</u> goes	(ii) wine
(c) He <u>never</u> drinks	(iii) Light and heat <u>everyday</u>
(d) Raju <u>always</u> looks	(iv) to market
(e) She <u>seldom</u> goes	(v) clean and tidy
(f) Sarita <u>sometimes</u>	(vi) in the morning
(g) Your <u>rarely</u> go to	(vii) go to evening walk
(h) Sanu <u>often</u> runs	(viii) cleans house
(i) They <u>hardly</u>	(ix) go to picnic
(j) We <u>occasionally</u>	(x) give some objects

The teacher tells the students to pay attention on underlined words and tense of the given sentences. The teacher asks them to find out another rule of simple present tense. The students discuss themselves and make conclusion. After getting conclusion from the students the teacher shows word cards of frequency adverbs and gives other more examples. e.g. Sita seldom visits her relatives.

- I usually go for juggling.
- They often watch movies.

- He never visits disco.
- We often phone him etc.

Generalization: [Frequency adverbs always take simple present tense]

Practice: The teacher asks the students to make sentences using adverbs of frequency.

- 4) Evaluation: the teacher asks the students from different corners.
How often do they go to market ? how often do they play football ?
Do they play the flute ?
- 5) Homework: write 10 sentences using adverbs of frequency

LESSON PLAN 3

Topic: Simple present tense { Universal / general truth } Date: 14/07/2064
{ permanent / habitual action }

- 1) Objectives; At the end of this lesson the students will be able to;
 - (a) say universal and general fact in simple present tense.
 - (b) tell habitual and permanent activities in simple present tense.
 - (c) construct sentences in simple present tense using universal / general truth and habitual / permanent activities.
- 2) Teaching materials;
 - Materials of daily use.
 - Sentence cards.
- 3) Teaching Activities: The teacher asks some questions from previous lesson and relate with current lesson.

Group A

Presentation: The teacher asks the students to tell the universal and general fact. S/he also asks them to say habitual and permanent activities if they are familiar with.

Then the teacher shows sentence cards to the students having examples of universal and general truth e.g.

Universal truth

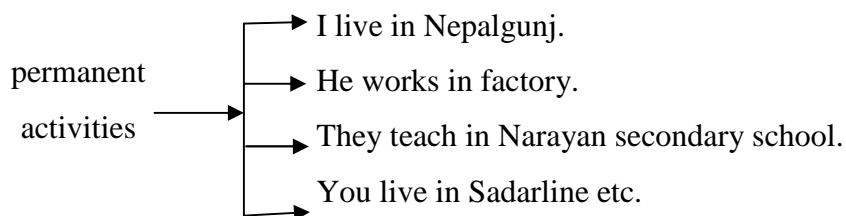
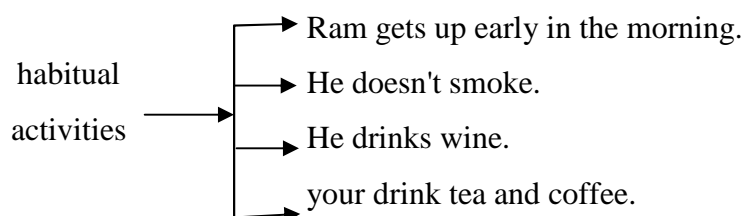
- The earth moves round the sun.
- The moon moves round the earth.
- The sky is blue.
- The height of Mt. Everest is 8848 m.
- Nepal is undeveloped country.

- Mt. Everest is the highest mountain.
- Mt. Everest is in Nepal etc.

General Truth

- That tree is small.
- I am a teacher.
- He is a player.
- You are student.
- KTM is the capital of Nepal.
- She is a dancer etc.

The teacher also shows other sentence cards with examples which shows habitual and permanent activities. e.g.



Group B

Presentation: The teacher gives more examples orally and writes on the board as well. Then s/he tells them to pay attention on the example. e.g.

- The earth moves round the sun.
- Nepal is mountainous country.
- KTM is the capital of Nepal.
- The main is short.
- he is lawyer.
- They are patients etc.
- He works in a factory.
- The sky is blue.
- We are human beings.
- That is tall building.
- Your are a student.
- She is a doctor
- Live in Nepalgunj.
- The tiger lives in jungle etc.

- The man doesn't drink wine. – He drinks tea.
- Raju smokes cigarette etc.
- India and China are neighbouring countries of Nepal.

The teacher asks the students what does the above sentences represent. The students discuss themselves and find out the conclusion. If they make any mistakes s/he corrects them.

Generalization: [The simple present tense represents universal/general fact and habitual and permanent activities].

Practice: Write 5 sentences which represent universal/general fact and habitual/permanent activities.

- 4) Evaluation: Make other 5 sentences which represent universal/general fact and habitual/permanent activities in simple present sentence.
- 5) Homework:

LESSON PLAN 4

Date: 15/07/2064

Topic: Present continuous tense + sub-verb agreement

- 1) Objective: At the end of this lesson the students will be able to;
 - (a) Say the structure of present continuous tense.
 - (b) Make sentences with correct sub-verb agreement in present continuous tense.
- 2) Teaching Materials:
 - Materials of daily use.
 - Structure card.
- 3) Teaching activities;

The teacher asks some question related to present lesson to motivate students.

Group A

Presentation: The teacher asks the students to say the structure of present continuous tense if they are familiar with.

The teacher shows structure card to the students with more examples, e.g.

[S + is/am/are + V₄ + Obj.]

- Ramesh is reading a story. – She is dancing.
- You are playing a volleyball. – They are writing a letter.
- I am teaching grammar etc.

S/he also explains sub-verb agreement.

He/s he/it take 'is'

'I' takes 'am'

We/you/they take 'are' eg.

I am going to school.

He is reading a novel

They are fighting with each other etc.

Group B

Presentation: The teacher writes a paragraph on the board and underlines present continuous tense only. e.g.

Three artists are completing the best arts. One artist is completing the wreath of flower. A bee is coming and sitting on the picture because it is like a nature flower. Another artist is painting the basket of fruit. The third artist is painting a curtain. All the three artists are placing the picture before the judge. The judge is trying to raise the curtain thinking that it is a real curtain. The judge is judging the best picture. The picture of curtain is deceiving a man but others are deceiving only insects and animals.

The teacher tells students to pay attention to the underlined sentences and asks to find out the structure of present continuous tense.

The teacher gives other more examples and tells them to generalize sub-verb agreement eg.

- I am teaching you.
- They are playing on the ground.
- He is eating a mango.
- It is running on the road.
- You are studying in grade (ix).
- We are going outside
- She is doing her homework.

The students copy all the examples and discuss themselves to find out correct form and sub-verb agreement of present continuous tense. If they make mistake the teacher corrects them. The s/he shows structure card to the students with more other examples.

Generalization: The structure of present continuous tense is [S + is/am/are + V₄ + Obj.]

[sub-verb agreement]

Ist person singular takes 'am'

Ist and plural and IInd person singular / plural take 'are'

IIIrd person plural 'are'

IIIrd person singular take 'is'

Practice: Make 5 sentences using following verbs, write, cry, fight, cook and clean.

4) Evaluation: Change the following sentences in to present continuous tense

(a) Ram (write) a novel.

(b) They (dance).

(c) Ramesh (sing) a song.

(d) They (play) football.

(e) I (do) my work.

5) Homework: Write five sentences in present continuous tense.

LESSON PLANT 5

Date: 16/07/2064

Topic: Present continuous + present time adverbs and the words used for getting attention).

- 1) Objectives: At the end of this lesson the students will be able to;
 - (a) Say present time adverbs (i.e. now, still, at present at the moment, at this time).
 - (b) Make sentences with present time adverbs and words used for getting attention (e.g. look, listen, seen, don't disturbs.....) in present continuous tense.
- 2) Teaching materials:
 - Materials of daily use. – Word cards.
 - A flannel board.
- 3) Teaching Activities

The teacher asks some questions from previous lesson and relate with present lesson.

Group A

Presentation: The teacher gets attention of the students by showing word cards on flannel board.

S/He explains that these word are generally used in present continuous tense to describe what in happening at the time of speaking. e.g.

- He is playing now. – I am teaching at this time.

- Ram is still sleeping. – Listen ! someone is singing.
- It is still raining, etc. – Don't disturb me ! I am listening news.

Group 'B'

Presentation: The teacher gives many examples orally and writes on the board as well eg.

- They are playing now.
- Listen ! someone is singing a song.
- Look ! your sister is running.
- See ! he is jumping into the well.
- Every body is reading silently at the moment.
- Don't make a noise ! I am listening news.
- She is studying in the classroom at this time.

The teacher also writes a paragraph on the board. S/he tells the students to read and find out in which situation or words take present continuous tense.

Ranju is studying in M.M. Campus *now*. She is *still* learning a computer course. She is speaking with her friends *now*. *At this moment*, she is going to picnic with her friends. She is helping her friends to cook food *at this time*. *At present*, she and her friends are celebrating a picnic.

The students discuss themselves and make conclusion. If they make mistake. S/he corrects them. After getting conclusion the teacher shows word cards on flannel board and explains that present time adverbs and words used for getting attention are generally used in present continuous tense.

Generalization: The words used for getting attention make the sentences in present continuous tense. Present time adverbs now, still, at present, at

the moment, at this time etc. are also used while making present continuous tense.

Practice: Supply the correct forms of the verbs

- (a) They (quarrel) now.
 - (b) Listen ! someone (knock) a the door.
 - (c) See ! your brother (dance).
 - (d) At this moment, Sita (watch) a movie.
- 4) Evaluation: The teacher asks the students from different corners to guess what his/her family members doing now.
- 5) Homework, make 5 sentences using present time adverbs and word for getting attention.

LESSON PLAN 6

Date: 18/07/2064

Topic: Present continuous tense (future plan and use of 'always' to complain)

- 1) Objectives: At the end of this lesson, the students will be able to;
 - (a) express future plan in present continuous tense.
 - (b) make sentences using always to complain in present continuous tense.
- 2) Teaching Materials
 - Materials of daily use.
- 3) Teaching Activities: The teacher asks some questions to the students from previous lesson to relate with present lesson.

Group A

Presentation: The teacher explains that while expressing our future plan, we use present continuous tense, for example. I am going to Pokhara. She is going to leave America. Sunita is going to study in P.K.Campus, Ktm. Ramesh is going to teach secondary level students. He is going to sell his house. They are going to visit Bageshwari temple. You are going play football match etc.

The teacher also explains that we use always while we are complaining. Somebody or something but we don't know the reason of the action. E.g.

- She is always going by bus.
- Ram is always using medicine.

- Gopal is always giving money to Rita.
- Sarita is always walking by foot.
- They are always abusing him.
- He is always chasing the dog, etc.

Group B

Presentation: The teacher tells the students to read the following two paragraph and asks them to find out purpose of 'going to' and 'always' in present continuous tense.

(a)

Ramita is going to join B.Ed. in M.M. Campus Nepalgunj. After joining campus, she is going to study Magar English. She is going to take part in dance competition which is going to celebrate in near future. She is going to show best performance in dance competition.

(b)

Ramesh is always speaking with a girl friend. He is always walking with girl friend at canteen. One of his friend is always disturbing him. Ramesh is always abusing him. He is always talking to his girl friend on mobile. His girlfriend is always laughing with him.

The teacher tells the students to find out the purpose of 'going to' and 'always' in present continuous tense.

The students pay attention on both paragraph and discuss themselves and generalize the conclusion. The teacher helps them if they make any mistakes.

The teacher shows sentence cards with other examples and helps them to generalize the conclusion.

Generalization: 'going to' is used for making immediate plan and 'always' to complain somebody or something.

- 4) Evaluation: Write your future plan in five sentences. Make five sentences using 'always' complaining somebody.
- 5) Homework: Write 10 sentences using 'going to' making future plan and 'always' to complain your friends.

LESSON PLAN 7

Date: 19/07/2064

Topic: Present perfect tense (Sub + verb agreement)

- 1) Objectives: At the end of this lesson the students will be able to;
 - (a) say the structure of present perfect tense.
 - (b) make sentences.
- 2) Teaching Materials
 - Materials of daily use.
 - Sentence card + structure card.
- 3) Teaching Activities

The teacher tries to explore the students prior knowledge about present perfect tense.

Group A

Presentation: The teacher shows the sentence card with the structure of present perfect tense i.e. [Sub + has/have + V³ + Obj.] putting it in to a pocket chart. Then he gives some examples i.e. Sita has cut her finger.

- I have come from ktm. – They have known to each other.
- He has killed a tiger. – She has chased a dog.
- We have written sentences etc.

The teacher explains that third person singular takes 'has' and first person singular/plural, second person singular/plural and their person plural take 'have' i.e. I, we you they - 'have'

He, she, it - 'has'

Practice: Find out the correct and incorrect sentences and correct the incorrect sentences.

- (a) He have written a Novel. (b) She has made picture.
(c) I has read one act play. (d) They has understood the mother.
(e) We have take a bag.

Group B

Presentation: The teacher tells the students to study the paragraph carefully. e.g.

(a)

Sirjana has asked me to go to market with her. But I have said her that I don't go. So she has gone alone. I and my parents, I have eaten breakfast. We have planned to go to Mela. Roshan has come to ask me a problem of algebra. I have found a solution of problem. We just have reached Mela. I have bought, a eye glass. After coming from Mela. I have counted the things we bought. My mother has bought a pair of shoes. My father has bought a nice sweater we just have come home.

The students copy the paragraph and read with giving attention. The teacher asks them to find out the structure of present perfect tense. The students discuss themselves and generalize the structure. They are also asked to find out the subject verb agreement. The students make conclusion and show their teacher, the teacher corrects them if they make any mistakes.

Generalization: The structure of present perfect tense is [S + has / have + V³ + Obj.].

The subject verb agreement is;

I/we/you/they take 'have'

He/she/it take 'has'

Practice: It will be same for group B also.

- 4) Evaluation: Put the correct form of the following verbs wherever it is suitable. e.g. teach, call, use, love, help
- (a) Ramesh.....Sanju.
 - (b) Ithe meeting.
 - (c) I.....this swimming pool.
 - (d) Shehim.
 - (e) Weher.
- 5) Homework: Make ten sentences in present, perfect tense.

LESSON PLAN 8

Date: 20/07/2064

Topic: Present perfect tense (Expressing experiences and achievements)

- 1) Objective: On the completion of this lesson the students will be able to;
 - (a) express experiences and achievements in present perfect tense.
- 2) Teaching Activities
 - Materials of daily use.
 - Role cards (of doctor, teacher, actor, actress, farmer pilot)
- 3) Teaching Activities

The teaching tries to explore the students prior knowledge about the present topic.

Group A

Presentation: The teacher explains that to express experiences and achievements we use present perfect tense. The teacher writes some experiences and achievements s/he has ever had on the board. e.g.

- I have taught in many school.
- I have read many books.
- I have seen the sea.
- I have won gold medal in B.Ed.
- I have got the best teacher awards for three times, etc.

Group B

Presentation: The teacher explains his/her experiences and achievements, s/he ever had orally and writes on the board as well. e.g.

- I have travelled by plane.
- I have won the gold medal.
- I have planted many plants.
- I have taught many schools.
- I have read a novel 'a great gats by.
- I have passed M.Ed. with major English.
- I have got many prizes on different contest.
- I have visited new Delhi.
- I have written on the board.
- I have seen the sea.
- I have read many books.

The students listen carefully and copy on their notebook. They discuss themselves to findout the conclusion that what above examples represent. The teacher helps them if they make any mistakes.

The students show their conclusion to their teacher, then the teacher distributes role cards to role and express experiences and achievements.

e.g. Doctor: I have checked many patients.

Teacher: I have taught many students, etc.

Generalization: (Experiences and achievements are expressed in present perfect tense).

- 4) Evaluation: Write a paragraph expressing your experiences and achievements.
- 5) Homework: Write experiences and achievements of one of your family members.

LESSON PLAN 9

Date: 21/07/2064

Topic: Present perfect tense (already, yet and still)

- 1) Objectives : At the end of this lesson the students will be able to;
 - (a) say the adverbs used in present perfect tense.
 - (b) make sentences using these adverbs.
- 2) Teaching materials:
 - Materials of daily use.
 - Word cards a pocket chart.
 - Large sheet of paper.
- 3) Teaching activities; The teacher asks some questions from previous lesson to relate with current lesson.

Group A

Presentation: The teacher introduces the lesson by showing three word cards on a pocket chart. The teacher also shows a large sheet of paper with some differences in use of three adverbs already, yet and still with examples.

'Already' is used in positive statement and positive questions between aux verb and main verb i.e. she has already done it. Has she already done it ?

'Yet' is used in negative statement and yes/no question at the end of the sentence i.e. I haven't done my homework yet. Haven't they arrived yet ?

'Still' is used before aux verb in negative sentence in present perfect tense but in present continuous tense it is placed between aux verb and main verb in affirmative sentence. i.e.

- Sita still hasn't left the airport
- Ramesh is still living in his room.

Group B

Presentation: The teacher gives many examples orally and writes on the board as well. e.g.

- She has already gone to Butwal.
- They have already visited Kathmandu.
- You have already eaten breakfast.
- He hasn't done his work yet.
- Sushila hasn't come here yet
- Sanju hasn't planned for her future yet.
- Hasn't Sanu planned her future yet ?
- Rani hasn't washed her hair yet.
- Hasn't Rani washed her hair yet ?
- I still haven't finished a programme.
- Sharmila still hasn't joined campus.
- You still haven't brushed your teeth.

Then the teacher asks the students to find out the difference in use between already, yet and still on the basis of given examples. The students discuss themselves and find out the differences and make conclusion.

Then the teacher shows large sheet of paper having difference in use of already, yet and still and explains the differences in use.

Generalization: Already, yet and still are the words used in present perfect tense.

'Already' accepts positive statement/question

'Yet' accepts negative statement and negative question.

'Still' accepts negative statement in present perfect tense.

Practice: The teacher asks the students to choose the right place in each sentence to put the words in bracket.

- (a) The/10:30/train/hasn't/arrive (still)
- (b) Haven't /you/homework/done/your (yet)
- (c) I/sent/have/all/my/invitation cards (already)
- (d) How/eaten/many/have/you/mangoes (already).
- (e) The/hasn't/film/started (yet).

4) Evaluation: Complete the following sentences with appropriate words: yet, already and still whenever it is suitable.

- (a) The people havecome in.
- (b) My best friend hasn't arrived.....
- (c) She.....has waited there.
- (d) They have done morning walk.
- (e) We.....haven't finished our work.

5) Homework: Write 10 sentences using already yet and still in right place in present perfect tense.

LESSON PLAN 10

Date: 22/07/2064

Topic: Present Perfect Continuous tense + (Since + point of time) or (for + period of time)

- 1) Objectives: at the end of this lesson the students will be able to;
 - (a) say correct form of present perfect continuous tense.
 - (b) make sentences in present perfect continuous tense using for + period of time / since + point of time.
- 2) Materials
 - Materials of daily use.
- 3) Teaching Activities

The teacher motivates the students by asking some questions from previous lesson.

Group A

Presentation: The teacher explains that if the action is started and in past time and it is still happening in current time we use present perfect continuous tense. S/he also explains that for + period of time) or (since + point of time is written in present perfect continuous tense. e.g.

- Ram has been playing for three hours.
- It has been raining since 6 p.m.
- She has been working for three days.
- You have been sitting since 11 am.
- They have been fighting for two hours.
- We have been chatting since last Sunday.

Group B

Presentation: The teacher gives some examples orally and writes on the board as well as;

- She has been reading an essay since 12 o'clock.
- He has been writing a letter for 20 minutes.
- They have been taking chairs for three days.
- You have been giving your bag for two days.
- We have been looking a movie since 2:50 p.m.
- I have been searching my pen for half an hour.
- It has been eating a rat for 19 minutes.
- Sirjana has been standing on the stage for an hour.
- Hari has been sleeping on the bed since 12 o'clock.

The students listen carefully and copy on their notebook. The teacher tells them to find out the correct structure of present perfect continuous tense. The students discuss themselves and find out the conclusion. The teacher evaluates the conclusion and correlate if they make any mistakes. Then, s/he shows structure card with other examples.

Generalization: The structure of present perfect continuous tense is; sub. + has/ have + been + V⁴ + Obj. + [for + period of time]/[since + point of time].

- 4) Evaluation: Write the following sentence in correct tense.
 - (i) I (do) my homework since 8 am.
 - (ii) Sita (read) a novel for two days.
 - (iii) We (run) for two hours.
 - (iv) Raju (play) since 2 p.m.
 - (vi) Sarita (cheat) me for four years.
- 5) Homework: Make sentences using these verbs in present perfect continuous tense; play, read write, wait, sing, dance, cry and rain.

LESSON PLAN 11

Date: 27/07/2064

Topic: Present perfect continuous tense + [all + time word]

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) make sentences in present perfect continuous tense using all + time words.
- 2) Teaching materials.
 - Materials of daily use
 - Sentence card
- 3) Teaching Activities: The teacher asks some questions from previous lesson and relates with present lesson.

Group A

Presentation: The teacher explains that we use all + time words with present perfect continuous tense. S/he shows sentence card with some examples: e.g.

- She has been reading a novel all day.
- He has been writing a letter all night.
- I have been searching my pen all the week.
- We have been looking movies all the time.
- It has been eating a rat all the day.
- Hari has been and sleeping on bed all the night.
- Sirjana has been standing on the stage all day. etc.

Group B

Presentation: The teacher tells the students to match column A with column B.

A	B
(a) I have been walking	(i) here all the decades
(b) It has been	(ii) god all the months
(c) They have been praying	(iii) her relative all time
(d) We have been playing	(iv) barking all the night
(e) Sanju has been visiting	(v) all the day
(f) You have been living	(vi) football match all the way

Students match the sentences and show their teacher. The teacher then tells them to find out the another rule of present perfect continuous tense. The students discuss themselves and make conclusion. The teacher evaluates the conclusion and corrects if there is any mistake. Then the teacher gives other more example by showing sentence card.

Generalization: With all time words present perfect continuous tense is used.

4) Evaluation: Supply the correct form of the verb.

- (a) Sudip (play) football all day.
- (b) Suchana (ask) question all the morning.
- (c) Manisha (sit) on the bench all the period.
- (d) Rajan (look) a girl all the time.
- (e) Bal Bdr. (sing) a song all weeks.

5) Homework: Make five sentence using all + time words in present perfect continuous tense.

LESSON PLAN 12

Date: 28/07/2064

Topic: Simple past tense

- 1) Objectives: At the end of this lesson the student will be able to
 - (a) Say correct form/structure of simple past tense.
 - (b) Make correct sentences in simple past tense.
- 2) Teaching materials.
 - Materials of daily use.
 - Structure card.
- 3) Teaching Activities: The teacher asks some questions from previous lesson to the students.

Group A

Presentation: The teacher shows the structure card to the students e.g. [sub + V² + Obj.]. The students, copy it on other notebook, then s/he gives more examples.

- Ram work hard. He went to school.
- They had four books. She got up at 4 am.
- Sirjana spoke English well.
- Raju studied hard etc.

Group B

Presentation: The teacher tells the students to read the following paragraphs carefully.

(a)

Yesterday morning, a plane crashed at Vorley Air. It was VRO, RA 536. It belonged to RNAC. The airway was not clear due to the thick clouds. There were twenty people including the crew when it collided with the tower, it was unseen by clouds. It caught fire and all the passengers died on the spot.

(b)

One day Mrs. and Mr. Brown went to the market to buy something. They had a busy day though in the end they did not buy very much. About 5 o'clock, they found a restaurant but before they went in Mrs. Brown remembered that she bought some medicine for their son.

The teacher tells the students to find out the structure of simple past tense. The students discuss themselves and make conclusion. The teacher helps them if they make any mistakes. Then s/he shows structure card with more other examples. e.g.

- | | |
|---------------------------------|--------------------------|
| (a) Ram worked hard. | (b) He went to school. |
| (c) They had four books. | (d) She got up at 4 a.m. |
| (e) Sirjana spoke English well. | (f) Raju studied hard. |

Generalization: The structure of simple past tense is (sub + V² + obj.)

4) Evaluation: Rewrite the sentences with correct form of the verbs using simple past tense.

- (a) The police (arrest) Ram and Shyam.
- (b) Ram (wash) the pieces of fish.
- (c) Rabin (tell) Surendra about gita.
- (d) The police (interview) Rajan and Rakesh
- (e) I (visit) my relatives.

5) Homework: Construct ten sentences using simple past tense.

LESSON PLAN 13

Date: 29/07/2064

Topic: Simple past tense + Past time adverbials.

- 1) Objectives: At the end of this lesson the students will be able to;
 - (a) say past time adverbials used in simple past tense.
 - (b) construct sentence using past time adverbials.
- 2) Teaching materials.
 - Materials of daily use.
 - Word cards.
 - A pocket chart
- 3) Teaching Activities: The teacher asks some questions from previous lesson and relation with current lesson.

Group A

Presentation: The teacher shows word cards with past time adverbials i.e. ago, last, yesterday in a pocket chart. Then s/he explains that past time adverbials are placed with simple past tense. The students copy on their notebook. The teacher writes some sentences on the board using past time adverbials in simple past tense. e.g.

- She went home yesterday. – Ram sent a letter last week.
- Hari studied in T.U. two years ago. – Sushila sang a song yesterday.
- Ranju read a novel one year ago etc. – I bought a new bicycle last month.

Group B

Presentation: The teacher gives following examples orally and writes on the board as well. The students listen carefully and copy on their notebook e.g.

- Many years ago, there was a king.
- She went to Pokhara yesterday.
- They build a beautiful house last week.
- Hari brushed his teeth 10 minutes ago.
- Sugita took a notebook last Sunday.
- We went to picnic last Saturday.
- She bought a beautiful picture last week.
- We went to terai ten years ago.

The teacher tells students to pay attention on the certain words and tense of above sentences to make rule. The students discuss themselves and make conclusion the teacher evaluates the conclusion and corrects if they make any mistakes. After their conclusion the teacher shows word cards and with other more examples. e.g.

She went home yesterday.

Ram sent a letter last week.

Hari studied in T.U. two years ago etc.

Generalization : [Past time adverbials are placed with sentence in simple past tense].

- 4) Evaluation: Write correct form of the verbs in simple past tense.
 - (a) She (beat) her child severely yesterday.
 - (b) Gita (tell) us a lie yesterday.

- (c) The sun (Shine) bright two days ago.
 - (d) a monster (live) in this forest hundreds of years ago.
 - (e) He (do) his homework last Saturday.
- 5) Homework: Make simple sentence in simple past tense using the following verbs. Dance, talk, arrive, invite, push, live think, buy see and avoid.

LESSON PLAN 14

Date: 30/07/2064

Topic: Past continuous tense.

- 1) Objectives: At the end of this lesson the students will be able to,
 - (a) Say correct form / structure of past continuous tense.
 - (b) make sentences in past continuous tense.
- 2) Teaching materials.
 - Materials daily use.
 - Structure card, a pocket chart.
- 3) Teaching Activities: The teacher asks some question from previous lesson to correlate with present lesson.

Group A

Presentation: The teacher shows a structure card on a pocket chart to the students and tells them the correct form of past continuous tense with examples. e.g.

- Ram was playing football. – She was eating dinner.
- They were sitting in the room. – I was going to Ktm.
- It was walking on the road. – I was reading my book etc.

Group B

Presentation: The teacher gives many examples orally. The students carefully listen and copy on their note book. e.g.

- They were playing cricket. – He was looking football match
- Sita was washing her clothes. – Sanju was sleeping on the bed.

- We were going to picnic. – She was writing an endy
- You were washing the dishes. – I was singing a song etc.
- Samrita was keeping money on her bag.

The students discuss themselves to find out the structure of past continuous tense. The students make conclusion and show their teacher. Then the teacher shows structure card with more other examples.

Generalization: The structure of past continuous tense is [sub + was/were and V⁴ + Obj.]

Practice: Supply the correct form of the verb in past continuous tense.

- (a) She (read) at 5 A.M.
 - (b) Ranju (go) to temple early in the morning.
 - (c) Raju (walk) at hospital.
 - (d) Sarita (give) some money to her sister.
 - (e) They (eat) breakfast at 7am.
 - (f) I (write) a letter to my friend.
- 4) Evaluation: Write 5 sentences using following verbs in past continuous tense.
- 5) Homework: Make sentences using following verbs in past continuous tense. Enjoy, clean, laugh, talk and buy.

LESSON PLAN 15

Date: 02/08/2064

Topic: Past continuous tense + point of time [when/at that time]

- 1) Objectives: At the end of this lesson the students will be able to;
 - (a) construct sentences as using point of time (i.e. when...../....at that time) in past continuous tense.
- 2) Teaching materials.
 - Materials of daily use.
 - Sentence card.
- 3) Teaching Activities: The teacher asks some questions from previous lesson to relates with current lesson.

Group A

Presentation: The teacher shows sentence cards having examples with point of time. (i.e. when..../.....at that time) the students copy on their notebook. e.g.

- Ram was going to market at that time.
- When I saw her, she was going to cinema hall.
- She was talking with her friends at that time.
- When Rupa went to market, I was going to my uncle's house.

The teacher also tells the students that when clause remains in simple past tense and unrelated action in main clause remains in past continuous tense, otherwise both clause remains simple past tense. e.g.

- When he went to market, he bought new bicycle.
- When he sat on the bench, she was standing at the door.

Group B

Presentation: The teacher gives more examples orally, and the students copy the examples to find out the rules of past continuous tense, e.g.

- He was sleeping at that time.
- She was running at the moment.
- When I saw them they were going to the police station.
- The baby was playing with its doll at that time.
- When the headmaster saw him, he was smoking a cigarette.
- The gardener was watering new plants at that time.
- I was singing a song at that time.
- When I went there. He was listening on the radio.

The students discuss themselves and find the conclusion. After getting the conclusion from the students the teacher tells them that past continuous tense is written with point of time. [i.e. when.../at that time].

S/he shows sentence cards with other more examples:

- Ram was going to market at that time
- When I saw her, she was going to cinema hall etc.

Generalization: With point of time (when.../at that time) past continuous tense is used.

4) Evaluation: Write correct forms of the verbs.

- (a) When I saw there, she (sing) a song.
- (b) I (listen) a song, when she went home.
- (c) Ram (read) an essay at that time.
- (d) Sushila (sleep) on the bed at that time.
- (e) When Ranju ate a mango, Raju (brush) his teeth.

5) Homework: Make five sentences using following verbs; stand, look clean, write and bring.

LESSON PLAN 16

Date: 03/08/2064

Topic: Past perfect tense

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) Say correct form / structure of past perfect tense.
 - (b) Construct sentences in past perfect tense.
- 2) Teaching materials.
 - Materials of daily use.
 - Structure card.
- 3) Teaching Activities: The teacher asks some questions from previous lesson to relate with current lesson.

Group A

Presentation: The teacher shows structure card having the structure of past perfect tense [i.e. sub + had + V³ + obj.]. S/he gives some examples of past perfect tense e.g. he had eaten a mango. She had run on the road. Suchana had read a book. Raju had gone to market. They had kept some money. etc.

The teacher also explains that if the two actions have to describe the action which is finished before should be written in past perfect tense and the action finished later should be written in simple past tense.

- (a) They had explained everything before he reached.
- (b) She took her meal after she had taken a bath.
- (c) He went there after he had done his work, etc.

Group B

Presentation: The teacher gives more examples orally and writes on the board as well. The students listen carefully to find out the structure of past perfect tense. e.g.

- Sanju had gone to London.
- They had won the football match.
- She had cooked food.
- She had retired from the job.
- I have traveled by plane etc.
- Raju had passed SLC.
- You had finished your work.
- He had completed his duty.
- We had visited our relatives.

The students discuss themselves and find out the structure of past perfect tense [i.e. sub + had + V³ + Obj.]. Then the teacher shows other more new examples on the structure card and asks the students to find out the another rule of past perfect tense. e.g.

- They had explained every thing before he reached.
- She took her meal after she had taken a bath.
- He went there after he had done his homework etc.

The students pay attention on the examples and find out the another conclusion. If they make any mistakes the teachers helps them to make conclusion.

Generalization : The structure of past perfect tense is [Sub+had+V³ + Obj.]. If the two actions are finished one after another the first action should be written in past perfect tense and the action finished later should be written in simple past tense.

4) Evaluation: Write correct form of the verbs in past perfect tense.

- (a) They (go) to market. (b) We (teach) at school.

- (c) She (sew) her clothes.
 - (d) Mr. Sharma (finish) his work before Ram did.
 - (e) Mrs. Joshi (ask) question before I asked.
- 5) Homework: Make five sentences using these verbs; learn, jump, live, bring and use.

LESSON PLAN 17

Date: 04/08/2064

Topic: Past perfect continuous tense.

- 1) Objectives: At the end of this lesson the students will be able to;
 - (a) say correct form / structure of past perfect continuous tense.
 - (b) construct sentences (using since + point of time / for + period of time) in past perfect tense.
- 2) Teaching materials.
 - Materials daily use.
 - Structure card.
- 3) Teaching Activities: The teacher asks some questions from previous lesson and relates with present lesson.

Group A

Presentation: The teacher shows structure card to the students having structure of past perfect continuous tense. S/he also gives some examples. e.g. Roshan had been eating his dinner.

S/he also explains that since + point of time or for + period of time are also included in past perfect continuous tense. e.g.

- He had been waiting for her since 5 pm. yesterday.
- They had been playing cards for six hours.
- He had been helping her since last Sunday.
- It had been raining since dawn.
- She had been cheating me for a long time etc.

Group B

Presentation: The teacher gives a paragraph to read and to find the structure of past perfect continuous tense. e.g.

I had been walking since 2 pm. It had been raining for half an hour. I saw a house on the way. I had been calling someone inside the house for ten minutes. But nobody had been listening my voice since 2:20 pm. When I turned on the road a man had been crawling on the way since it started to rain. He had been breathing uncomfortably for half an hour. He had been crying to help since 2 pm. But nobody had been coming to help him for half an hour.

The students read the paragraph carefully and discuss themselves to find out the structure of past perfect continuous tense. The students make conclusion and show their teacher. The teacher helps there if they make any mistakes. The s/he shows structure card having the structure of and more other examples [i.e. sub + had been + V⁴ + obj + (for + period of time / since + point of time)]. e.g.

- He had been waiting for her since 5 pm.
- They had been playing cards since six hours etc.

Generalization : The structure of past perfect continuous tense is [sub + had been + V⁴ + ob] + [for + period of time / since + point of time).

- 4) Evaluation: Make five sentences in past perfect continuous tense using for/since.
- 5) Homework: Make sentences in past perfect continuous tense using following verbs; keep, move, sit, think and shout.

LESSON PLAN 18

Date: 05/08/2064

Topic: Simple future tense (S + will/shall + V¹ + obj).

- 1) Objectives: On the completion of this lesson students will be able to;
 - (a) say correct form / structure of simple future tense.
 - (b) construct sentences in simple future tense.
- 2) Teaching materials.
 - Materials daily use.
 - Structure card.
 - A pocket chart
- 3) Teaching Activities: The teacher asks some questions from previous lesson to relate with current lesson.

Group A

Presentation: The teacher shows structure card with examples of simple future tense. e.g. I will sell my car. We shall help you. It will rain heavily. The bus will start at 5 p.m. Her brother will go home etc.

Group B

Presentation: The teacher gives some examples orally and writes on the board as well. The students copy on their note book to discuss themselves. e.g.

- | | |
|-----------------------------|------------------------|
| – Sita will help me. | – Sanju will pass exam |
| – They will read hardly. | – Sanu will go home. |
| – Raju will clean his home. | – He will play chase. |

- She will do her work. – We shall go to picnic.
- Roshani will repeat a question. – It will rain heavily.
- You will study hard.

The students discuss and make conclusion. The teacher evaluates the conclusion made by the students and helps them if they make any mistakes. Then the teacher shows the right structure on the structure card with other more examples.

- Her brother will go home.
- I will sell my car.
- He will arrive at 5 pm etc.

Generalization: The structure of simple future tense is [Sub + will/shall + V¹ + obj.]

- 4) Evaluation: Give correct form of the verb in simple tense.
 - (a) He (arrive) at Nepalgunj.
 - (b) I (leave) Nepalgunj.
 - (c) We (attend) a party.
 - (d) They (build) a magnificent house.
 - (e) She (pay) him a visit.

- 5) Homework: Make five sentences in simple future tense.

LESSON PLAN 19

Date: 06/08/2064

Topic: Simple future tense + time adverbials tomorrow, tonight, next etc.

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) say time adverbials used in simple future tense.
 - (b) construct sentences in simple future tense using time adverbials.
- 2) Teaching materials.
 - Materials of daily use.
 - Flash cards.
 - A pocket chart.
- 3) Teaching Activities: The teacher asks some questions from previous lesson.

Group A

Presentation: The teacher shows past time adverbials on flash cards with the help and pocket chart (i.e. tomorrow, tonight, next). S/he gives some examples also.

- They will fly tomorrow. – He will reach home tonight.
- We shall come next day. – She will finish it next week.
- They will understand everything tomorrow.
- Ramu will pay his money tonight, etc.

Group B

Presentation: The teacher gives a paragraphs to read to the students. e.g.

(a)

Sanu will sing a song tonight. She will win song competition tomorrow. She will sing with more competitors tomorrow. She will get prize and certificates from her song teacher tomorrow evening. Next week she will take part in another competition also.

The students read this paragraph carefully and discuss themselves. They make conclusion and show their teacher. The teacher corrects them if they make any mistakes. Then s/he shows flash cards having future time adverbials i.e. tonight, tomorrow and next. S/he shows more other examples from sentence card.

Generalization: Future time adverbials (tomorrow, tonight and next) take simple future tense.

- 4) Evaluation: Supply the correct form of the verbs in simple future tense.
 - (a) Raju (finish) all his homework tonight.
 - (b) They (drink) coffee in the restaurant tomorrow.
 - (c) She (play) a chess next day.
 - (d) Gita (clean) her garden tomorrow.
 - (e) You (sing) a song tonight.
- 5) Homework: Make five sentences using tomorrow, tonight and next.

LESSON PLAN 20

Date: 07/08/2064

Topic: Future continuous tense (S + will be + V⁴ + Obj.).

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) say correct structure of future continuous tense.
 - (b) make sentences in future continuous tense.
- 2) Teaching materials.
 - Materials of daily use.
 - Structure card.
 - A pocket chart.
- 3) Teaching Activities: The teacher asks some question from the previous lesson to the students.

Group A

Presentation: The teacher shows structure card having the structure of future continuous tense. S/he gives some example of future continuous tense. e.g.

- She will be singing a song. – I will be sleeping on the bed.
- We shall be going to London. – They will be flying to America.
- It will be raining heavily etc.

Group B

Presentation: The teacher tells the student to match column A with B

A	B
(a) She will be reading	(i) a song
(b) They will be celebrating	(ii) by train
(c) The dog will be barking	(iii) a novel
(d) We shall be traveling	(iv) a festival
(e) You will be writing	(v) at night
(f) I will be winning.	(vi) an essay
(g) You will be singing	(vii) a game

The teacher says to pay attention on the sentences and asks the structure of present continuous tense. The student discuss and tell their teacher the structure of future continuous tense. Then s/ he shows structure card with more other example. e.g.

- We shall be dancing at picnic.
- They will be a going to London.
- It will be raining heavy etc.

Generalization : The structure of future continuous tense is (sub + will / shall + be + V⁴ + obj)

Practice : Write these sentences in future perfect continuous tense.

- | | |
|------------------------------|-------------------------|
| (a) Hari (watch) the cinema. | (b) They (arrive) here. |
| (c) We (help) them. | (d) He (sell) his car. |
| (e) You (watch) T.V. | |

4) Evaluation : Put the words in correct order of the sentence.

- (a) running/he /be /will /on the roads

- (b) dog /the /be /will / sleeping / in the garage .
- (c) They /will /playing/be/a football.
- (d) She/be/will/sending/a letter.
- (e) I/doing/will/be my/home work.

5) Homework: Make five sentences in future continuous tense.

LESSON PLAN 21

Date: 09/08/2064

Topic: Future perfect tense.

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) say current form / structure of future perfect tense.
 - (b) make sentences in future perfect tense.
- 2) Teaching materials. The teacher asks some questions from previous lesson and relates with present lesson.

Group A

Presentation: The teacher shows structure card to the students with more examples of future perfect tense. [Sub + will/shall + V³ + obj].

- I will have read a story. – He will have gone to Pokhara.
- We shall have finished it. – I will have won the match, etc.
- They will have understood everything.

Group B

Presentation: The teacher gives more examples orally and writes on the board as well. e.g.

- The teacher will have given homework.
- She will have gone to Biratnagar.
- You will have travelled by plane.
- We will have come to Nepalgunj.
- She will have brought fruits.
- He will have passed I.Ed.

- We shall have started our business.

The teacher tells the students to find out structure of future perfect tense. The students discuss themselves and make conclusion. The teacher evaluates the conclusion and corrects them if they make any mistakes. Then S/he shows structure card with correct structure of future perfect tense. S/he gives other more examples from sentence card.

Generalization: The structure of future perfect tense is [sub + will/shall + have + V³ + Obj.]

- 4) Evaluation: Supply the correct form of the verbs in future perfect tense.
 - (a) Sita (pass) SLC after two years.
 - (b) Roshani (wash) clothes after three days.
 - (c) We (return) home from picnic.
 - (d) They (come) to Nepalgunj.
 - (e) I (do) all my work at 5 pm.
- 5) Homework: Make five sentences in future perfect tense.

LESSON PLAN 22

Date: 10/08/2064

Topic: Future perfect tense (by / before + point of time or in + period of time)

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) construct sentences in future perfect tense using (by/before + point of time; In + period of time)
- 2) Teaching materials.
 - Materials of daily use.
 - Flash cards.
 - A pocket chart
- 3) Teaching Activities: The teacher asks some questions from previous lesson.

Group A

Presentation: The teacher shows flash cards having by + point of time, before + point of time and in + period of time. S/he gives some examples using these time adverbials in future perfect tense. e.g.

- They will have made a new house here by 2009.
- Bhola will have passed S.L.C. in the next 3 years.
- Hari will have settled in the village by next month.
- She will have found an answer in an hour.
- Radha will have grown 2 inches by next year.
- We shall have reached home before 7 p.m.

- 4) Evaluation: Correct the following sentences in future perfect tense.

- (a) Roshani goes to school by 10 O'clock
 - (b) Pramila eats rice before 9 o'clock.
 - (c) Shushila does her work in two hours.
 - (d) Ram Bdr. displays his picture by 12 o'clock.
 - (e) They make a house in one year.
- 5) Homework: Make ten sentences using by / before + point of time or in + period of time in future perfect continuous tense.

Group B

Presentation: The teacher tells the students to match column A with column B.

A	B
(a) The teacher will have finished	(i) money by tomorrow
(b) They will have gone	(ii) from the tower by 8pm.
(c) We will have won	(iii) his teaching by 2 pm.
(d) You will have kept	(iv) to Lumbini before January
(e) She will have jumped	(v) cricket match before November
(f) He will have passed	(vi) new bicycle in five day.
(g) I will have bought	(vii) passed land to his son in three day.

The students match the sentences with column B. Then the teacher asks there to find out another rule of future perfect tense. The students discuss themselves and make conclusion. The teacher evaluates the conclusion and corrects if there is any mistake. The teacher shows the future time adverbials on flash cards on a pocket chart i.e. [by + point of time] [before + point of time] and [in + period of time]. S/he also gives other examples using future time adverbials in future perfect tense.

- 4) Evaluation: Evaluation will be same as in group A.
- 5) Homework: Homework will be also same as in group A.

LESSON PLAN 23

Date: 11/08/2064

Topic: Future perfect continuous tense.

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) say correct form/structure of future perfect continuous tense.
 - (b) construct sentences in future perfect continuous tense.
- 2) Teaching materials.
 - Materials of daily use.
 - Sentence card.
- 3) Teaching Activities: The teacher asks some question from previous lesson.

Group A

Presentation: The teacher shows structure card to the students having the sentence of future perfect continuous tense (S + will/shall + have + been + V⁴ + obj). e.g. I will have been reading a novel. you will have been waiting him. She will have been travelling by bus etc.

Group B

Presentation: The teacher gives some example orally and writes on the board as well. e.g.

I will have been visiting Lumbini.

They will have been crying for their right.

It will have been sitting on the road.

Surendra will have been riding bicycle.
Ujjwal will have been getting prize.
You will have been listening radio.
He will have been keeping money in bank.
We shall have been going to picnic.
Ranjana will have been winning the race.
Rajesh will have been sleeping on the bed etc.

The students listen carefully and copy on their notebook. The teacher tells them to find out the structure of future perfect tense. The students discuss themselves and make conclusion. The teacher evaluates the conclusion and corrects them if they make any mistakes. Then, s/he shows correct structure on structure card with other more examples.

Generalization: The correct structure of future perfect continuous tense is [sub + will / shall have + been + V⁴ + obj.]

- 4) Evaluation: Make five sentences in future perfect continuous tense.
- 5) Homework: Write ten sentences in future perfect cont. tense.

LESSON PLAN 24

Date: 12/08/2064

Topic: Future perfect continuous tense (By + point of timefor + period of time)

- 1) Objectives: On the completion of this lesson the students will be able to;
 - (a) make sentences using by + point of time for + period of time in future perfect continuous.
- 2) Teaching materials.
 - Materials of daily use.
 - Sentence card.
- 3) Teaching Activities: The teacher asks some question from previous lesson.

Group A

Presentation: The teacher shows sentence cards having examples of future perfect continuous tense with by + point of time for + period of time. e.g.

By 3 o'clock I shall have been reading for three hours.

- By tomorrow, he will have been writing for three days.
- By 4 pm tomorrow Bimala will have been walking for three hours.
- The dog will have been barking by the time tomorrow for five days.

Group B

Presentation: The teacher gives some sentences to match column A with column B.

A	B
(a) By tomorrow, I will have been learning	(i) a movie for 3 hours.
(b) By 1 pm, she will have been watching	(ii) in factory for one month.
(c) By next Sunday, they will have been working	(iii) bus for one year.
(d) By next month, she will have been teaching	(iv) here for one year
(e) By Saturday, he will have been driving	(v) English for three months.
(f) By next year, I will have been living	(vi) In this school for one week

The students match column A with B. then the teacher evaluates and corrects them. Then s/he asks students to find out another rule on the basis of above sentences. They discuss themselves and find out the conclusion. The teacher evaluates and corrects if there is any mistake.

Generalization: Future perfect continuous tense takes by + point of time and for + period of time.

Evaluation: The teacher asks to tell three examples from different corners.

- 5) Homework: Make five sentences in future perfect continuous tense using by + point of time and for + period of time.

Appendix III
Names of key informants
Group A (Controlled Group)

S.N.	Name	Pre-Test			Total	Post-test			Total
		Pres.	Past	Future		Pres.	Past	Future	
1	Ujjwal Gurung	11	9	7	27	13	11	9	39
3	Ranjeeta K.C.	9	8	8	25	11	11	9	31
5	Anisha Subedi	10	9	6	25	12	10	8	30
7	Sapana Pun	10	11	3	24	11	11	7	29
9	Sarita Dhungana	11	8	4	23	12	9	6	27
11	Sakuntala Gautam	11	10	3	23	11	9	5	25
13	Sangita Aryal	9	9	5	23	10	10	5	25
15	Sabitra Khatri	9	8	5	22	9	10	6	25
17	Santosh Thapa	10	8	4	22	10	9	7	25
19	Saroj Poudel	9	8	4	21	11	9	6	26
21	Ekraj Khan	8	9	5	21	10	9	6	25
23	Renuka Sharma	10	7	4	21	11	8	6	25
25	Deepak B.K.	7	8	5	20	10	7	8	25
27	Hari Pun	8	7	5	20	10	8	5	23
29	Ranju Khadka	10	7	3	20	10	8	6	24
31	Saroj Raj Kafle	9	7	4	20	10	9	8	27
33	Jawed Allam Khan	8	7	4	19	9	9	8	26
35	Manmaya Thapa	6	8	4	18	10	9	7	26
37	Suman Sunar	7	7	4	18	9	8	7	24
39	Ashir Traphat Ali	8	6	3	17	9	8	6	23
Total		180	161	90	429	208	182	135	525
Average value (mean)		9	8.05	4.5	21.45	10.4	9.1	6.75	26.25

$$\text{Pre-test Average value (mean)} = \frac{\sum X}{N} = \frac{429}{20} = 21.45$$

$$\text{Post-test Average value (mean)} = \frac{\sum X}{N} = \frac{525}{20} = 26.25$$

Group B (Experimental Group)

S.N.	Name	Pre-Test			Total	Post-test			Total
		Pres.	Past	Future		Pres.	Past	Future	
2	Manisha B.K.	13	7	6	26	16	11	10	37
4	Dinesh Thapa	11	9	5	25	15	12	9	36
6	Prakash Acharya	9	9	6	24	15	13	8	36
8	Phool Maya Sharma	8	9	6	23	14	12	9	35
10	Gita Oli	10	8	5	23	14	13	8	35
12	Pragya Hamal	9	8	6	23	14	13	9	36
14	Ashok Khatri	10	7	6	23	13	12	9	34
16	Sarswati Sunar	9	7	6	22	11	12	10	33
18	Renuka Bhattarai	9	9	4	21	10	11	9	30
20	Hari Rijal	8	8	5	21	12	10	9	31
22	Kala Poudel	10	6	5	21	11	9	11	31
24	Suchana B.K.	9	8	4	21	11	10	8	29
26	Illiyas Khan	8	7	5	20	10	10	9	29
28	Yam Kumari B.K.	9	6	5	20	13	8	9	30
30	Hakik Khan	9	7	4	20	11	9	8	23
32	Usha Chhetri	10	6	4	20	12	8	7	27
34	Priya Pandey	9	6	5	18	9	8	9	26
36	Rupa Acharya	8	6	4	18	10	9	8	27
38	Sima Panta	7	5	5	17	10	8	8	26
40	Shova K.C.	6	6	4	16	8	9	8	25
Total		181	144	100	422	241	207	174	621
Average value (mean)		9.05	7.2	5	21.1	12.05	10.35	8.7	31.05

$$\text{Pre-test Average value (mean)} = \frac{\sum X}{N} = \frac{422}{20} = 21.1$$

$$\text{Post-test Average value (mean)} = \frac{\sum X}{N} = \frac{621}{20} = 31.05$$