

# CHAPTER ONE

## Introduction

### 1.1 General Background

Language is a means of human communication through which we express our thoughts, feelings, likes and dislikes etc. Robins (1972: 12) argues, “a language is a symbol system based on pure or arbitrary convention infinitely extended and modifiable according to changing needs and condition of speakers”. Language is an important human gift. It is a complex social phenomenon, which helps us in establishing relations among the human beings. It is used as a tool for human communication. It is said to be species specific that it is uniquely human. In the Encyclopedia Britannica, Vol.6, language is defined as “system of conventional, spoken or written used by people in a shared culture to communicate with each other”.

Besides language, there are many other means of communication, used by human beings. Those other means are not as flexible, comprehensive, perfect and extensive as language. All those are non-vocal systems and are extremely limited. Finnociaro in this context maintains that “Language is a system of arbitrary vocal symbols which permits all people of that culture to communicate or to interact.” (Finnociaro, 1964:8 cited in Brown, 1994:4).

Language is a very important form of communication between humans as it is very difficult to think of a society without language. It gives shape to the people’s thoughts and guides and controls their entire activities. Language has enabled man to establish great civilization on the earth. It is the carrier of civilization and culture as human thoughts and philosophy are conveyed from one generation to the other through the medium of language. It is the only strongest means of transmitting our culture, tradition, custom, literature and arts as well as the whole of our

achievements from generation to generation. In a nutshell, language is the marvelous means of communication; the importance of language in human life can't be exaggerated.

### **1.1.1 Importance of the English Language**

There are varieties of languages in the world and English is the most widely used language among them. It is the most prestigious and dominant language. It is also the richest language in the world in terms of the functions it is used for and number of vocabulary it has, compared to other languages. It has gained the status of international language. It is one of the UN languages (others being, French, Arabic, Spanish, Russian and Chinese). The English language is a storehouse of knowledge. Most of the books in the world are written in English medium; so it is dominant in almost all areas, e.g. business, mass media, science and technology, diplomacy, language teaching, medicine, marketing etc. It has been accepted as the only means to link the people in global perspective. English has been the language of vital importance because of its practical utility. Along with the development of science and technology, effective acquisition of English has been the primary pre-requisite for the promotion of technical education and transmission of modern civilization.

Now-a-days English is being taught as a foreign language all over the country for its practical importance. To quote Richards and Rodgers (1995:1) "It has been estimated that some 60% of world's population is multilingual. Both from a contemporary and historical perspective, bilingualism and multilingualism are the norm, rather than exception." It is fair, then, to say that throughout the history foreign language learning has always been an important practical concern." English language has always been globalized because of its practical utility and a huge store of knowledge it shares with many other languages. As the world has shrunk with the scientific and technological advancement and development in the

field of communication, the importance of the English language as an international language has increased all the more. It has gained popularity in every field of human affairs. It is claimed that one in every seven people in the world can speak the English language. It serves as a *lingua franca* among many speech communities. However, English has gained the highest coverage in the teaching field. The English language has been used as a medium of instruction as well as the subject of teaching. It has been equally important to a developing country like Nepal for the promotion of its present status in terms of economy, science and technology as well as modernization process. Nepal is a multilingual country. This is the land with lingual diversity. Nepali is a *lingua franca*, mother tongue and a medium of instruction at all levels of education system of Nepal. English has been taught as a foreign language. In this world of science and technology, Nepal cannot afford to remain isolated from the wide contact and exposure. Diplomacy, tourism, foreign trade, foreign aid, trekking and higher studies abroad are some of the manifested forms of such interactions. English has almost solely been our medium of international contact, exposure and communication. Highlighting the importance of English in Nepal Malla (1977:17) writes: “Nepal needs English to have access to the scientific and technical channels of communication with other nations.”

The status of English as the language of science and technology and of international communication remains unassailable. Thus English has become almost the language of survival in Nepal. It is used as a foreign language. Realizing the importance of English in Nepal, it has been prescribed in the curricula of schools and colleges. English is taught and learnt as a compulsory subject from grade one to graduate level and optional subject from secondary to post graduate level. In addition, a number of English medium schools have been established at private

sectors, which are known as boarding schools, under the supervision, guidance and control of the Ministry of Education. English is the medium of teaching in these schools. Except Nepali and Sanskrit, all the other subjects are taught in English.

### **1.1.2 A Brief History of ELT in Nepal**

There is no long history of ELT in Nepal. In the past, Education in Nepal was influenced by the two religions. Hinduism emphasized Sanskrit Education and Buddhism emphasized Gumba Education. These two schools were in existence before the unification of modern Nepal. There was no glimpse of English Education then in Nepal. When the country came under the influence of the Rana family, they extracted all the civil and military power in them. The Ranas were aware of the fact that their regime would be in danger if they provided public education. Education was confined only to them and any reformative work was strictly prohibited including the establishment of schools in Nepal. However, due to the expansion of British influence in Nepal the Ranas could not avoid diplomatic relations with the British. With the diplomatic relation with Britain, Nepal adopted English education in the country. Basically, The English language entered Nepal with the establishment of Durbar High School in 1853 in Kathmandu after the then Prime Minister Junga Bahadur Rana returned from Britain. He established the first English School in his own residence in Kathmandu. This school followed the British model of Indian Education. “The main reason for opening this school was to make his children well educated and enable them to handle relationship with the British power in India in an efficient manner” (Awasthi: 1988)

The English language was adopted in higher education only when the Prime Minister Chandra Shamsher opened Tri-Chandra College in 1918. This was the result of his meeting with King George V during the

monarch's visit to India. The nation witnessed a drastic political change in 1951 when there was a great public revolt under the leadership of King Tribhuvan against the Rana regime. Democracy was introduced over throwing the Rana regime. The Ministry of Education was set up in 1951. With the establishment of democratic government, numerous schools and colleges were opened throughout the Kingdom.

English education in Nepal, Prior to the New Education System Plan (NESP) - 1971 was not well organized, though many education commissions were constituted to formulate the plan and execute them. It was NESP that defined English as one of the UN languages and thus put it into the curricula. NESP studied the whole education system and gave suggestions to revise the existing curricula. Curriculum prepared according to the suggestion of NESP, allocated 100 full marks for English subject at the school level from grade four to ten. English was used to be taught even before NESP. Then the English subject was allocated 200 full marks. Along with the change of time different approaches and methods were applied in the teaching of English. The first and the most widely used method was the Grammar Translated Method (GTM) emphasizing on teaching of grammar and translation. In Nepal, before the implementation of NESP and even after it the GTM was widely practised. However, other teaching approaches were also emerged in the arena of ELT. The New Curriculum framed after the NESP was based on the Oral Structural Situational approach (OSS) and accordingly the textbooks were prepared. Nepal also followed the foreign models of teaching by making necessary changes in the textbooks and adopting the timely approaches to English language teaching. To execute the new curricula effectively, new textbooks, improved teaching methods, teachers training and efficient supervision system were introduced and implemented.

“During the later half of the twentieth century two prominent approaches i.e. structural approach and communicative approach, dominated the entire English language teaching arena. The former put emphasis on mastering language structure while the latter put emphasis on not only structure but also the communicative function they meet”. (Awasthi 2000: 77). Having realized that English education is vitally important, Nepal also brought a considerable change in the teaching of English as a foreign language improving the new textbooks. National Education Commission, which was formed in 1989, presented its report in 1991/92 studying the whole education system of the past and the present with suggestions to be implemented. One of the suggestions was to replace the old NESP (1971, revised in 1981) curricula by a new one. The OSS based curricula were replaced by communicative approach based curricula. Now the new curriculum of secondary level (Grade 9-10) and the levels below that are based on the functional or communicative approach to language teaching, which emphasizes on the teaching of language functions along with the grammatical items and language structures.

Such timely revision in the curriculum has also been carried out in the higher levels as well. College and university curricula from PCL to Master’s level have been moulded to give them new forms suitable to meet the present day demands. At present, the whole English language Teaching (ELT) from nursery to the tertiary level of Nepalese education system is somewhat influenced by communicative approach to language teaching and accordingly very recently the PCL compulsory English Curriculum has been reconstructed and implemented from the academic session 2062/63. This shows that ELT in Nepal has undoubtedly been strengthened occupying a wide scope and improving a lot.

### **1.1.3 Teaching English and Role of Teaching Materials**

Teaching English requires basic knowledge of teaching language skills on the part of teachers. Teaching English as a foreign language to the non-native learners is a challenging job. The need for English language teaching has always been felt since its introduction to the Nepalese education system. However, the teaching of this language has hardly been to the expectations of its stakeholders. So efforts have been constantly made to find more efficient and effective ways of designing and implementing ELT programs. Only the classroom teaching with chalk and talk can't serve for clear perception of the English language. Language teaching is an abstract phenomenon. The teacher needs different language teaching strategies to follow along with the traditional ways of teaching. A monotonous lecture method can't serve the purpose of language teaching. A teacher needs supports to concretize his teaching to the students. Student-centered teaching should be done so as to make students involve in teaching learning activities actively. Language classes should be communicative. To create such an environment, the teacher should be provided with different teaching and supplementary materials. These include various types of audio-visual materials, realias, teaching manual etc.

Supplementary materials are very useful on the part of a teacher to present the ideas of the textbook. They give teachers a variety of ideas on how to teach language items, such as: stories, essays, dramas etc. The most useful supplementary material for the teacher is Teachers' Guide (T.G). It is designed to assist teachers with various methodological approaches to present the subject matter of the textbook effectively, efficiently and more realistically. Teaching materials in teaching English as a foreign language plays a vital role and their importance can hardly be exaggerated.

As mentioned above, teaching materials help brighten up the classroom and bring variety and interest into language lessons. They help develop confidence in teachers, arouse interest in students, strengthen the learning, enhance language skills, stimulate imagination, facilitate comprehension for the students and even complement or supplement the teachers. So the construction and implementation of such supportive materials like teaching manual and teachers' guide has widely to be done. Such prominent and integral elements of teaching English should not be ignored and their wise application is expected to increase the authenticity and permanency of teaching.

#### **1.1.4 Teacher's Guide: Introduction and Importance**

A 'Teacher's Guide' is a book which is "designed to help teachers in their classroom teaching; to run the class effectively and actively involve the students" (Curriculum Development Centre-1999-II). So it is one of the significant teaching materials in the form of a book, which is designed in order to help teachers in making their classroom teaching effective. TG is designed to assist a teacher to adopt the materials included in the textbook in the classroom situation or context. It gives ideas for teaching activities that can be used in addition to the activities outlined in the textbook. It gives detailed description or instruction of how to teach that particular lesson. The teaching techniques presented in the TG are designed to make the task of teaching the necessary skills and knowledge as easy as possible.

The main purpose of the teachers' guide is to help teachers prepare their lessons from the textbook in a simple and logical way. It is designed and intended to be used before the teacher goes to the classroom while preparing lesson plans. It is intended that teachers should use TG to plan the teaching activities using different teaching techniques to achieve the set goals of that particular lesson so as to make students find

lesson easier to understand. A TG helps teachers make an adaptation by describing the grammatical structure, each teaching language item to be taught by suggesting additional and alternative teaching activities and by saying how the teaching materials can be adapted to be more in line with students' prior linguistic abilities and the knowledge of that subject matter.

Every subject has some general objectives. In order to achieve those objectives students are introduced to different language skills using a communicative method. This means that many new grammar points and structures are introduced using a listening or reading passage, a written sample, a picture or a cartoon etc. but not the way any grammar points to be taught through a direct method or a translation method. After the students have been presented with the new language skills, they are given the opportunity to practise them in the areas of reading, writing, listening, and speaking. The students are also encouraged to speak using structured or unstructured conversations with each other or with the teacher. This type of interaction encourages students to create such environment in the classroom describing how to teach that particular lesson in a greater detail.

#### **1.1.4.1 Teachers' Guide: Historical Perspective**

The traditional education system had laid main focus on reading philosophical and literary texts. In the past, Nepalese education system was influenced by religious and classical Sanskrit system of education. Both systems of education gave priority to rote learning i.e. memorization. In the Gurukul system of education a learner had to memorize the whole book. One who memorized the whole text and knew the literature was thought to be a learned person. Students used to be taught through Grammar Translation Method. This method doesn't require much skill on the part of a teacher. Prior to NESP-1971, we can't

find any glimpse of TG used in teaching. Students were taught haphazardly without any systematic order. NESP-1971 came to the fore with the view of improving the whole education system, especially the teaching strategies. NESP developed the concept of training untrained teachers and equipping them with teaching manuals like teachers' guides. "The education reports of NESP-1971 has clearly stated that the 'Teachers' Guide' has to be compulsorily prepared along with the textbook and workbook for the students." (Sharma; 2003:266)

Having gone through the different documents available so far in the CDC; Sanothimi, it has been learnt that NESP had recommended to use TGs of all subjects but which couldn't be materialized as per the plan. According to a curriculum expert and the officer at CDC, Mr. Bishunu Prasad Parajuli, the TGs were developed for all the subjects and it was in a form of a calendar. It did not have detail classroom procedures to go through according to the textbook. He also added that because of the lack of sufficient fund, TGs couldn't be produced in a sufficient number, though the production, distribution and use were done. Reporting and inspection of its effectiveness couldn't be done properly. Because of these reasons the use of TG was ignored after a few years. Then there remained quite a long gap in the use of TG (Recorded from the notes of the personal meeting with Mr. Parajuli).

Curriculum development is a continuous process. A curriculum constructed at a certain time must be revised or reconstructed according to the continuously changing social needs depending on the current social context. Review and reappraisal at every stage of history is considered as an integral part of an education system. Various Education Planning Commissions (EPC) have contributed to bring a significant change in every aspect of education system. After the restoration of multiparty democracy in Nepal, the existing curriculum was revised according to the

democratic spirit. Nepal Education Commission (1991) submitted its report in 1992 giving emphasis on the development and effective use of TGs in order to achieve the desirable goals. In the same year the then His Majesty's Government ran the Basic Primary Education Project with the objective of improving the quality of primary education and enhancing the accessibility of primary education to the children of every part of the country. As recommended by NEC (1992), BPEP in co-ordination with Primary Curriculum and Textbook Development Unit (PCTDU) produced TGs of all subjects for primary level and distributed to the schools through district education offices. Those TGs were based on newly changed curriculum and textbooks. The textbooks and TGs were implemented phase wise from grade one to five in the years 1991, 1992, 1993, 1994 and 1995 respectively.

Similarly, the new curriculum of lower secondary level was implemented from the academic year 1995/96 onwards. But CDC could not produce the TGs for grade 6 and 7 because of the lack of fund. The only English TG was produced for grade eight and recently it has again been revised. Likewise, the new curriculum of secondary level, i.e. grade 9 and 10, was implemented in the year 1998 and 1999 respectively. The production and distribution of textbooks and teachers' guide for all the subjects have been done. Now the teachers' guides of the secondary level are found to be used by the subject teachers in almost all the schools.

The attempts have been made to develop and produce the TGs for grade six and seven in the spirit of the new curriculum. The responsibility of the production and distribution of primary level of TGs has been given to Sajha Prakashan, Kathmandu. The TGs of other levels are produced by Janak Education Materials Centre (JEMC), Sanothimi and sold through distributors in the market.

#### **1.1.4.2 Secondary Level English Curriculum and TG: Introduction and Objectives**

The new secondary level curriculum was introduced in 1999 with an aim of maintaining SAARC standard in education. This curriculum has been prepared in order to make the grade 9 and 10 course more applicable to the society, both in Nepal and the outside world. Six compulsory subjects and two optional subjects have been included in the curriculum. English is one of the compulsory subjects of this level. CDC has developed TGs for all the subjects to improve and enhance learning.

The present secondary level English curriculum is based on functional or communicative approach to language teaching. The functional language teaching approach emphasizes the teaching of language functions along with grammatical items and language structures. We use language to get things done; for example to greet someone, to ask for permission or to express intention or plans; each of these is a language function.

The main thrust of the new curriculum is on the development of communicative competence in students. This means that students should be able to communicate both in spoken and written English not only by using grammatically correct sentences but also by using the appropriate utterances according to the demands of the situations. So the main view of the present secondary English curriculum is to enable the students for effective communication. In this regard Sthapit (2000) maintains that "...for a learner to be able to use a given language he needs to know not only the rules of usage and vocabulary but also its rules of use and rules of interpretation." He further adds, "He needs to develop not only semantic or linguistic competence, but also discourse competence and pragmatic sensitivity of the language". This means that language learner should be able not only in the written and spoken form of a language in

sentence level; but also should be able in the discourse level and pragmatic level of language as well.

The previous English curriculum was different from the new one in this regard as the former one aimed at making learners able to understand written form of literary texts. The main focus was laid on reading and memorization i.e. rote learning. The present secondary level English curriculum and textbooks implemented by the CDC are different from the old ones. It is, therefore, essential to familiarize teachers with the modern approaches, methods and techniques that they need to follow to use the textbook in the spirit of the new curriculum. Thus, the curriculum center has prepared and executed teachers' guides taking into account the practical problems that the teacher will face during their actual classroom teaching. The textbooks of secondary level are prepared with the assumption of developing communicative competence in the Nepalese students in English. The TG has been prepared taking into account the modern approaches, methods, and techniques that the teachers have to apply in their classroom teaching.

The development and production of grade nine TG was done with the financial and technical support provided by the Secondary Education Development Project (funded by His Majesty's Government of Nepal and Asian Development Bank) and the Nepal Secondary Education Project (funded by the Department for International Development, UK). The new grade nine Teachers' Guide presents the curriculum and textbook materials with step-by-step advice and guidance on how teachers can actively involve students in the classroom. It deals in detail with language items, functions, methods, and techniques and suggests a variety of activities, which the teacher can apply or adopt according to the demand of his/her classroom situation.

The grade nine Teachers' Guide has mentioned the following objectives:

- To assist teachers to use the new textbook effectively
- To optimize students' classroom learning.
- To familiarize teachers with new approaches to English language teaching, including functional language teaching.
- To enhance teachers' subject matter confidence.
- To cater for teachers' needs for a variety of activities which require students' active involvement
- To achieve the national goals of the curriculum (Grade-9 TG: 1999-II)

## **1.2 Language Skills**

Language learning is viewed as learning its four basic skills viz. listening, speaking, reading and writing. Language learning, in short, means acquiring these four skills. But the learners may need to focus on the skills in different proportions according to the stated objectives for what purpose they are learning a foreign language. However, the language needs of the learners learning English as a general course are not clearly identified. Nepali learners of the English language at the school level belong to this category of foreign language learners. English is one of the compulsory subjects in our secondary schools and we cannot precisely predict what these learners need it for in the future. In the general term, they need it for international communication and for academic purpose. This does not, however, give us any clear indication of which of these four skills they will need most.

It is evident that the equal importance should be laid on all language skills to get mastery over language. It is useless and/or unnatural to teach/learn one skill excluding the others. Language skills are broadly divided into two classes: receptive and productive skills.

Listening and reading are receptive skills and speaking and writing are productive. It is said that reading and listening are passive skills in that they don't require much physical and mental efforts. This is not fairly true that without receiving anything, either through ears or eyes, production is not possible: no input, no output. The amount and the quality of an output depend solely on the amount and the quality of the input. Receptive skills enable productive skills.

The new secondary level English curriculum has clearly stated in the specific objective of teaching English that the students should be able to integrate receptive and productive works in the four major skills (Listening, speaking, reading and writing) at the end of this level. However, the equal balance is not maintained in terms of time and marks allocated to all the skills. The allocation of marks and time is 8% to listening, 12% to speaking, 45% to reading and 35% writing. This shows that more time and marks have been allocated to reading skill. The great importance is laid on reading skill as it is what the students are supposed to develop much more than the rest at this level.

“Learning a second language is an effective learning of four language skills viz. listening, speaking, reading and writing” Verghes (1990:16). Among them reading plays a vital role in the field of academic life; one needs to grow through a number of books from beginning to the advanced level. Even in the daily life, people get information by reading different newspapers and magazines. It is equally important for one to keep oneself up-to-date with the present day world happenings. In the country like Nepal, most of the students do not get adequate exposure to the spoken English. They learn it by reading literature, newspapers and periodicals or scientific and technical journals written in English. Reading is also necessary to enjoy different literary genres in the leisure times. The most pleasant and efficient road to learning a language and the only

way truly mastering any language is reading. Besides, good reading skill is also necessary to learning good writing skill. Thus, we can say that teaching and learning reading skill is quite significant.

### **1.2.1 Reading and Reading Comprehension**

Reading has a broad area; it simply means a way of extracting information from a text. Information can be obtained from directories, menus, street signs, pictures, recorded labels, textbooks, novels etc. In a narrow sense, reading means grasping information from the graphic symbols. It is regarded as the cheapest and best way of getting information. People read materials for the sake of knowledge, information and pleasure. A good and competent reader grasps not only the signification of what he reads, but also its value. This involves understanding the writer's pre-suppositions sufficiently to recognize what he means by a particular statement, not just what he says but also why he says it. Reading is an interactive process that the reader interacts with the writers by means of written documents.

Reading involves both physical and mental processes. For meaningful reading both physical and mental efforts are required, what we call is reading comprehension. Of the three processes involved in reading, viz. recognizing visual marks, vocalizing words and understanding and interpreting the meaning of the text, the first two are quite mechanical aspects and only preliminaries to reading. They are therefore, skills to be taught at early stages of reading. It is the third process (i.e. interpreting the text) that is the main purpose of reading. This is what we call reading comprehension. Reading comprehension simply refers to the process of extracting three levels of meanings from the graphic symbols. These three levels of meaning are lexical meaning, structural or grammatical meaning and socio-cultural meaning. The movement of eyes and active mental processes lead to comprehension of

the material one is reading. Comprehension and speed of reading are the two major components of reading as well. A good reader is the one who can manage the time and task of reading, difficult level of language and unfamiliarity of the text and so on. Yue Mei-Yun (1994:180) says, “Good readers generally read at three different speeds: depending on purpose, the difficulty of the materials and their background knowledge.” Reading becomes meaningful only when the reader is able to draw the meaning after graphic symbols. Just understanding the text being read is not enough on the part of an efficient reader. An efficient reader of the second language is compared with the native speaker to perform all reading related tasks in his environment. He has to have the flexibility of reading that includes flexibility in speed as well as comprehension. The time spent to read the text is very significant. Gaining more information within a limited time proves one to be an efficient reader. A good reader cannot only read slowly with good comprehension but can also read with needed comprehension when circumstances require.

Thus, teaching ‘Reading Comprehension’ is oriented towards developing in students the above mentioned/discussed skills in reading. For a teacher to become successful in this matter, no doubt, he has to be quite familiar with and experienced in teaching reading strategies depending on the need and level of the second language learners.

In the context of Nepal, teaching English has always faced a problem because of a number of reasons. First of all, most of the English teachers at secondary and lower than that levels are untrained who cannot apply communicative method in their classrooms. The other reasons will be lack of adequate exposure of foreign language to the students, the conditional compulsion to teach English translating it in to learners’ mother tongue etc. This kind of situation is still prevailed in most of our villages and towns. The maximum number of students gets failed in the

SLC exams and other exams due to their inability on reading comprehension. In the SLC exams, students are given reading passages through which their reading comprehension ability is tested. They have to understand the gist of a text and extract key information on specific points and meaning from what is read. In this regard Shrestha (1998:1) says, “More than fifty percent of the total students fail in the SLC examination because of their failure in the English subject. One of the main reasons for the students failing in the English Subject is because of their low level of reading comprehension ability.”

Many approaches and methods of English language teaching have been developed and all of them give emphasis on comprehension. So, keeping in view the importance of reading comprehension ability the new secondary English curriculum has given more emphasis on reading skill. Forty-five percent of the total marks have been allocated to this skill. The new textbooks have included a variety of reading texts like stories, dramas, newspaper articles, letters, poems instructions, advertisements, conversations, essays etc. All these types of texts aim at developing in students the reading comprehension ability.

Since the secondary level is the threshold of college level education, more emphasis should be given to form a strong background of students in all skills. While studying in a college, they need to read a large number of recommended books as well as reference books. In this situation, if students acquire good reading comprehension ability, they do well in their college as well. Grade nine is the foundation level of the SLC course. Thus the English textbook of this grade has included all the basic language skills and these are tested in the exams. But the greater importance is given on reading skill. For teaching, teachers are equipped with Teachers’ Guide along with the textbook and other supplementary materials. Teachers’ Guide has a detail step – by – step procedure as to

how to teach a particular text from the book. So, the researcher became interested to find out how effectively the Teachers' Guide is helping the teachers to teach reading comprehension skill in this grade and whether or not the guidelines and instruction given in the teachers' guide for teaching reading comprehension are effective to produce the desired results.

### **1.3 Review of the Related Literature**

The use of Teachers' Guide (TG) in the teaching field has not got a long history. In Nepal, the use of the TG began along with the implementation of NESP – 1971. After some years its use became inactive. With the restoration of democracy in Nepal, timely change in the school curricula was done. The new curricula emphasized on the new teaching technology. To accomplish the goal of the curricula, an insightful thinking and well planned lessons on the part of a teacher was significant. Considering the value of teaching technology in mind, the new curricula developed new TGs with detailed classroom procedures. The main aim of TG is to maintain uniformity in teaching through – out the country; so that the effectiveness of the new curriculum can easily be seen.

Only developing and using any teaching manual like teachers guide is not effective in itself. After using these materials, a proper appraisal in terms of their use must be done. Though the TG was developed before the new curriculum was introduced, it was not used in practice, not because it was of low quality and ineffective but because it was neglected. The new grade-nine English TG has been evaluated by many researchers through different perspectives. Having gone through the various research works carried out in the Department of English Education, no research work has been found to be directly related to the present research regarding the effectiveness of Teachers' Guide in Teaching Reading Comprehension at

Grade Nine. However, some near ones in connection with ‘Reading comprehension’ and ‘TG’ are as given below:

- 1) Mathema (1993) carried out a research study into Reading, Writing and Comprehension ability of participants in the Non-formal Adult Education Programme in Nepal. This study focused on the non-formal education and it is not directly related with the ELT activities in Nepal. He found that the comprehension ability of the participants of the Non-formal Adult Education was very low than in the reading and writing ability. Compared between the reading and writing skills, they were found to be better in reading than in writing.
- 2) Poudel (1994) carried out a study on ‘Teaching Reading skill in English’, a comparative study of secondary school of Kathmandu and Terathum districts. He found that 41.3% students from urban and only 15% students from rural schools could comprehend the meaning of the text well.
- 3) Khanal (1997) carried out a research on the ‘Effectiveness of the Close-test over Conventional Objective Test in Teaching Reading Comprehension in English’. The main purpose of the study was to compare the effectiveness of two types of tests – close test vs. objective test in testing reading comprehension. And his findings show that Cloze Test was more effective one to check the overall comprehension of the reading materials than the Objective Test
- 4) Shrestha (1998) made an observational study for identifying the reading comprehension level of grade eight students of government school. His finding reveals that the students of government schools in the urban areas were found to be better than those of the rural areas in reading comprehension.

- 5) Suvedi (2000) did a research on Reading Comprehension of grade – nine students of Kathmandu and Jhapa districts. The objective of this study was to compare the reading comprehension in newspaper and magazines of secondary level students. Findings reveal that the students of Kathmandu district were more competent than those of Jhapa in comprehending newspapers and magazines.
- 6) Sapkota (2002) carried out a research on Teachers’ Guide (TG) with reference to the curriculum and the textbook of grade ten English. He sought to reveal the correlation between the curriculum and textbook and Teachers’ Guide. He found that both the text book and TG followed the spirit of the curriculum and had a close co-relation.
- 7) Bastola (2002) carried out the attitudinal study on TG with the aim of finding out the effectiveness of it with reference to the curriculum and textbook for grade IX English. It was found that all teachers/experts have positive attitude towards it.
- 8) Lamichhane (2004) carried out a research work to find out the effectiveness of Grade IX English TG. The study was fully concerned with finding out the effectiveness of TG in teaching ‘Listening and Speaking skill’. Findings reveal that the TG was very effective to teach the exercises related to listening and speaking given in the textbook.
- 9) Pandey (2004) carried out an experimental study on the effectiveness of TG in teaching English at Grade eight. He has integrated all the language skills in his study. He found that the TG of grade eight was very effective to teach all the language skills included in the text book.

Thus, the above research works seem to be similar to the present research in the sense that those studies also try to look into the’ reading

comprehension' however, they are not directly concerned with finding the effectiveness of TG in teaching reading comprehension at grade nine. The present study aimed at evaluating the effectiveness of TG in teaching only one language skill i.e. reading comprehension. So this research is quite different from the ones reviewed above.

#### **1.4 Objectives of the Study**

This research has the following objectives:

- i) To find out the effectiveness of Teachers' Guide in teaching 'Reading Comprehension', particularly in advertisements, notices/newspaper articles, poems, essays and stories of grade nine English text book.
- ii) To suggest some pedagogical implications.

#### **1.5 Significance of the Study**

This research study provides information especially on the effectiveness of the TG of grade nine English in teaching 'Reading Comprehension: This study is, therefore, significant to all those who are directly or indirectly related to teaching/learning and more particularly this study is beneficial to the curriculum designers to design new textbook and thereby a new TG in an effective way. Similarly, this study is beneficial for textbook writers, concerned teachers, subject experts, language trainers, university students etc. It is equally beneficial to the ones who are interested in the field of English Language Teaching (ELT).

## **CHAPTER TWO**

### **Methodology**

This chapter is concerned with the methodology that was adopted during the research study. This study has followed the following methodology during the study in order to achieve the objectives specified.

#### **2.1 Sources of Data**

In this study both primary and secondary sources were used for the collection of data. The sources were as follows:

##### **2.1.1 Primary Sources**

This research is entirely based on the primary data taken from the forty students of Vaishnavi Secondary School. The primary data for this study were collected by administering tests. The tests carried full marks 75 and students were two and a half hour to complete the texts. Two tests (i.e. pre-test and post-test) were given to the students before and after the experimental teaching.

Pre-test was given before the experimental teaching was done and the post-test was given after the completion of the experimental teaching. The researcher himself was directly involved in teaching and giving tests to the students. Forty students of grade – IX studying at Vaishnavi Secondary School, Kirtipur were selected for the purpose of carrying out the data for the study.

##### **2.1.2 Secondary Sources**

The secondary sources of data of this study were various books, journals, reports, articles and research works related to ELT and teaching language skills (TLS). Some of them were: English Textbook of grade nine, Teachers' guide of grade nine English textbook, secondary level English curriculum, Best and Khan (2002), Cross (1992), Doff (1988), Harmer (1991), Heaten (1975), Larsen Freeman (1986), Nunan (1992),

NELTA Journals, Richards and Rodgers (1995), Young voices in ELT (2004).

## **2.2 Population of the Study**

The population of the study consisted of forty students of grade nine studying at Vaishnavi Secondary School, Kirtipur, Kathmandu.

## **2.3 Sampling Procedure**

For the study purpose, one of the government schools in Kathmandu was sampled through judgmental non-random sampling procedure. The students of grade nine of the very schools were taken as the population of the study. The population of forty students was divided into two groups. i.e. experimental group and non-experimental (controlled) group on the basis of the marks obtained in the pre-test. They were divided into two groups based on odd-even ranking of the individual student's scores of the pre-test (App. III).

## **2.4 Tools for Data Collection**

The main tool for the data collection was the 'Test Paper' consisting of different types of questions for measuring students' 'Reading Comprehension Ability'. The test included the most popular principled methods for testing students' proficiency in reading comprehension: Multiple Choice Questions (MCQs), Short Answer Questions (SAQs), and the close test, besides true-false questions, were also included.

The test paper of 75 full marks was prepared, the questions were constructed from the different lessons selected from the grade nine English text book. All the selected texts were aimed at measuring students' reading comprehension ability. The test paper included four reading texts, i.e. Text –A, Text-B, Text-C, Text-D and Text –E. The type and the number of question items in the test papers were as follows:

**I) Text – A**

**Text type: Advertisement**

**Full Marks: 15**

**Table:1**

S.N.	Types of Question Items	Number of Items	Full marks
1.	Fill in the blanks	5	5
2.	Multiple Choice	5	5
3.	Finding word-meaning	5	5

**II) Text – B**

**Text – Type: Newspaper Article**

**Full Mark: 15**

**Table: 2**

S.N.	Types of Question Items	Number of Items	Full marks
1.	Short answer questions	3	6
2.	True-false questions	4	4
3.	Matching items	5	5

**III) Text – C**

**Text type: Poem**

**Full marks: 10**

**Table: 3**

S.N.	Types of Question Items	Number of Items	Full marks
1.	Matching rhymes	3	3
2.	Short-answer questions	3	3
3.	Fill in the blanks	4	4

#### IV) Text- D

**Text type: Essay**

**Full marks: 20**

**Table: 4**

S.N.	Types of Question Items	Number of Items	Full marks
1.	Cloze –test	4	4
2.	Using given words in sentences	5	5
3.	Find out the words to given meaning	5	5
4.	Short answer questions	3	6

#### V) Text – E

**Text type: Story**

**Full marks: 15**

**Table: 5**

S.N.	Types of Question Items	Number of Items	Full marks
1.	Short answer questions	4	8
2.	True –false questions	4	4
3.	Fill in the blanks	3	3

### 2.5 Pilot Test

The researcher carried out a pilot test to study the appropriateness and effectiveness of the test items. For this study he conducted a pilot test in two secondary schools in Kathmandu (i.e. Kuleshwar Secondary School and Janasewa Secondary School). He visited those schools and explained to headmasters and the subject teachers about the purpose of giving a test and about his research plan. He administered the test paper of 75 full marks to the students. They were given two and a half hour of time for the test. Only five students from each school were taken as the population for the pilot test. After the test, answer sheets were checked

and marks were provided. The average score of the students was 55.5%(41.62 out of 75)

From the result of the pilot test some necessary changes were made in terms of the ambiguity and complexity of language of the test items. When the researcher realized that the test paper was appropriate, he, then, developed the final tool for the data collection.

## **2.6 Procedure of Data Collection**

By conducting pre-test and post-test the primary data of the research were collected. The researcher himself had been involved in the experimental teaching for more than a month. Following were the stepwise process of data collection.

- i) First of all the researcher prepared the research tool for the data collection. He conducted a pilot test before it was finalized. After making necessary changes based on the result of the pilot test for its validity and reliability, it was finalized. Questions for the test were set from the selected reading comprehension texts of grade IX English textbook.
- ii) Then the researcher selected a school through judgmental non-random sampling procedure. He met the school headmaster for obtaining his permission to use his students for the experiment. He explained to him the process of data collection and the purpose of his research. He also consulted the English teacher of the concerned class for information, permission and assistance.
- iii) Before administering the pre-test he also met the students in the classroom and explained to them the purpose and the importance of the study. He asked all the students of grade nine to be involved in the test and be regular in the school. The population of the students was forty.

- iv) The next day he administered the pre-test. The test was based on the reading comprehension texts of grade IX English textbook. Students had to answer the questions by reading and comprehending the passages.
- v) The test papers were collected, answers were checked and marks were provided. On the basis of the result of the pre-test, the students were split into two groups. Obtained marks were ranked in higher to lower rank and were grouped into two: experimental group and controlled (non-experimental) group, taking the odd-even ranking of individual scores into account. The ranking procedure and group division was done as follows:

**Table 6: Odd-even rank of the Students**

Pre-test (Rank)	Group ‘A’ (Experimental)	Group ‘B’ (Controlled)
1-10	Odd	Even
11-20	Even	Odd
21-30	Odd	Even
31-40	Even	Odd

- vi) The two groups of students were taught separately the same day. Both the experimental and controlled groups were taught the same reading text each day. The reading texts were selected from the grade IX English textbook. Students were taught by making separate daily lesson plans for each group. Group ‘A’ was taught by following ‘Teachers’ Guide’ and the group ‘B’ was taught without following it. The students were taught parallelly. Each group was taught one period of 45 minutes each day for about a month. Altogether twenty-four classes were given for each group.
- vii) After the experimental teaching, the post-test was conducted. The same set of test items as in the pre-test, were administered to the

students. The answer sheets were checked and marks were provided. Then the result of the two tests i.e. pre-test and post-test were compared for determining the effectiveness of the 'Teaches' Guide' in teaching reading comprehension for grade nine students.

## **2.7 Limitations of the Study**

The study has been limited in the following ways:

- i) This study was limited only to one public school of Kathmandu district. The population of the study was confined to 40 students of grade IX of the same school.
- ii) Only the selected reading comprehension texts of the grade IX English textbook were taught.
- iii) The primary data were collected only from the written test.
- iv) The experimental teaching was done only for 24 days.
- v) Experimental teaching focused only one language skill i.e. reading comprehension skill.
- vi) The statistical tools used for the analysis of the data were average and percentage.

## CHAPTER THREE

### 3. Analysis and Interpretation

This chapter deals with the analysis and interpretation of the data obtained from the test administered to the students involved in the study. The main concern of the present research work was to analyze the effectiveness of Teachers' Guide in teaching 'Reading Comprehension' for the grade nine students. For this purpose, forty students from a public school of Kathmandu district were selected. They were taught reading comprehension texts from grade nine English textbook and outside for about a month. The students were administered two tests: Pre-test, before the experimental teaching and post-test after the completion of the experimental teaching. The responses of the students were marked systematically. The marks of the students were tabulated according to the objectives of the study. The data were further analyzed and compared using simple statistical tool i.e. average and percentage to quantify the recorded data.

This chapter has been analyzed and interpreted on two main headings:

#### 1. Text-based Comparison

#### 2. Holistic Comparison

**3.1** The text-based comparison deals with the comparison of the performance of the two groups (i.e. experimental group and controlled group) on the basis of the achievements in five different types of reading comprehension texts: advertisements, notices/newspaper articles, poems, essays and stories. Among various types of reading comprehension texts, the given ones for the present study were considered more important on the part of the secondary level students. During the experimental hours the students were taught very reading comprehension texts by the same

person (researcher himself) for the same time duration but the experimental group was taught following the teaching instruction of the TG and the other group was taught without following it.

For the purpose of comparison and finding the comparative effectiveness of the groups, group-wise individual scores were tabulated under each reading comprehension text item. The average scores were computed out of the individual scores tabulated. Then the difference between the average scores of the pre-test and the post-test was calculated. If the difference is higher than the zero, it shows progress of the group. The group, which got higher increment marks and percentage, has been considered to be better than the one, which got lower marks and percentage.

The analysis and the interpretation of the study have been given below:

(Note: Throughout the analysis and interpretation of the data group-A refers to the experimental group, i.e. the group which was taught using TG and group-B refers to the controlled group, i.e. the group which was taught without using TG.)

The performance of the two groups of the students was compared on the basis of the marks obtained in the five different types of reading comprehension texts from the same test paper administered in both the pre-test and the post-test.

### **3.1.1 Reading Comprehension Text – A: Advertisement**

This category of reading comprehension text consisted of the test item of different types of questions carrying 15 full marks. Average marks and percentage obtained by each group are tabulated below:

**Table: 7 Comparison of Scores on Text A: Reading Advertisement**

Groups	Ave. Scores in Pre -Test	Ave. Scores in Post -Test	Difference	Difference %
A	5.65	9.77	4.125	73.00
B	4.975	8.45	3.475	69.84

The data in the above table shows that group A has the average score of 5.65 in the pre-test and 9.77 in the post-test carrying 15 full marks. This group has increased its average marks by 4.125 or 73.00 where as the average mark obtained by the group B are 4.975 in the pre-test and 8.45 in the post-test. This group has increased its marks by 3.475 or 69.84%.

The result shows that both the groups have performed very well in the post-test; both the groups have increased their average marks and percentage significantly, however the performance of the former group (i.e. experimental) is slightly better than the latter group. It reveals that the use of TG in teaching reading comprehension of advertisements is somehow more effective.

### **3.1.2 Reading Comprehension Text –B: Notice**

This category of reading comprehension text consisted of different types of questions carrying 15 full marks. Average marks and percentage obtained by each group are tabulated below:

**Table: 8 Comparison of Scores on Text – B: Reading Notice**

Groups	Ave. Scores in Pre-Test	Ave. Scores in Post – T	Difference	Difference %
A	6.4	10.75	4.35	67.96
B	6.85	9.425	2.575	37.59

The data in the above table shows that group A has scored average marks of 6.4 in the pre-test and 10.75 in the post-test, out of total 15 marks. This group has increased its average marks by 4.35 or 67.96% whereas group B has scored 6.85 in the pre-test and 9.425 in the post-test. This group has increased the marks by 2.575 or 37.59 percent.

This result shows that group A has performed far better than that of group B in reading comprehension of notices. From this, it can be inferred that the use of TG in teaching reading comprehension on the text of notices and newspaper articles is much more advantageous and effective. The use of TG is proved to be much helpful for developing reading comprehension ability in the students.

### **3.1.3 Reading Comprehension Text- C: Poem**

This category of reading comprehension text consisted of the test items of 10 full marks. Average marks and percentages obtained in the pre-test and post-test by each group are tabulated below:

**Table: 9 Comparison of Scores on Text – C: Reading Poem**

Groups	Ave. Scores in Pre-Test	Ave. Scores in Post -Test	Difference	Difference %
A	3.925	7.75	3.825	97.45
B	3.55	6.225	2.675	75.35

Table 3 shows the performance of the two groups in the pre-test and the post-test on reading comprehension of poems. The table shows that the group A has obtained the average score of 3.925 in the pre-test and 7.75 in the post-test. This group has increased its average marks by 3.825 or 97.45 percentages.

Similarly, the average score of group B is 3.55 in the pre-test and 6.225 in the post-test. This group has increased its average scores and percentages by 2.675 and 75.35 respectively.

The data in the table above reveals that both the groups have performed better and improved their performance after the experimental teaching, however, the improvement in terms of the range and percentage is much more different as the improvement of the controlled group seems lower than that of the experimental group. Thus, it can be inferred that the experimental group performed far better than the other group.

On the basis of this performance of both the groups in the pre-test and the post-test, it can be inferred that the use of TG is very much effective in teaching reading comprehension of poems and developing the reading comprehension ability in the students.

#### **3.1.4 Reading Comprehension Text – D: Essay**

This category of reading comprehension text consisted of the test items of 20 full marks. Average marks and percentages obtained by each group are tabulated below:

**Table 10: Comparison of Scores on Text – D: Reading Essay**

Groups	Ave. Scores in Pre-Test	Ave. Scores in Post -Test	Difference	Difference %
A	4.425	11.975	7.55	170.62
B	4.45	11.175	6.725	151.12

The data in the above table reveals the fact that both the groups have improved their reading comprehension ability after the experimental teaching but the fact that the performance of the group A is far better than that of group B.

The table 4 shows that the average score of group A in the pre-test is 4.425 and in the post-test is 11.975 and this group has increased its average scores and percentage by 7.55 and 170.62 respectively.

Group B has scored 4.45 in the pre-test and 11.175 in the post-test. The increment of the average scores and percentage of this group is 6.725 and 151.12 respectively.

From the performance of both the groups in the pre-test and the post-test, it can be deduced that the use of TG in teaching reading comprehension on essay type of reading texts is very much helpful and effective.

### **3.1.5 Reading Comprehension Text-E: Story**

This category of reading comprehension text consisted of different test items of 15 full marks. The average marks and percentage obtained by each group are tabulated in the table below:

**Table 11: Comparison of Scores on Text-E: Reading Story**

Groups	Ave. Scores in Pre-Test	Ave. Scores in Post -Test	Difference	Difference %
A	5.85	11.1	5.275	90.17
B	6.075	9.9	3.825	62.96

The data in the table above reveals the fact that group B performed better than the group A in the pre-test. Though after the experimental teaching both the groups have increased their average scores, group A has performed far better than the group B.

The table shows that the average scores of group A in the pre-test is 5.85 and in the post-test is 11.1 and this group has increased its average scores and percentage by 5.275 and 90.17 respectively. Similarly, group B has scored 6.075 in the pre-test and 9.9 in the post-test. This group has

also increased its average scores and percentages by 3.825 and 62.96 respectively, which are far less than its counterpart.

The analysis of the performance of both the groups in the pre-test and the post-test leads us to deduce the fact that the use of TG in teaching reading comprehension of stories is very much helpful and effective. It helps to develop reading comprehension ability in the students.

### 3.2 Holistic Comparison

Holistic comprehension deals with the analysis of the whole level of performance of both the groups on all the test items. The analysis has been done on the basis of the group wise performances on different reading comprehension texts. In other words, taking into account the average increment scores obtained by both the groups in the separate test items, holistic comparison has been done in the following ways. The test items as a whole carried out seventy-five (75) full marks. Average marks obtained by each group in total level of performance are presented below:

**Table: 12 Holistic comparison of the average marks obtained in different Reading Comprehension texts**

Reading Comprehension Texts	Group A		Group B	
	Increased Scores	Increased Percentage	Increased Scores	Increased Percentage
Text – A: advertisement	82.5	73.00	69.5	69.84
Text-B: Notice	87.0	67.96	51.5	37.59
Text-C: Poem	76.5	97.45	53.5	75.35
Text-D: Essay	151.0	170.62	134.5	151.12
Text-E: Story	105.5	90.17	76.5	62.96
Total increment	502.5	499.2	385.5	396.86
Average increment percentage		99.84		79.37

The above table presents the total progress report of the two groups involved in the study. This table presents the average increment marks and percentage in the post-test. It shows that the total increment of marks by group A in all the reading comprehension texts is 502.5, the total increment percentage is 499.2 and the average increment percentage in each test is 99.84. Similarly, the total increment mark of group B is 385.5, the total increment percentage is 396.86 and the average increment percentage in each text is 79.37.

On the basis of the total increment scores and increment in the average scores in the different reading comprehension texts, it can be deduced that the group A (i.e. experimental group) performed better than that of the group B (i.e. controlled group) as the total increment marks and average increment marks and percentage of the group A are found to be more than that of group B on the whole.

Thus, from the overall analysis and interpretation of the performance of both the groups, it can undoubtedly be inferred that the use of TG in teaching Reading Comprehension Texts of the textbook of grade nine compulsory English is really very effective and beneficial than teaching the students without using it.

## CHAPTER FOUR

### 4.1 Findings

The main purpose of this research work was to find out the effectiveness of the Teachers' Guide in teaching reading comprehension of grade IX English textbook. Amongst various types of comprehension related genres kept in the book, short stories, essays, poems, notices/newspaper articles and advertisements were selected to assess the development of comprehension ability of the students for experimental teaching. Thus, the following findings are extracted based on the performance of the students in each type of text selected. The findings of the study are stated in two levels as follows:

#### 4.1.1 Findings Based on the Comprehension Texts

From the analysis of five different test items administered to the students, the following findings have been drawn:

- a. Regarding the development of the comprehension ability on reading advertisement, group A has the average increment marks of 4.125 or 73% whereas group B has average increment marks of 3.475 or 69.84% (App. III). Though both the groups seem to have significant increment in their marks and percentage, group A is better than that of group B. It helps us conclude that the use of TG is quite helpful for the development of comprehension in reading advertisements contained in the grade IX textbook.
- b. Group A has the average increment marks of 4.35 or 67.96% on reading comprehension text of notice/newspaper articles whereas group B has the average increment marks of 2.575 or 37.59% (App. III). It shows that instructions and guidelines given in the teachers' guidebook for teaching reading comprehension of notices are quite effective.

- c. In reading comprehension of poem, group A has increased its average marks and percentage by 3.825 and 97.45 respectively whereas group B has its average score of 2.675 or 7.35% (App. III). It helps us to infer that the use of TG in teaching comprehension of poems is very effective.
- d. The other finding is concerned with the development of comprehension ability on reading essays contained in the grade IX English textbook. The result shows that group A has its average increment marks of 7.55 or 170.62% whereas group B has average increment marks of 6.725 or 151.12% (App. III). It reveals that both the groups have a significant progress in comprehending essays but group A is far better than that of group B in this aspect, too. This result also helps us conclude that the use of TG is a great help for teachers in teaching reading comprehension of essays.
- e. The result of reading comprehension on stories shows that group A has its average increment marks of 5.275 or 90.17% whereas as group B has increased its average marks by 3.825 or 62.96% (App. III). Thus it can be inferred that teaching reading comprehension of stories by following the instructions and guidelines of the TG are very effective and beneficial on the part of teachers.

#### **4.1.2 Findings Based on the Holistic Comparison**

From the analysis of total level of performance on the development of reading comprehension ability of the students in all the reading text items, the following findings have been drawn:

The study reveals that group A has total increment marks of 502.5 or 99.84% whereas group B has the total increment marks of only 385.5 or 79.37 percentage. The whole experiment of teaching showed that the use of TG in teaching all types of reading comprehension texts included in the grade IX English textbook is very effective. Thus, it can be

concluded that TG of grade IX English textbook produced by CDC is significantly effective in teaching reading comprehension to the students.

## **4.2 Recommendations**

On the basis of the findings extracted from the analysis and interpretation of the data obtained from the primary sources the following recommendations have been made.

The recommendations can be made as follows:

### **4.2.1 Recommendations for Pedagogical Implications**

On the basis of the findings of the study the following pedagogical recommendations have been made.

- a. This study has found that group A performed relatively far better than the group B. This reveals that the use of TG is effective in the classroom teaching. So the teachers should use TG in their classrooms.
- b. Teaching of reading comprehension texts in the textbook should be done by following the guidelines given in the TG
- c. CDC has to produce sufficient number of TGs and should make them available for every English teacher.
- d. Teachers should be provided with new publications, books, journals along with TG to teach the students effectively as per the spirit of the new English curriculum.
- e. Only the production and distribution of TGs don't make the effective use of TGs. There have to be regular appraisal and supervision in every school regarding the effective use of TG.
- f. The TG of grade IX English textbook has not given the guidelines for how to use teaching materials. This point should be given due focus in the forthcoming publications.

- g. So far as possible CDC has to provide the TGs to every teacher without any cost, that would help motivate the teachers in using TGs.

#### **4.2.2 Recommendations for Further Research**

Besides recommendations for the pedagogical implications, it has also been recommended for the further research works as below:

- a. This study was limited to a small sample population of only forty students in one public school of Kathmandu district. So it cannot be claimed that the findings of this research work have wide coverage and are applicable everywhere. Further researches can be carried out covering wider geographical areas across the kingdom taking a huge number of sample populations.
- b. This research has tried to assess only reading comprehension ability of students regarding the effectiveness of TG. Reading comprehension is just one skill amongst many others however, this has been considered to be the major one; further researches can be carried out in the rest of the language skills/aspects such as: listening comprehension, speaking, writing, grammar, teaching vocabulary, language functions, language proficiency etc.

Finally, this research work has formed a basis for the further investigations regarding the effectiveness of TGs in teaching different language skills/aspects in the school level as well as in the college. The popularity of learning the English language has been increasing in this modern era. In this context doing researches and investigations for the effective learning of it in Nepal would be worthwhile. To have further investigations in the wider areas with their deepening ideas on the topic, interested researchers are expected to use their best endeavour.

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**Appendix I**  
**TEST PAPER**

Name of the Student:

Name of the School:

Time: 2<sup>1/2</sup> hours

Class:

F.M.: 75

Sex: Male  Female

Test Items

**Text - A**

**1. Read the following and answer the questions given below: 15**

**WANTED**

Applications are invited for the following posts.

Interested candidates may apply within 5<sup>th</sup> August 2004 with relevant documents.

1. Jr. Officer-Administration

- Should be at least Commerce Graduate
- Should have at least two years experience in aviation field.
- Computer Knowledge is a must
- Age not exceeding 30 years

2. Sr. Assistant-Finance

- Should be at least Commerce Graduate
- Should have one year experience in aviation accounting
- Should be able to work in computer
- Age limit not exceeding 30 years

**The Administrative Director**

**P.O.Box. 1227**

**Kathmandu, Nepal**

**Questions:**

**A. Complete the following table:**

**5**

Name of the Posts	Education Qualification	Age bar	Last data for the Application Submission
1..... ..... .....	.....		
2..... ..... .....			

**B. Tick the best answer to complete the sentence:**

**5**

- (i) The applications should be addressed to.  
 Jr. Officer-Administration                       Sr. Assistant-Finance  
 The Administrative Director
- (ii) The application must be submitted.....  
 by August, 2004                       after 5<sup>th</sup> August, 2004  
 before 5<sup>th</sup> August, 2004
- (iii) The applicants must have computer knowledge  
 for both posts               for post 1               for post 2
- (iv) This piece of writing is.....  
 a News               an advertisement               a notice
- (v) The experience needed for the post is.....  
 in teaching               in aviation               In computer training

**C. Find the words that are closest to the meaning of the following words and write them down:**

**5**

- i) applicants              (a).....              iv) necessary              (d).....  
 ii) testimonials              (b).....              v) area              (e).....  
 iii) beyond              (c).....

**Text - B**

**Read the passage and answer the following questions: 15**

Flooding has engulfed more areas of Central Bangladesh, pushing the death toll up to 82. Officials in Dhaka said they could only confirm 25 deaths by the end of Saturday. But *Janakantha* and other *dailies* put the toll, in more than one week of flooding, at 82. The situation has been made worse as most deaths have been caused by landslides, drowning or snake bite.

Troops were called in to repair a major embankment by the overflowing Gumti river in eastern Comilla district. The surging river swallowed 15 nearby villages, killing animals and damaging some 4,000 homes. Thousands of panic-stricken people ran to safety.

**Questions:**

**A. Answer the following questions: 6**

i) What do the words "Janakatha" and "dailies" refer to?

.....  
.....

i) What were the causes of death?

.....  
.....

ii) Where and why were the troops called in?

.....  
.....

**B. Write 'T' for the true statement and 'F' for false statement: 4**

i) According to the government, the death toll reached 25 in Bangladesh.

( )

ii) The troops were called to repair the bridge in Comilla district. ( )

iii) People died not only from drowning but also from snake bite. ( )

iv) The overflowing Gumti river flooded 82 villages. ( )

**C. Match the words in column 'A' with their meaning in column 'B':5**

engulfed	government authorities
deaths	overflowing violently
surging	swallowed up
embankment	a number of dead body
officials	a high wall to hold back water

**Text C**

**Read the poem and answer the following questions:**

**10**

I worked for a woman,  
She wasn't mean-  
But she had a twelve-room  
House to clean

Had to get breakfast,  
Dinner and supper, too-  
Then take care of her children  
When I got through

Wash, iron and scrub  
Walk the dog around-  
It was too much  
Nearly broke me down

I said Madam  
Can it be  
You trying to make a  
Pack horse out of Me?

**Questions:**

**A. From the poem find the words, which rhyme with the following words.** **3**

I) Mean.....      II) around      .....      III) be .....

**B. Answer the following questions:**

i) What did the maid have to do?

.....  
.....

ii) Was the maid happy? Why?

.....  
.....

iii) Who does the word 'a woman' refer to?

.....  
.....

**C. Read the poem again and fill in the blanks with appropriate words:** **4**

There lived a woman and a.....girl. The woman had a big house with.....

rooms. The maid had to do a lot of house hold work and take care of the..... She thought that the boss was trying to make her a..... since she was made do a lot.

**Text - D**

**Read the passage and do the following activates:** **20**

Now a days everybody is talking about wildlife conservation. Many animals are in danger of extinction and must be saved: this is the plea of the conservationist. You may be wondering what it means when a particular animal belongs to an endangered species. The conservationist will draw your attention to two dangers that threaten the wildlife of the world. Let's look at each of them.

An animal may said to be endangered when people begin to kill it indiscriminately. Elephants are killed for their ivory; alligators are killed for their skin; and several kinds of birds are killed for their feathers. If such killing is not checked, these animals may become extinct.

There is an even more serious threat to animals when people cut down the trees of the forest; the animas living there lose their home. Trees are cut for fuel or for timber and little by little the forest area *diminishes*. Sometimes large areas of forest are cleared to make way for a reservoir or a dam. The animals in the area are then pushed out of *existence*.

What does that matter, you may ask. We can do without many of these animals. The world will be safer without poisonous snakes and man-eating tigers. But if one animal species is removed from the earth it is like removing one link from a chain. Wildlife is a vital part of our ecosystem. Nature maintains a delicate balance among the plants and animals; we will be removing thread after thread from the complex tapestry of life until finally nothing will be left of life on earth.

**Questions:**

**A. Complete the paragraph filling in gaps appropriate words from the passage.** **4**

Nowadays people talk about..... conservation. Most of the animals are in the danger of extinction because of the fact the people are .....Animals indiscriminately and clearing up the..... for fuel. Animals constitute one part of the nature. If it continues unchecked, nothing will be left on earth.

**B. Make your own sentence using the words given below:** **5**

Extinction:.....

Diminish.....

Discriminate.....

Existence.....

Ecosystem.....

**C. Finds out the words to mean the same as following phrases: 5**

i) place where water is

stored:.....

ii) urgent request .....

iii) become smaller .....

iv) dying out .....

v) without care .....

**D. Answer the following questions in short: 6**

i) Give two reasons why people cut down trees.

.....  
.....

ii) Why are animals killed?

.....  
.....

iii) What would you do to save the wildlife?

.....  
.....  
.....

**Text -E**

**5. Read the story and answer the following questions: 15**

It was Grandfather's Sixties birthday. To remember the occasion, we decided to take a family photograph. We did not go to a studio, instead we asked our neighbour, Ajay, to do the job. We sat under the coconut tree in front of our house. The photographer arranged us in position.

Then Grandfather turned to Grandmother and said, "Do you remember the photograph we took 10 years ago? We were then sitting

side by side in the centre." Grandmother said, "I remember you, Neelam," She told me, "were still a baby. You were sitting on my lap." " I was standing behind Grandfather, " remembered Papa, " and mother was standing behind Grandmother."

"Where was I?" asked my baby brother, Suraj. Grandfather laughed, "You were not born then."

We took the photograph. This time, Suraj sat on Grandmother's lap. I squatted on the floor, between Grandfather and Grandmother. Our family cat, Herbal, sat beside me. Ashok, my big brother, stood beside Grandmother and my cousin Poonam stood next to Grandmother. My uncle and aunt were not at home: they were in India.

**Questions:**

**A. Answer the following questions:**

**8**

i) Why did the family decide to take photograph?

.....  
.....

ii) Who is telling the story?

.....

iii) What type of family is this: Joint family or single family? How?

.....  
.....

iv) When had the family last taken their photograph?

.....  
.....

**B. Write 'true' or 'false' after each statement.**

**4**

i) Ajaya was not a professional photographer. (            )

ii) When they took photograph Suraj was only six months old. (            )

iii) There were 6 members taking the photograph altogether. (            )

iv) They took the photograph in a studio. (            )

**C. Fill in the blanks with the correct words from the story above. 3**

The speaker is talking about the occasion of her .....  
birthday when they took their photograph ..... their house. Ajay,  
one of the neighbours, helped them take photograph. All family members  
were arranged in line except ..... because they were absent.

**APPENDIX II**  
**A List of Lesson Plans**  
**Lesson Plan No 1**

**School's Name: Vaishnavi Secondary School, Kirtipur**

**Grade: IX**

**Date: 2061/05/20**

**Subject: English**

**Number of Students: 20**

**Unit: 1**

**Teaching Item: Conversation**

**Teaching Topic: Travel and Holiday (Passage Reading)**

**Group A (Experimental)**

**1. Specific Objectives:** At the end of this lesson, the students will be able to:

- a) tell about Arati and Nilam's holiday plans.
- b) make their own holiday plan.
- c) answer the questions given below the text.

**2. Teaching Materials:** Puppets, Flashcards

**3. Teaching Learning Activities**

- First of all, the teacher shows three pictures given on the textbook and asks the related questions with the pictures such as;
- What do you think is the first picture of?  
What do you see in the third picture?  
Where is the second picture located?  
Where is the temple of third picture?  
What are the girls doing?  
What is shown in the second picture?

After demonstrating the pictures he asks the students to guess the subject of conversation.

- The teacher asks the students to read questions given before the conversation: 1-3 questions. The teacher then, reads loudly the questions to make sure that students understand them.
- Then he asks the students to read the conversation by giving a time limit and finally asks them to answer the questions. He encourages the students to scan the text for specific information. The students answer the questions. If the students give only the part of the answer, the teacher helps/encourages to add the rest of the answer. If the students can't answer the questions he may give them more time to read the conversation (text).

### **Group B (Controlled)**

**Number of Students: 20**

**1. Specific Objectives:** At the end of this lesson, the students will be able to:

- a) tell about Arati and Nilam's holiday plans.
- b) make their own holiday plan.
- c) answer the questions given below the text.

**2. Instructional Materials:** Usual classroom materials and word cards.

### **3. Teaching Learning Activities**

- The teacher introduces the present lesson and reads the guiding questions given above the reading dialogue on the textbook.
- He writes the difficult words from the text on the blackboard and reads them out aloud/loudly and asks the students also to read loudly following him.
- He gives the meanings of those words with the help of word cards.
- He reads the dialogue loudly when students listen to him reading it.
- Then he explains the dialogue and tells about Neelam and Arti's holiday plans.

**4. Practice:** He asks the pairs of students to read the dialogue acting as Neelam and Arati.

**5. Evaluation:** The teacher asks the guiding questions; if the students can't answer he helps them by, telling the answer of the following questions:

- a) Where are Arati and Neelam planning to go?
- b) What are they going to see?
- c) Why do they like traveling?

He can ask other comprehension questions, too.

**6. Homework:** Answer the guiding questions given above the reading text.

### **Lesson Plan No 2**

**School's Name: Vaishnavi Secondary School, Kirtipur**

**Grade: IX**

**Date: 2061/05/20**

**Subject: English**

**Number of Students: 20**

**Unit: 1**

**Teaching Item:** Exercise

**Teaching Topic:** Exercise 2 and 3

#### **Group A (Experimental)**

**1. Specific Objectives:** At the end of this lesson, the students will be able to:

- a) match the words with their meaning.
- b) fill in the blanks.
- c) answer the short questions.

**2. Teaching Materials:** Puppets, flashcards

**3. Teaching Learning Activities**

- The teacher asks the students to open their books and look on the page-21 in the exercise 1<sup>st</sup>. He explains what they have to do. He

also explains about the number given in the brackets. For e.g. the word 'monument' can be found in line 6 of the text.

- Then the teacher does the first exercise/example with the whole class. He matches the first word of the column A with the 4<sup>th</sup> meaning of the column B.
- Then he asks to find the other definition/meaning to match with the words in the column A.
- If the students seem to understand how to do, ask them to do. If they need more help, do the second word, too.
- When the students have finished, he helps them to write all in their exercise copies by matching the words in column A with the meaning/definitions in column B.
- he teacher asks them to listen to the teacher looking at him while he acts out the dialogue between Neelam and Arati with the puppets in both hands. He puts one puppet when he reads the things told by Neelam and the next puppet to replace Arati's part. He does so turn by turn until the end.
- When he completes the dialogue- acting, he asks the students to answer two questions about what Neelam and Arati did in their visits. Then the students answer the questions. If they can't, he tells them to read quickly the dialogue and answer them. The teacher checks their answer.
- Now the teacher asks more detailed questions about the conversation.  
E.g.: Why do Neelam's parents want to stay at a Thakali hotel?  
Who built the Taj Mahal?
- Students have discussion among them and answer the questions.

## **Group B (Controlled)**

**Number of Students: 20**

**1. Specific objectives:** At the end of this lesson, the students will be able to:

- a) tell about Arati and Nilam's holiday plans.
- b) make their own holiday plan.
- c) answer the questions given below the text.

**2. Teaching Materials:** Flash cards, Puppets

**3. Teaching Learning Activities**

- The teacher revises the previous class in brief.
- He writes some words on the blackboard from the previous lesson (Holiday-plan), and then asks them to read them loudly.
- He asks them to tell about would be the meaning of each wor.
- The students tell the meaning if they can't tell, the teacher gives a clue to help them creat the idea.

e.g. Teacher: What do you mean by monument?

Students 1: (May tell something else) e.g. Small mountain (or he may tell the correct answer)

Student 2: It's a kind of game.

Teacher: It's something to remind us of someone.

Students 3: It's statue.

Students 4: No, It is a building.

Teacher: Yes, you're correct.

In this way he asks them to match the meanings with the words given in the exercise.

- The teacher then shows a flash card with in complete sentences, which the students have to complete by reading the conversation. Then he asks them to read the conversation and again asks to fill the gaps students do the activities.

Teacher: Arati is planning to go to \_\_\_\_\_ and visit \_\_\_\_\_ she will also see \_\_\_\_\_.

Student: ...(Fill in the gaps.)

**4. Practice:** Teacher provides with discussion questions on the blackboard and asks them to answer them. He chooses a group teacher from per two benches.

Teacher: Who built the Taj Mahal and why?

Students: (Discussion and answer)

Teacher: Why does Arati want to go to Mumbai?

Students: (Discussion and answer)

**5. Homework:** The teacher asks the students to do all the exercise practiced in the classroom.

### Lesson Plan No 3

#### Group A

**Unit: 2**

**Date: 2061/05/23**

**Teaching Item:** Drama

**Teaching Topic:** Lokesh Leaves Home

**1. Specific Objectives:** At the end of this lesson, the students will be able to:

- a. answer the questions based on the drama.
- b. match the difficult/new words with their meanings.
- c. do the exercise given in the textbook.

**2. Teaching Materials:** Usual classroom materials, cassettes.

#### **3. Teaching Learning Activities**

- The teacher says that they've going to read a drama. He asks the students to open the book and see the picture on the book and read the given guiding questions. If not, he explains the meaning of some phrases and words such as 'in tears'.

- Then the teacher asks the students to listen to the tape while he plays the tape to the class. Students listen to it and try to answer the guiding questions.
- If they fail to answer correctly and fully the questions the teacher asks them to read the text drama from their book. First of all, he asks them to read lines 1-5 of the drama, quickly and silently and find the answer to the questions. Asks the whole class to answer the first questions.
- Similarly, he goes on asking them to read the drama quickly and silently and by asking them to answer the questions. He also provides them with some comprehension questions, too. He makes sure that students understand where to find the answers in the text.
- After a while he asks the students to act out the drama order to have a fun and for better comprehension. He distributes the role play cards to three model modes students naming them Chanda, Hariram Agrawal and Ramesh. Then, the students are given paper instruction for the role play.
- Students play role of the character reading their own lines from the text. Other students listen to them.
- The teacher conducts it turn by turn until the end.
- Finally, he asks some oral questions based on the drama to the whole class.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Teaching Materials:** Usual classroom materials, tape

**3. Teaching Learning Activities**

- The teacher revises the previous lesson in brief and says that they are going to read a drama.

- He asks the students to tell what the picture of a couple indicate, i.e., what they are going to study.
- He writes the title of the lesson on the blackboard and reads out the two guiding questions given above the text.
- The teacher says that there's something wrong between the wife and husband.
- Teacher lists out the difficult words from the book on the blackboard, which he reads loudly for the students.
- He also tells the meaning of those words.
- He reads the first paragraph of the text and asks some questions while reading e.g. who phoned whom?
- The teacher plays the cassette in the classroom for two times, students listen to him.
- After playing tape have a discussion; the teacher encourages students, for discussion giving a subject. e.g. Why has takes written and left a note?
- After the discussion the teacher asks some comprehension questions for checking student's comprehension.
- He also asks words meanings by writing words and their meanings on the board, why students have to match.
- Students read the text silently and do the given task.

**4. Evaluation:** By giving guiding and other questions the teacher asks for evaluating their understanding.

**5. Homework:** Providing with some questions he asks them to answer those questions and to do the questions below the text.

## Lesson Plan No 4

### Group A

**Unit: 2**

**Date: 2060/05/24**

**Teaching Item:** Exercise

**Teaching Topic:** Exercise 2, 3 and 4

**1. Specific Objectives:** (Same as above)

**2. Teaching Materials:** Usual classroom materials, cassette

### **3. Teaching Learning Activities**

- The teacher introduces the students with the present lesson that this is a vocabulary exercise.
- Then, asks them to read the story quickly and silently. When they have finished he gives proper instruction for what they are going to do now. He makes sure that they all understand how to fill in a crossword.
- The teacher tells the students that a crossword is a puzzle in which words, defined by numbered clues, have to be inserted vertically (clues down) and horizontally (clues-across) in spaces on a chequered square.
- The teacher shows cutout crossword puzzles from the newspaper like the 'Rising Nepal, The Himalayan Post' or the 'The Kathmandu Post'.
- The teacher draws a puzzle on the blackboard and explains across and down.
- He does the first example with the whole class. He tells the students that 1 across is a 13-letters word and that the meaning given in the clue is 'notice' in a newspaper or announcement on TV.
- Asks the students to find the word in the story (advertisement). He helps them if they can't do.

- If students seem to understand what to do, he asks them to find the other answers. If they need more help then he does another example with the whole class.
- He encourages students to do the exercise by themselves.
- He may provide them with another cross word, puzzle drawn by himself helping for other words.
- If he has time at the end of the class, he plays tape and asks all to listen to it. He encourages students to look up any other vocabulary that they don't understand in the glossary at the end of the textbook.

### **Group B**

**1. Specific Objectives:** Same as above.

**2. Teaching materials:** Usual classroom materials.

#### **3. Teaching Learning Activities**

- The teacher revises the previous class by asking short oral questions such as:  
 Why is Chanda in tears?  
 Who left the note and why?
- Then he asks the student to read the story quickly.
- The teacher draws the puzzle box on the blackboard and the meanings of some of the words from the story, which has to be filled in the class word puzzle.
- He gives instruction to the students for how to fill in the boxes. He makes sure that students have understood the ways.
- He reads out a meaning written on the blackboard from the 'Across-column' and tells them the word referring to this meaning has to have 13-letters. Students to it on the puzzle box horizontally.

➤ Similarly reads the meaning of a word from the down column and fills the puzzle box with the correct word from the story.

➤ Then, the students try to search for other words.

**4. Practice:** The teacher provides them with another puzzle box with meanings for which he asks the students to fill up the boxes searching the words referring to the particular meaning from the drama/story. Teacher goes round the class checking their pair works, where necessary, he helps them.

**5. Evaluation:** The teacher asks the class the word meaning from the story, first individually and later in chorus.

**6. Homework:** Complete the both puzzle boxes filling up them correctly in their exercise book.

## **Lesson Plan No 5**

### **Group A**

**Unit: 4**

**Date: 2061/05/25**

**Teaching Item:** Newspaper Article

**Teaching Topic:** Flood toll reaches 82 in Bangladesh

**1. Specific Objectives:** On completion of this lesson the students will be able to:

a) answer the questions given before the reading passage.

b) the meaning of difficult words from the passage and use them in their own sentences.

### **2. Teaching Learning Activities**

➤ The teacher writes the title of the lesson on the blackboard as “flood toll reaches 82 in Bangladesh and he asks the students to tell what they mean by this.

➤ Students are made sure that they know the meaning of the words; then they try to guess.

- The teacher then tells that it is a news article.
- He asks the students to read the first two paragraphs silently and come with the correct answer for the guiding questions.
- Students go on reading silently, the teacher moves around the class to make sure that all students are reading keenly. He tells the meanings of some new/difficult words.
- After the students complete reading they are asked to write the answer to given questions above the passage.
- The teacher goes round the classroom and checks if they are writing. He verifies their answer and guides to go through correctly.
- Finally, the teacher asks some students to read the answer written in their copies.

### **Group B**

**1. Specific Objective:** (Same as above)

**2. Instructional Materials:** Picturing of flooding, wordcards

**3. Teaching Learning Activities**

**i) Motivation**

- The teacher motivates the students by demonstrating a picture of horrified people in the flooding asking the students to tell about what the picture is. Students guess in their own ways.

**ii) Presentation**

- The teacher introduces the present topic what they are going to learn about. Then he asks the students to open the book while he reads the paragraph aloud.
- He lists out the new/difficult vocabulary items on the blackboard, pronounces thrice and tells the meaning of them to the student; the students are asked to follow the teacher silently looking on their books, when the teacher reads.

- Then, the students will read the passage; the teacher explains the first two paragraphs.
- He explains about the place of flooding its causes and consequences. Then, he asks the students some related questions to the passage.

e.g. T: When was the news published?

S<sup>1</sup>: In July the 19<sup>th</sup>.

T: Is she right, Sapana? When did the flooding take place?

S<sup>2</sup>: Yes, sir. It took place in Central Bangladesh, etc.

**4. Practice:** The teacher asks the class to tell about what they learnt.

e.g. T: Where do we find this kind of writing?

Ss: We find it in the newspaper.

T: What was the number of death toll, Kuber?

Kuber: 82, sir.

T: What were the main causes of deaths, Raju?

Raju: Landslide.

T: Is he right, Bina?

Bina: Yes, but other two also, like drowning and snakebites.

**5. Evaluation:** The teacher asks the individual students some short questions about the presented paragraphs.

**6. Homework:** Answer the guiding questions in not more than 20 words.

## **Lesson Plan No 6**

### **Group A**

**Unit: 4**

**Date: 2061/05/27**

**Teaching Item:** Newspaper Article

**Teaching Topic:** “Flood toll reaches 82 in Bangladesh” (Passage reading)

**1. Specific Objectives:** On completion of this lesson the students will be able to:

- a. Answer to both the guiding questions and comprehension questions.
- b. Tick the best answers and do the rest of the exercise.

**2. Instructional Materials:** Usual materials

**3. Teaching Learning Activities**

➤ The teacher relates the present class with the last class by asking few close-ended questions from the previous part of the text:

e.g. Is the present text a story?

Is it about the flooding or storm?

And some open-ended questions:

e.g. What were the main causes of deaths?

How many homes were damaged by the flooding?

- The teacher again writes the title of the text on the blackboard and then writes the underlined words from the text on the blackboard. He reads the particular sentences of the words to make sure that the students understand the meaning of the words from the context.
- If the students seem to be confused, the teacher himself reads them (pronounces them) and tells the contextual meaning.
- He asks the students to read the text silently.
- He goes on observing the students' reading the text and where/when necessary, he helps them.
- After the students complete reading the part of the article he asks the students to read the underlined words written on the blackboard and tells their contextual meaning.
- Similarly, he asks them to answer the two questions given before the article (guiding questions).

- If the students can't fully answer the questions, he encourages students to complete them.
- He asks to match the words given in the exercise with the meaning of them in the next column.
- He provides them a few questions to answer as a homework.

### **Group-B**

**1. Specific Objectives:** (Same as above)

**2. Teaching Materials:** Picture, and word cards.

**3. Teaching Learning Activities**

- The teacher revises the previous class in brief. Then he asks the students to open their book and listen to him while he reads out the rest of the text.
- After reading it, he writes the difficult words on the blackboard and reads/pronounces them. Then, he tells the meanings of those words. Students also follow the teacher and write the meaning in their exercise copies.
- The teacher explains the text while explaining he asks some comprehension questions as well.

e.g. What is the official report about the human casualties?

Which part of the district is more affected by the flood?

**4. Practice:** The teacher asks the students to go through the text reading silently and have a discussion on the given questions. The teacher observes the students' activities. He encourages them to go through.

**5. Evaluation:** The teacher writes some words on the blackboard and asks students to make sentences of their own using those words.

Similarly, he also asks them to write one/two questions-answers on their exercise copies.

**6. Homework:** The teacher asks them to read the text and write the answer of the two questions in the presentation stage above.

## Lesson Plan No 7

### Group A

**Unit: 4**

**Date: 2060/05/28**

**Teaching Item:** Letter of Condolence

**1. Specific Objectives:** At the end of this lesson the students will be able to:

- a) answer the gliding questions.
- b) write the letter of condolence

**2. Instructional Materials:** Newspaper page of condolences.

### **3. Teaching Learning Activities**

- The teacher asks the students to open the book on page 44.
- He asks them to read the two texts on the page and asks if they have seen something like the first text before (perhaps in the newspaper)
- He further asks why this type of message is written, who has written to whom, what's the name of the lady in the first picture; what kind of text is the second one, what's the difference between the two texts etc.
- Students go on answering as they read both the texts.
- The teacher makes sure that they understand the question and the thing written in the text. He explains the texts and difficult groups by using them in situations and asking and answering questions to clarify their meaning.
- He encourages students to use the glossary at the back of the book (Where they will find 'demise', 'architect', bereaved, condolence etc.)
- The teacher writes some statements on the blackboard and asks them to answer if they are true or false.

- He explains the differences between two texts of condolence saying that first one is message of condolence sent by a firm/an office to publish in the newspaper and the second one is the personal message of condolence.
- The teacher encourages the students to write the similar condolence. He provides them with the clues and helps them write down.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** Newspaper page of condolences.

**3. Teaching Learning Activities**

- The teacher shows the newspaper and asks what these framed pictures are about. He moves round the class showing the page of condolence and reads one of them for the students.
- He describes that all those photos are of dead people and the things written below are the messages of condolence.
- He asks to open the book on page 42 and reads the two message of condolence. Then asks the student to answer the guiding questions reading the condolence by themselves.  
What is the full form of SCAEF?  
Students attempt for their answer.
- Then he gives the meaning of difficult words used in the message and explains what has written on behalf of whom, who may receive it etc.
- He writes similar letter of condolence on the blackboard and asks the students to read and copy it.

**4. Practice:** The teacher asks the students to write the similar type of letter of condolence. He goes round the classes helping them write well.

**5. Evaluation:** He evaluates the students' comprehension by asking some oral questions like:

- ) Who has died?
- ) Who has sent the card?
- ) Where is the funeral going to take place?

**6. Homework:** Write a letter of condolence to a friend's parents who have lost their son in a plane crash. (The teacher gives the clues)

## **Lesson Plan No 8**

### **Group A**

**Unit: 5**

**Date: 2061/05/29**

**Teaching Item:** Poem

**Teaching Topic:** Madam and her madam

**1. Specific Objectives:** By the completion of this poem, the students will be able to:

- read the poem with rhyme.
- tell the meaning of the new/difficult words.
- answer the questions based on the poem.

**2. Presentation** (Teaching/learning activities):

- The teacher shows the picture of the women and the girl and asks them to answer why their relationship might be. The students guess their relation. The teacher goes on asking to the whole class one by one.
- Then, he reads the poem loudly to the students. Students listen to the teacher reading the poem and this time they answer the first/guiding question.
- The teacher follows the students and completes the answer. The women washing dishes in the kitchen is a maid, the women sitting on the chair is her mistress.

- For more comprehension, he plays the tape and the students listen to it. They follow the tape loudly. This time the teacher presents some questions that the students have to answer them orally instantly.
- The students discuss in a group or in a pair to find correct answers to the questions. They discuss about what works the maid, Alberta does. What question she makes/asks to the mistress.
- They also discuss with the teacher about rhyming words.
- The teacher gives them to write answer to the questions given on the page-discussion questions as homework.

### **Group-B**

**1. Specific objectives:** (Same as above)

**2. Teaching materials:** Usual classroom materials, picture of a woman and a girl, tape.

**3. Teaching/learning activities:** The teacher revises the previous class in brief by asking them some oral questions. Then he shows the picture of a lady and a girl and also asks them to look at their book and tell the relationship between them. Students may give guess-answer. The teacher goes round the class and tells that they will know after they read/listen to the poem.

- He reads the poem thoroughly and lists out the difficult words from the poem, reads out them loudly and gives their meaning according to the context.
- He then asks the students to listen to the tape, students listen to the tape carefully. After he plays the tape for one time, he asks students to tell their relationship students by this time answer correctly.
- He again plays the tape and explains the poem stanza wise. While explaining he also points out the rhyming pattern of the poem i.e.

which word rhymes with which word within the stanza. e.g. 'means' rhymes with 'clean', 'too' rhymes with 'through', 'be' with 'me' and 'true' with 'you'.

- Then, the teacher calls out the individual student to read the poem loudly turn by turn. They follow the way of reading in the tape.

**4. Practice:** Here also teacher makes students read the poem loudly. First, then silently. He writes some comprehension questions on the blackboard and asks them to discuss in a group and answer them. They do so. If they come up with incorrect answers, he helps them understand the matter more clearly.

**5. Evaluation:** The same questions provided previously in the practice stage can be asked to evaluate students' comprehension of the poem.

**6. Homework:** Read the poem and answer the following questions.

- What is the relationship between the lady and the girl?
- Was the girl happy to work for the woman, why?

## Lesson Plan No 9

### Group A

**Unit: 6**

**Date: 2060/05/30**

**Teaching Item:** Notice

**Teaching Topic:** Cycle competition

**1. Specific Objectives:** On completion of this lesson the students will be able to:

- give and follow the correct direction.
- answer the questions based on the notice/lesson.

### 2. Presentation

- The teacher introduces the topic by asking question to tell if they've ever heard about a cycle competition. Where was it held? Who was the winner?

- He asks them to read the guiding questions given at the head of the first text and the teacher checks if they have understood. Then he asks the students to read the first text silently answer the question.
- Then he asks the whole class to look at the map given on the book page 61. He asks them some questions:
  - e.g. What does the map show?
  - What are some of the places marked on the map?
  - What does starting point mean?
  - What does finishing point mean?
- He asks the students to copy the map on to their exercise book.
- He reads the introduction of the second part of the text and makes clear about the text.
- He explains that the next part of the text explains the route of the cycle competition.
- He asks the students to read the next part themselves quickly and silently and draw lines indicating the route on the map in their exercise book.
- After every one has finished, he himself draws the map on the blackboard. The students compare their map with the map drawn on the blackboard.
- Then the teacher reads the text thoroughly once more with the whole class and asks students to point to the starting point and move their figures along the route as they listen to the teacher.

Finally he writes some new/different vocabulary items on the blackboard with their meaning and asks them to match them. If necessary he helps the students.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Teaching Materials:** A notice (Written on the paper), a map.

### 3. Teaching Learning Activities

- The teacher revises the previous class in brief by asking short questions.
- He demonstrates the map to the class and asks what is that and think about what are they going to read today?
- He hangs the notice on the wall and asks students to read it. After the students read, he also reads it.
- He explains what the notice is about. He mentions main points in the notice, such as the date of competition, distance, time, age limit, time limit etc.
- He makes a discussion with the students whether they've taken part in any competition, if yes what game or sport? Who won, what were the rules and regulations and other limitations in that game. (that paves the path for their comprehension)
- He asks the students to draw the map on their copy, similar to the map given in the textbook.
- He also draws the map on the blackboard.
- Now he reads the direction from the textbook and asks the students to listen to him carefully and draw an arrow following the instruction.
- After a round he again reads the direction and this time he draws the arrow on the map on the blackboard and asks the students to check and correct their map if they've made wrong.

He deals with the imperative structures used for giving direction for a while.

**4. Practice:** Looking at the same map, the teacher gives direction for a race from another starting point to the other ending point. He asks the students to write the correct direction for a route from the bus park to the

traffic light. He may also give a direction for a route from the school to any particular student's house.

- In the next step the teacher asks the question given before the notice to answer. Students discuss with the teacher and come up with the answer.

**5. Evaluation:** The teacher asks few questions based on the notice and the map to check their knowledge.

e.g. Who can take part in the competition?

When does the competition start?

Where is the town hall?

- He also asks the students to write a direction for a stranger to reach their school from their home.

**6. Homework:** Draw a map of your locality and show the main streets and sub streets. He also asks to do the multiple-choice question from the textbook.

## Lesson Plan No 10

### Group A

**Unit: 6**

**Date: 2060/05/31**

**Teaching Item:** Exercise

**Teaching Topic:** Exercise 3 and 4

**1. Specific Objectives:** At the end of the lesson the students will be able to:

- a) tick the best answers.
- b) give/write correct direction.

### 2. Presentation

- The teacher asks students to read the both texts at the beginning. Before the students read them he asks a few questions to direct their reading.

- e.g. When is the cycle competition?  
At what time will the competition start?  
Who's Gove Sherpa?  
How far will the competition have to cycle? etc.
- He divides the class into groups and asks to tick the best answer in the exercise. Afterwards, he asks one of the students to read out the answer and give reason for them, quoting from the texts.
  - Now he ask them to work out the next exercise. He makes clear about what they have to do.
  - He says that they are going to give directions using the map on page 63.
  - He makes clear that they have to choose and draw lines on the shortest route. The teacher does one example with the class, for e.g. the taxi stand to the temple. He draws the route on the map on the board.
  - Now the teacher points out the staring points and ending points from the map and gives sometime to work out their answers. They have to write the direction and draw the lines, too.
  - Then he asks individual students to give the direction for each question. He asks the students to speak while he draws the route according to the direction on the map on the board.
  - The teacher gives chance to comment on his task (if they think that the directions are wrong) and asks to correct.
  - He goes round the class and asks the same thing in the same way.

### **Group B**

**1. Specific Objectives:** (same as above)

**2. Teaching Materials:** A map

### **3. Teaching Learning Activities**

- The teacher revises the previous class by asking related questions to it; such as; what is the lesson about? Who is Mr. Sherpa? Which is the start point of race?
- Then he asks the students to read the text very quickly and silently. He writes some statement questions with alternative answer to complete it and asks the students to choose the correct alternative. Students do the work in group.
- He asks them to do the exercise given in the textbook. Students do the work while he checks their task moving around the class. If the students make mistake he asks the students to read the text once more and correct them.
- The teacher demonstrates a big map drawn by himself and points out the main places and routs given on it (which is copied from the map on book)
- Then he calls out two students to work out with the map. He writes names of two points/places and tires to point out the shortest route to reach the destination for e.g., from bus park to Pasang round about. He slowly draws the line talking with the students. All the students look at the blackboard. After he has finished he again gives direction.

### **4. Practice**

- Now he gives the name of other places. He distributes the task about different places/points to different students.
- Students draw the map and draw lines to read their destination as given in the exercise.
  - A: Pasang round about to Lake Gardens.
  - B: Bus park to the post office.
  - C: Temple to the Bus Park.

- Students do their task. After they have finished the teacher asks them to give directions loudly according to the line they have drawn on the map.
- The teacher checks their task and asks them to correct the mistakes. He indicates they have made mistakes and encourages to correct mistakes.

**5. Evaluation:** The teacher observes individual students exercise copy and match their instruction/direction with the lines drawn on the map indicating the route for the correct destination. He points out the mistakes (if any)

**6. Home work:** Draw a neat map from the textbook and draw lines on the map and write direction to reach lake garden to the post office.

## **Lesson Plan No 11**

### **Group A**

**Unit: 7**

**Date: 2061/06/03**

**Teaching Item:** Story (Reading)

**Teaching Topic:** A mother's warning (First half)

**1. Specific Objectives:** On completion of this lesson, the students will be able to:

- a. read the passage and answer the questions.
- b. do the exercise that follows the passage.

### **2. Teaching Learning Activities**

- The teacher introduces the present lesson by writing the word 'accident' on the blackboard. He asks the students to tell about any accident they have heard of such as car accident.
- Now the teacher asks them to look at the two pictures in the book-pages and tell same young man in both pictures? (Yes, it is).
- Where is the young man in the second picture?

- What do you think has happened to him?
- He encourages students to answer these questions and writes their guess on the blackboard.
- Now he asks: What is the young man's name? Students should skim the text of the story quickly and find his name. They find the name Ryan but may not read correctly.
- The teacher pronounce it as "rai-an".....
- He asks them the guiding questions writing on the blackboard.
- Students will be asked to read the half (only 5 paragraphs) of the story quickly and silently to find the answers to the questions in the box above.
- The teacher moves around helping and assessing their reading.

### **Group-B**

**1. Specific Objectives:** same as above.

**2. Teaching Materials:** A cutout photograph.

#### **3. Teaching Learning Activities**

- The teacher revises the previous class simply by asking few oral questions.
- He motivates the students by showing a cut out photograph of a person to remind them of a dead person, photography with flowers offered.
- He loudly reads and writes on the blackboard the guiding questions from the textbook.
- He reads out the half of the story thoroughly, lists out the difficult words and gives their meanings.
- He then reads with correct pronunciation for at least three times and conceptualizes their meanings.

- He asks students to follow him to say each word he reads. A student on the left reads the words and the other in the right side of the class tells the meaning. (For few students).
- After the first reading he asks them to tell who is telling the story about whom, student try their best.
- He reads the 5 paragraphs of the story one by one explaining it in necessary detail. While explaining he asks students short oral questions based on the explanation such as what sports Ryam was interested on? When did the car accident take place? How as Ryam taken to the hospital, etc.

**4. Practice:** The teacher asks them to read the story silently and make few sentences of their own using the new words from the story. He also asks them a few questions to strengthen their comprehension.

**5. Evaluation:** After the students read the story he asks 5/5 students randomly the following questions.

What is the story about?

Who is telling the story?

Was Ryam a skillful driver?

**6. Homework:** Read the story and answer the given question, given above.

## **Lesson Plan No 12**

### **Group A**

**Unit: 7**

**Date: 2061/06/04**

**Teaching Item:** Story

**Teaching Topic:** A Mother's Waring (Second half)

**1. Specific Objectives:** On completion of this lesson the students will be able to:

- a. Read the passage and answer the questions and related to it.

b. Tell the meaning of new words and do the exercises that follow the story.

**2. Presentation:** The teacher revises the previous class by asking simple comprehension questions from the last class to motivate and have readiness in student. Eg. Who is telling the story? What is Ryan in hospital? Where and when did Ryan lose control of the car? What happened to the car?, etc.

- Now he tells the students that they are going to read the rest of the story. Before reading the rest part, he encourages the students to guess the answer from the next part. He puts the question: Do you think that Ryan died in car accident?
- Now he tells students to read the whole story/text skimming it. The teacher also reads the story loudly to the students.
- After completing reading they have a discussion for a while. He writes questions on the blackboard and asks them to write answers in the exercise book.
- The teacher writes words and their meanings from the text randomly which he asks the students to match.
- Students do the work, he assesses and helps them.

### **Group B**

**1. Specific Objective:** (Same as above)

**2. Teaching Materials:** Usual class room materials.

**3. Teaching Learning Activities**

- The teacher motivates the students by asking a few questions from the first half of the story from the previous class. e.g. Who is Ryan? Who is telling the story? etc
- He reads rest of the story quickly and lists the new/difficult words from it and tell their meanings. He makes students read and write those words and meanings in their exercise book.

- Then he thoroughly reads the story. Students listen to him silently. He asks question while reading, too. He clarifies the meanings of some phrases such as ' under-25', athletics on second changes.
- He asks one of the students to read the story loudly with slow pace while doing so he interrupts and makes questions to other students.  
e.g. Who said goodbye to whom?  
What is the major cause of accident?  
What was Ryan's mistake?  
Students discuss in group and come up with final answer.

**4. Practice:** the teacher asks students to write the sentence of their own using the new words form the story. E.g. Intensive care, shattered, inexperience etc and he asks them to read the story silently.

**5. Evaluation:** Writing some words the teacher asks the students to red those works loudly. He also asks oral questions to check their reading comprehensions, such as what do you mean by taking last breadth? 'What is the mother's message to every young person? Is getting a license enough for driving?

**6. Homework:** match the words with their meanings in exercise 2 and answer the true false questions in exercise 3.

## **Lesson Plan No 13**

### **Group A**

**Unit 9**

**Date: 2061/06/05**

**Teaching Item:** Advertisement

**Teaching Topic:** Job application

**1. Specific Objectives:** At the end of this lesson the students will be able to:

- i) Answer the questions based on the advertisement.
- ii) Write the advertisement for the given subject.

## **2. Instructional Materials: Presentation**

### **3. Teaching Learning Activities**

- The teacher demonstrates two big pages: one with a letter and the other with a job application/advertisement. Then, asks the students where they've seen such writing before and where they've seen them. He will even ask them to name them. If the students will be unable. The teacher will differentiate them by telling that one is a job application- a notice for applying for a job and the other one is a personal letter.
- By holding the advertisement, he will say that it is the subject of our class today.
- The teacher reads out the notices/adv. And deal with main points, such as: The post of application, date of publication, the last date of application submission; criteria of the candidate, etc while the students listen to the teacher, they may ask to the teacher clear their confusion.
- The teacher provides many real newspaper cuttings of job application/advertisements that students can use as models.
- They have a discussion over the points of differences among different kinds of job applications given in the newspaper.
- The teacher hangs two applications on a board and asks some related questions.

T: What is the first application for?

S<sup>1</sup>: For the post of an electric engineer.

S<sup>2</sup>: Yes, and for the post of welder also.

T: Who can apply for the second post?

SS: The one having working experience for about 5 years.

T: what is the second application for?

SS: for the post of an English teacher.

T: For what level?

SS: Secondary.

T: What is the qualification required for the secondary English teacher?

SS: B. Ed. or B.A. Major in English.

T: Can you tell me the last date of the application submission?

SS: Yes, for the first advertisement, it is 21<sup>st</sup> June and for the second advertisement, it is 25<sup>th</sup> June.

- After discussion, teacher asks the students to write their own job application for any post in their exercise book.
- The teacher goes round the class, checks their work and provides suggestions.
- Finally, selects model exercise books and provides some suggestion and if required.
- As homework, he asks students to write two different job applications.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Teaching Materials:** Usual classroom materials and cut out advertisement for the job.

#### **3. Teaching Learning Activities**

The teacher revises the previous lesson by asking some questions.

e.g.: What was the news about? What do you mean by 'dailies'?

Name some newspapers

- Then, he introduces with the present topic that is, advertisement (wanted). He shows different advertisements given/published in the newspaper in the classroom.
- He has a discussion for a moment and writes down a 'wanted' (adv.) on the blackboard and presents the main points about the

topic, e.g. what it is, what it is for, who can apply, where should the application be submitted and when, etc.

#### **4. Practice**

- The teacher writes an application for the post of a primary teacher on the blackboard and asks the students to write the similar one for the post of a health assistant in a hospital.
- Then, he asks the students what differences they found in those three applications. He checks some model exercise copies of the students and suggests for the correction where necessary.

**5. Evaluation:** The teacher presents a ‘job applications’ and asks some questions related to it for the whole class.

- e. g. a) For what post of job is the applications requiring?  
b) Who can apply for the job?  
c) What is the last date of submission? etc.

Students answer the questions orally. If they can’t answer, they have a discussion for a while.

**6. Homework:** The teacher asks the students to write two similar applications for the different posts.

### **Lesson Plan No 14**

#### **Group A**

**Unit: 9**

**Date: 2060/06/06**

**Teaching Item:** Drama

**Topic:** A suitable boy. (Reading drama)

**1. Specific Objectives:** At the end of this lesson the students will be able to:

- a) tell the meaning of difficult words
- b) answer the comprehension questions

**2. Instructional Materials:** Cassettes player, Flash cards

### **3. Teaching Learning Activities**

- First of all the teacher plays drama on a cassette player while the students listen to it as well as read the drama in their textbook.
  - The teacher reads the comprehension questions in the box above and makes sure the students understand the question.
  - Then he himself reads the drama with different voices for the students. During his reading, he asks some short questions to make sure they are listening to him.
  - He writes the difficult questions on the board and tells their meanings.
  - He asks the students to answer the questions in the box above. Students try to answer them.
  - He asks to go for the exercise in the textbook.
- E.g. i) Matching words with their meaning.  
ii) To have a discussion about the comprehension question before they answer.
- He has a discussion with the students about dowry system: advantages and disadvantages.
  - He sets homework for them to collect ideas on dowry system.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** Usual classroom materials, word cards; cassette player, flash card.

### **3. Teaching Learning Activities**

- First of all the teacher motivates the students by telling a funny joke. And then asks them to tell what is the system of their society to asks a girl for marriage. They have a discussion about it for a while.

- The teacher explains the till of the drama and tells what the story is about.
- He reads the question on the head of the page to make sure students understand them.
- He tells about the characters and their relationship (The man, boy, Bimala and Sita)  
He explains the meaning of difficult words with the help of word cards.
- He plays the drama on a cassette player and asks the students to listen carefully. By the time, he stops the player and asks them to tell who spoke the matter.
- He continues playing the drama. At the end, he asks some short comprehension question. e.g.
  - i) Where are the man and women talking?
  - ii) Who went out to welcome the guest?
  - iii) Why did the boy seem nervous?
  - iv) What was the 'misunderstanding'? etc.

**4. Practice:** The teacher asks the students to read the drama slowly and silently and answer the guiding questions in their exercise book.

**5. Evaluation:** The teacher shows a flash card with the meaning of the difficult words from the lesson and asks them to tell the words for the meaning. Similarly he asks some short questions related to the lesson.

**6. Homework:** Write the answer to the guiding questions and do exercise four.

## Lesson Plan No 15

### Group A

**Unit: 6**

**Date: 2060/06/08**

**Teaching Item:** Newspaper article

**Teaching Topic:** Nelson Mandela is Free

**1. Specific Objectives:** On completion of this lesson the students will be able to:

- a. write newspaper story.
- b. answer the questions based on the lesson.

**2. Teaching Materials:** Picture of Nelson Mandela

### **3. Presentation**

- Before reading the news article, the teacher makes sure that the students understand the questions given before the reading text. The teacher reads the questions for the student to mean what these say.
- The teacher asks them to go through the text quickly, and they answer the question in short. Teacher writes answers briefly on the blackboard.
- Secondly, the teacher makes students sure of the definition of the new words used in the text. He explains what each definition means. Such as: 'taking air into the lungs and sending it out again' breath, 'set free' release 'welcomed' greeted etc.
- Then they enter into the reading text, here also before reading the teacher gives information about Nelson Mandela.

e.g. He is a south black African leader; fought against minority white government; he opposed segregation, fought for democracy, imprisoned for 27 years, lead the first black government in South Africa.

- Giving this information, they have a discussion about a similar freedom fighter of the Kingdom. Such as, B.P. Koirala, Ganeshman and try to collect information as above.
- Now they read the text thoroughly and discuss for the answer to comprehension questions. The teacher also gets involved in discussion of questions of - C and D and finally writes their answers on the exercise copy.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Teaching Materials:** Picture of Nelson Mandela

**3. Teaching Learning Activities**

- The teacher motivates the students to tell the name of the man by demonstrating the picture. Students may give different names and he shakes his head for wrong answers. Lastly the teacher tells the name of the man in the picture.
- Then he tells that they are going to learn about him. He writes the title of the lesson/text on the blackboard "NELSON MANDELA IS FREE!" Then give some information of Nelson Mandela. He makes comparison of Nelson with one of such Leaders of the Kingdom to make them understand easily.
- He Lists out the new vocabulary items on the board and tells their meaning orally.
- He reads out the news article of the box and explains the things if necessary, while doing so he makes students find the answer to the questions given above the news article.

e.g. T: What was the name of the prison?

SS: Bodrop

T: How did he feel when he was released from prison?

SS: He felt wonderful.

He asks the students to read the news article and checks their answer to the questions.

#### **4. Practice**

- The teacher notes down the points about a Nepali political leader e.g. Krishna Prasad Bhattarai, and his stay in prison, duration of stay, year, release time, what he expressed after his release.
- The students elaborate it using the points into a paragraph similar to the Nelson Mandela's article, Then he asks them to write about any other leader, foreign or national, with as much information as they know.
- He also gives some discussion question. Students discuss among them and come out with the answer

e.g. Why do you think that Mandela was put into prison?

How do you express your feeling if your father is released from the prison, etc?

**5. Evaluation:** He writes two questions on the board, one for the students of right side and next for the student of the left side of the class. Students answer the questions.

He also asks to define new words with their meanings.

**6. Homework:** Answer the comprehension question on page 99 of the textbook.

### **Lesson Plan No 16**

#### **Group A**

**Unit: 11**

**Date: 2060/06/08**

**Teaching Item:** Advertisement

**Teaching Topic:** Reading advertisement

**1. Specific Objectives:** At the end of this lesson the students will be able to:

a) read the advertisement and answer the questions.

b) write short advertisement about any product.

## **2. Instructional Materials:** Wordcards, flashcards

### **3. Teaching Learning Activities**

- The teacher introduces the students with the present topic of advertisement by giving examples of various advertisements seen on the print media and visual media. e.g. The advertisement of fair and lovely cream and Shrestha tailoring center.
- Then he encourages the students to tell whereelse they have seen such advertisement. Students may have a chance to talk about various advertisements they've seen and heard (in newspaper and magazines, on shops, on billboards, in front of cinema on buses and taxis etc.)
- The teacher has a short time for discussing about their importance.
- Then he asks the students to read the guiding questions in their textbook on page 100.
- Then the students will be asked to read the advertisements on the book about non-stick frying pan, safety match. Tasty bite biscuit and tiger shoes.
- He tells the meaning of some new and difficult words.
- They read and have a discussion in their group before they answer the question.
- The teacher checks their answers and asks to make necessary correction. He may read and explain the text if they need.
- Then he writes some simple statements related to the advertisement and asks them to write 'True' or 'False' against each statement.
- Then he asks to fill in the puzzle box on page 102 choosing the right word from the advertisement.
- He asks some oral questions related to the advertisement.

e.g.

- ) What is special about non-stick frying pan?
- ) What does the advertisement claim about tiger shoes?
- ) What precautions are given about the proper use of fire and frying pan? etc.
- Finally, the teacher asks the students to prepare an advertisement on any product they know. He provides some hints about writing good advertisement.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Material:** Newspaper advertisement, word cards, flash cards.

#### **3. Teaching Learning Activities**

- First of all the teacher sings a popular song of advertisement and amuses the students and asks them to sing if they know any.
- He shows the attractive pictures on the newspaper and asks them to tell about them. He explains why such advertisements are given.
- He asks the students to open the book on page 100 and asks them to read the advertisement given in the box. .
- He explains the meanings of difficult word with the help of flashcards.
- He asks them to read the guiding questions and answer them reading the advertisement once again.
- The teacher reads the advertisement and explains what each of them claims about.

#### **4. Practice**

- He writes the name of any two products and asks the students to prepare advertisement about them.

- He writes one for them by discussing its good points, claims and necessary precautions.
- Students form a group of five students and work out on the subject.
- The teacher assists each group, if they feel his need.
- He reads the final work and compares with the other groups and asks them for necessary correction.

### **5. Evaluation**

- The teacher writes some statements about the advertisements on the board and asks them to tell if they are true or false.
- Similarly he draws a blank table similar to the one in their book and asks them to write about the type of product, usefulness, precaution about the use and the claims over them.

**6. Homework:** Write a short advertisement on any herbal product of Nepal.

## **Lesson Plan No 17**

### **Group A**

**Unit: 13**

**Date: 2061/06/10**

**Teaching Item:** Story

**Teaching Topic:** Two boys go for a walk

**1. Specific objectives:** At the end of this lesson, the students will be able to:

- a) give a suitable title to the story.
- b) tick the correct answer and answer the question based on the

lesson.

### **2. Presentation**

- The teacher says that they are going to read a story about two boys. He sets the situation of the classroom and tells that you've to speculate the title of the story after read it.

- He asks them to read the story quickly and silently and decide on a title for the story.
- Students go on reading while the teacher moves round the class encouraging them to read.
- After they read, they put forward several titles suitable to the story. He encourages them to think carefully and say again and explain why he/she has chosen the title. He writes their ideas on the blackboard.
- Then the teacher asks the students to read the story again and tick the suitable answer for the incomplete sentences given in the book.
- Students read and do the exercise, which the teacher checks following group the work technique.
- He writes a few sentences on the blackboard related to the story in jumble order and reads them loudly. He makes sure that the students have understood the sentences; then asks them to put them in correct order. Students do the work and the teacher writes them on the blackboard in a correct order. Students check their task themselves.

First of all, the teacher shows three pictures given on the textbook and asks the related questions with the pictures such as;

What do you think is the first picture of?

What do you see in the third picture?

Where is the second picture located?

Where is the temple of third picture?

What are the girls doing?

What is shown in the second picture?

- After demonstrating the pictures he asks the students to guess the subject of conversation.

- The teacher asks the students to read questions given before the conversation: 1-3 questions. The teacher then, reads loudly the questions to make sure that students understand them.
- Then he asks the students to read the conversation by giving a time limit and finally asks them to answer the questions. He encourages the students to scan the text for specific information. The students answer the questions. If the students give only the part of the answer, the teacher helps/encourages to add the rest of the answer. If the students can't answer the questions he may give them more time to read the conversation (text).

### **Group B**

**1. Specific Objectives:** (same as above)

**2. Teaching Materials:** Usual classroom materials.

**3. Teaching Learning Activities**

- The teacher motivates student by cracking a joke and he asks the students to look at the picture in the textbook. He asks them to describe the picture.
- Then the teacher goes on reading the story while students listen to him silently and carefully. He listed out the new vocabulary items on the blackboard from the story.
- On the basis of his reading he asks students to guess the best title for the story. Students guess the title. He chooses the best amongst the students. If the students can't think of or can't guess, he asks them to read the story once and guess it.
- Even, if the students don't seem to do, he himself process 2 or 3 titles and asks them to choose one.

He gives the meaning the meaning of new vocabulary items using them in simple sentences.

**4. Practice:** The teacher writes some incomplete sentences on the blackboard giving alternative answers to complete them; he asks the students to read the story again and complete the sentences choosing the best one. Students do the given task. After the complete, he asks them to exchange their exercise book with next friend and tick the correct answer the teacher provides.

**5. Evaluation:** For assessing their comprehension or the story he asks few questions; such as, who wanted to stop the journey and why?

Why did they go to the small hut?

Why did they light the fire?

Were they the thieves? Discuss.

- The teacher also gives some sentence in a jumbled, order, which they have to write in correct order.

**5. Homework:** The teacher asks them to do the exercise given below the story in their textbook.

## **Lesson Plan No 18**

### **Group A**

**Unit: 14**

**Date: 2060/06/11**

**Teaching Item:** Essay

**Topic:** My Trip to Ilam

**1. Specific Objectives:** At the end of this lesson the students will be able to:

a) describe the process of manufacturing tea.

b) read the passage answer the questions.

**2. Instructional Materials:** Usual classroom materials

**3. Teaching Learning Activities**

- The teacher asks the students to read the guiding questions. He helps them understand the question.

- Students are asked to read the essay quickly and study.
- The teacher explains the meaning of difficult word.
- He writes some statements on the blackboard and asks them to tell of they are true or false.
- He asks them to answer the guiding question in their exercise book. He asks them to read the answer exchanging the copies.
- He tells the answer and the students make correction, if necessary.
- He asks them to read the stages of manufacturing tea very carefully.
- Then he conducts a drill.
 

T: When do the tea leaves become black?

SS: Tea leaves become black when they are dried in a special drier.

T: Where is the tea sent when they are packed?

SS: Tea is sent to Kathmandu.

T: What happens "from there"?

SS: 'From there' the tea is sold and then drunk by people all over the world.
- If the students can't answer promptly, the teacher asks to read again.
- Then he asks them to do the exercise on page 331 (complete the incomplete sentence by choosing the correct word from the alternatives).

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** A Picture of Tea Garden/Slope

**3. Teaching Learning Activities**

- The teacher asks the students about the picture in the book, students may describe what they are doing.

- If not, the teacher tells that they are picking tea leaves. He describes about the specialties of Eastern Nepal, Ilam, demonstrating the picture.
- He reads the passage and tells what the speaker is describing. He tells the meaning of difficult words.
- He points out the stages of manufacturing tea using linking words e.g. first, 'next', then etc.
- For the six stages, he asks the six students to read the process one by one. Students go to the front and read their own part.

**4. Practice:** He asks the students to read the essay once again slowly and silently and answer the questions in the box above.

- Students read, discuss and answer the questions.

**5. Evaluation:** The teacher distributes pieces of paper to the students numbering 1-6 where he asks to write each stage of manufacturing tea. Paper 1 - stage 1, paper -2 stage-2 etc. Students go on writing while the teacher moves around checking their ability. After the complete he asks them to exchange their cards and read loudly.

**6. Homework:** Write the process of planting a flower in a flower vase.

## **Lesson Plan No 19**

### **Group A**

**Unit: 15**

**Date: 2060/06/14**

**Teaching Item:** Story

**Teaching Topic:** Grandfather's Photograph

**1. Specific Objectives:** On completion of this lesson the students will be able to:

- a. answer the questions based on the story.
- b. fill up the family chart.
- c. tick the best alternative answer.

**2. Teaching Materials:** Photographs of a family, family chart

**3. Teaching Learning Activities**

- In the pre-reading stage the teacher has a discussion of different kinds of photograph like passport, family, film stars, class photo, school photo,
- Then he explains the meanings of words like occasion, studio, arranged, position etc.
- He reads the guiding questions for the students from the book.
- He asks the students to read the story quickly and silently to find the answers.
- Students read the story and find the answers.
- He presents a family diagrams; discussion it with the students and asks them to fill it in pairs.
- After students do it, we ask them to draw their own family tree with the names of their family.
- He asks the students to read the story again. He makes some statements from the story and asks to tick the best answer.
- He asks them to use the difficult words in their own sentences

**Group B**

**1. Specific Objectives:** (Same as above).

**2. Teaching Materials:** Photography of a family, family chart.

**3. Teaching Learning Activities**

- The teacher motivates the students by showing a large photograph of big family members and asks them to name each family members relation.
- Then he writes the title of the lesson on the blackboard and asks them whether they have grand parents at home, whether they have a photograph of them with the joint family etc.

- He reads the story quickly for the students and asks to underline the difficult words e.g. occasion, squatted, He points out where each member is living on the photography. He tells the meaning of difficult words to the students.
- While reading he explains why they have taken photography who has taken it and who is telling the story.

**4. Practice:** The teacher asks the teachers to read the story by themselves and discuss about it. He puts some statements related to the story and asks them to say if they are true or false. He writes the same comprehension questions e.g. why did they take photography?

- Who is telling the story? Students discuss and answer them.

**5. Evaluation:** The teacher asks some oral questions. He writes a paragraph about the same story leaving out the important words from it; and asks the students to fill up.

**6. Homework:** Read the story and do exercise 2 -3 and 4. on page 133.

## **Lesson Plan No 20**

### **Group A**

**Unit: 18**

**Date: 2060/06/15**

**Teaching Item:** Essay

**Teaching Topic:** Wild life conservation (Passage Reading) (First three paragraphs)

**1. Specific Objectives:** At the end of this lesson the student will be able to:

- a) read the passage and answer the questions based on it.
- b) give each paragraph a suitable title.

**2. Instructional Materials:** Usual classroom materials

**3. Teaching Learning Activities**

- The teacher asks the students to read the passage similarly and underline and new vocabulary items.
- The teacher writes the words they've underlined on the board, reads them and explains the meaning using them in the contextual sentences.
- Then he asks them to re-read each paragraph carefully and note down the main point of discussion.
- After the students read each paragraph, the teacher asks them the following questions: What is the paragraph about? What information is in it?
- Students discuss in small groups and decide for the final answer.
- The teacher compares the answer of each group and suggest for the best one.
- He encourages the students to give each paragraph a suitable title. He may provide alternative titles from which they can choose the suitable one.
- He asks the whole class to answer the questions given in the box above.
- He corrects their answers using student correction technique.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** Usual classroom materials, work cards, flash cards. Pictures of wild animals

### **3. Teaching Learning Activities**

- First of all the teacher shows the picture of wild animals and makes the students sure that they are going to read about 'wild life'.
- He asks to open the books page 162 and reads the first three paragraphs and writes following vocabulary items on the board.

- He reads the words with correct pronunciation and the students repeat after him. (Conversation, extinction, plea, endanger, species, ivory alligator, poacher, diminish, reservoir, indiscriminately)
- He reads each paragraph slowly and explains it in simple English. He discusses the main point in each paragraph.

**4. Practice:** He asks all the students to read the passage aloud.

- He asks the students to write the answer to the following questions.
  - a) What is the plea of the conservationist?
  - b) Why are the wild animals killed?
  - c) Why do people clear the forest? What is its bad effect?
- Students write the answer. If they are unable to do, he tells the answer of the questions and the students make correction.

**5. Evaluation:**

- The teacher asks them to read the passage again silently.
- He asks the following questions to answer orally.
  - a) What would be a suitable title for the first paragraph?
  - b) What is meant by 'extinction'?
  - c) What suggestion would you like to give for wildlife conservation?
- If the students can't answer properly he discusses briefly.

**6. Homework:** The teacher asks the students to write answer to following question as homework.

- a) Write a paragraph on "Importance of wild animals".

## Lesson Plan No 21

### Group A

**Unit: 18**

**Date: 2060/06/17**

**Teaching Item:** Essay

**Teaching Topic:** Wildlife conservation (passage reading-) (Last paragraph) and exercise 13 and 14)

**1. Specific Objectives:** At the end of this lesson the students will be able to :

- a) read the passage and answer their questions based on it.
- b) give the passage a suitable title.
- c) do the exercise.

**2. Instructional materials:** Flash cards, word cards.

### **3. Teaching/learning activities**

- The teacher asks the students to read the last paragraph silently and underline the new vocabulary items.
- The teacher writes the words, which the students have underlined, on the board, reads them and explains the meaning by using them in the sentences. (Chain, ecosystem, delicate, tapestry)
- He asks the students to read the paragraph again carefully and he asks them the following questions: What is the paragraph about? What information does it have? What is ecosystem? etc.
- Students have a discussion and answer the question.
- He asks them to decide for the suitable title for this paragraph: students give many titles of the teacher chooses the best one e.g. 'wildlife and the ecosystem'
- Then the teacher asks them to match the words and meanings in the columns in exercise 13. He asks them to find sentence to determine the correct definition. He does the first one to help them.

- Then he ask the students to write the answer to the short questions given to ex. 14. He goes round the class assisting and correcting their answers.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** Flash cards, word cards.

#### **3. Teaching Learning Activities**

- The teacher revises the previous lesson. He asks the students short questions related to the previous lesson.
- He asks the students to point out the difficult words from the passage, he pronounces the words and explains their meanings.
- Then he reads the last paragraph, students look at their textbook.
- He explains the paragraph, while explaining he puts short comprehension questions to attract students' attention. What is ecosystem. e.g. What happens if one animal is removed from the ecosystem? Why are animals killed?
- Students try to answer in their personal judgment.

**4. Practice:** The teacher asks the student to read the last paragraph silently. He asks them to write the answer of the following question:

- ) Why are forests being cut down?
- ) Would it matter if there were no animals on the earth? Why.
- ) What would you do to save the wildlife?

Students have a group discussion about the question and then write answers. The teacher corrects their answers using students correction technique.

**5. Evaluation:** He writes some statements on the board and asks the students to tick the true statements.

- He also shows the flash cards with words in column A and their meanings in column B and asks them to match correctly.

**6. Homework:** Do the exercise 13 and 14 from page 163.

## Lesson Plan No 22

### Group A

**Unit: 19**

**Date: 2060/06/18**

**Teaching Item:** Poem

**Teaching Topic:** Leisure (poem reading)

**1. Specific Objectives:** At the end of this lesson the students will be able to:

- a) answer the questions based on the poem
- b) paraphrase the poem in their own.

**2. Instructional Materials:** Flashcards

**3. Teaching Learning Activities**

- The teacher asks the students to see the picture on page 170 and asks to match the words given in the box with the objects and animals.
- He plays the tape while the students listen carefully.
- He asks to read the guiding questions in the box. (He also adds some simple guiding questions)
  - ) Why can't people enjoy nature?
  - ) How are they busy? Don't they like to see the beauty of nature? etc.
- Students are asked to read the poem loudly first and then silently to find the answers to the given questions. The teacher gives feedback to the students while reading.
- He presents rhyming words on an flash cards and reads them aloud.
- He asks the students to find the rhyming words in the poem.
- The teacher sets some comprehension questions and writes down some points as a clue on the board and students discuss in a pair about the point.

- Then the teacher asks them to write a couple of paragraph with the help of ideas given; students discuss and write about main idea of the poem.
- The teacher checks their answers using student correction technique.
- Finally the teacher describes the main idea of the poem

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** A picture of a beautiful natural scene, a flash cards with rhyming words.

### **3. Teaching Learning Activities**

- First of all the teacher asks the students to open their book on p. 170 and asks them to describe the picture on the book.
- Then he demonstrates the picture of a scene and describes himself. He asks to tell the name of the objects and animals in the picture.
- He introduces the title of the poem asking to speculate what subject might the poet be talking about.
- He asks the students to read the poem aloud giving stress on the last words of each line (rhyming word).
- He writes the names of different things and animals from the poem and asks to find in the picture.
- He writes some short questions on the board and reads for them. Students read the poem carefully and try to answer the questions. e.g. Do people have leisure to admire/enjoy the beauty? Why can't people stand and stare the river? Who does 'we' in the poem refer to? etc.

**4. Practice:** To enhance comprehension in students the teacher writes some statements on the board and asks them to tick the correct ones.

- He writes some words on the board and asks students to collect some rhyming words with them.
- He asks to write the poet's point and view in the poem in a paragraph.
- He asks to read and compares their work among the students.

### **5. Evaluation**

- The teacher asks the students to tell why people can't get time to enjoy the beauty of nature?
- Collect the beautiful things of nature the poet is talking about in the poem.

**6. Homework:** Read the poem and answer the question in Ex. -15.

## **Lesson Plan No 23**

### **Group A**

**Unit: 20**

**Date: 2060/06/19**

**Teaching Item:** News Story

**Teaching Topic:** Reading news stories

**1. Specific Objectives:** At the end of this lesson the students will be able to:

- a) read the news stories and answer the questions.
- b) write short news stories.

**2. Instructional Materials:** Newspaper

### **3. Teaching Learning Activities**

- The teacher asks the class to look at the picture and asks some questions related to it. e.g.  
Who is the man in the picture?  
What is written in the bold face in the box? etc.
- He writes some statements on the board and asks to put them in order after they read the news stories.

The plane was missed in the thick fog.

The plane flew to syangboche.

Kaji Sherpa climbed Mt. Everest three times.

A young man saved a child from a car.

- Students read the news stories and arrange the statements in order.
- The teacher writes guiding questions on the board and reads them. He asks the students to read the news stories again and answer the given questions.
- He writes news headline on the board and gives some hints about the event and asks them to elaborate the stories. Students discuss in a group and write the news story.
- The teacher assesses their task and compares among them. He chooses the best one and reads aloud for them.
- Students make correction in their copies.
- Finally the teacher asks the students to answer the comprehension given in the textbook below the news stories.
- Students read the news stories once again and answer the questions.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** Newspaper

**3. Teaching Learning Activities**

- The teacher shows the newspaper and asks if they read the news daily. He also asks what sort of things are written throughout the newspaper. He points out some of the subjects of news.
- He opens the newspaper and reads one recent news event.
- He asks the students to open the book and writes the news headlines on the board from the text.

- He ask the students to predict/guess what each news deals with. Students guess the things.
- He writes some information questions based on the news on the board and asks students to read and answer.
- Students read and answer individually. The teacher compares answers of the whole class and makes correction if necessary.

**4. Practice:** The teacher writes some imaginary news headlines on the board and writes a short news on anyone.

- He asks to write news stories in the given headlines to the group of students. Students form groups and do the task.
- The teacher goes round the class and observing their task.
- Students submit their task and the teacher checks and suggests for correction if any.

**5. Evaluation:** He asks short questions to check their comprehension as:

- e.g. Who is Kaji Sherpa?  
 What happened to the plane?  
 Was the boy hit slightly by a car?  
 Who welcomed Kaji Sherpa?

**6. Homework:** Write two news stories using the headlines in Ex-13.

## **Lesson Plan No 24**

### **Group A**

**Unit: 20**

**Date: 2060/06/20**

**Teaching Item:** Essay

**Teaching Topic:** The Panda (Reading Passage)

**1. Specific Objectives:** On completion of this lesson the students will be able to:

- a) read the passage and answer the questions based on it.
- b) do the exercise on the textbook

**2. Instructional Materials:** Usual classroom materials.

**3. Teaching Learning activities**

- With the helps of picture in the textbook the teacher introduces the passage.
- He asks the students to tell what they know about panda, he notes down their points on the board.
- He adds some more information about Panda that helps students understand the passage.
- The teacher reads the guiding questions loudly and makes them clear with the question.
- He asks to read the passage silently focusing on the question given above.
- The teacher writes down the difficult words on the black board, pronounces them and explains their meanings.
- Students read the passage and discuss in a group about answering the questions.
- The teacher assesses their comprehension by asking simple questions:  
e.g. Where do Pandas live? How do Pandas look like?  
What do Pandas eat etc.
- The teacher has a discussion about the endangered species of animals in Nepal and in other parts of the world. (e.g. tigers, rhinos and elephants)
- He lets the students to have a discussion in their groups about the endangered animals, their reasons and effects.
- The teacher asks them to discuss what would be the best way of saving such animals.
- He writes some statements on the board based on the passage and ask them to find which is true and which false.

- The teacher also provides them with the multiple choice question and asks to select the correct one.

### **Group B**

**1. Specific Objectives:** (Same as above)

**2. Instructional Materials:** Picture of Pandas.

**3. Teaching Learning Activities**

- The teacher revises the previous lesson by asking short questions related to it.
- He shows the picture of a Panda and asks them to tell the name of it. He gives some clues to introduce it.
- He asks them to open the book and be clear with the picture.
- He asks them to name few of other animals which they know living in the high lands.
- He writes some of the endangered animals of Nepal on the board and makes comprehension of them with Panda.
- He asks them to read to guiding questions on the book and go through the passage silently.
- He reads loudly and explains the meaning of new difficult words. e.g. endangered, unique, distinctive, peculiar, herbivorous etc.
- Now he reads the first paragraph himself loudly and explains the main point contained in it.
- He sets some short comprehension questions on the board and asks the students to go through the other paragraphs to find answer to those questions.
- He gives feedback by reading and paraphrasing the difficult sentences.
- Students work in group to answer the given questions the teacher check their answers.
- He explains about the endangered species of animals in Nepal.

**4. Practice:** The teacher writes some statements related to the passage and asks the students to arrange them in order. If they fail to do, he helps them.

- He also writes a paragraph leaving out some important words from the sentence and asks the students to fill up the gap.

Panda is one of the ..... species of animals. Pandas don't eat anything except ..... Its home country is ..... Chinese government has build 12 ..... to save them. Pandas have been popular arrange the children as playthings just as .....

- Students read the passage once again and do the close test.

### **5. Evaluation**

- The teacher asks the students to fill in the crossword puzzle with the help of meaning provided.
- He asks some oral questions related to the passage. e.g. What are the reasons behind decreasing number of Pandas?  
How do Pandas look like? etc.

**6. Homework:** Answer the questions in ex. -4.

### APPENDIX III

#### Table of Pre and Post Test Results

##### I. Rank of the students according to the Pre-test

S.N.	Name of the Students	Marks Obtained	Group
1.	Sapana K.C.	60	A
2.	Ajay Budhathoki	53	B
3.	Sanjiv Pariyar	42.5	A
4.	Suni Deula	40	B
5.	Lila Mali	37	A
6.	Suraj Maharjan	35	B
7.	Ram Maharjan	33.5	A
8.	Roshan Basnet	32.5	B
9.	Bikram Shrestha	32	A
10.	Prem K.C.	31.5	B
11.	Jeevan Maharjan	31	B
12.	Suman Bidari	30	A
13.	Bina Lama	30	B
14.	Ashok Adhikari	27	A
15.	Bhairabi Karki	27	B
16.	Nirajan K.C.	26.5	A
17.	Sagar Maharjan	25	B
18.	Nisha Pariyar	24	A
19.	Arjana Maharjan	24	B
20.	Krishna Maharjan	23	A
21.	Jeevan Shrestha	23	A
22.	Sunil K.C.	23	B
23.	Raju K.C.	22	A
24.	Anita Sunam	21.5	B

25.	Deepa K.C.	21	A
26.	Keshara M.C.	21	B
27.	Anita K.C.	21	A
28.	Shekhar Budhathoki	21	B
29.	Kubir K.C.	19.5	A
30.	Santohs K.C.	19	B
31.	Satyadeve K.C.	19.	B
32.	Gyalgen Lama	16	A
33.	Sabita Neupane	16	B
34.	Barsha Shrestha	16	A
35.	Kailesh K.C.	16	B
36.	Srijana Khanal	15.5	A
37.	Nirajan Roshyara	15.5	B
38.	Ukesh Maharjan	13.5	A
39.	Ram Devi G.C.	13.5	B
40.	Bhawana Budhathoki	11	A

## II. Pre-test Result of Group A (Experimental Group)

<b>Roll Number</b>	<b>Name of the Students</b>	<b>Marks</b>	<b>Rank</b>
1	Sapana K.C.	60	1
3	Sanjiv Pariyar	42.5	3
5	Lila Mali	37	5
7	Ram Maharjan	33.5	7
9	Bikram Shrestha	32	9
12	Suman Bidari	30	12
14	Ashok Adhikari	27	14
16	Nirajan K.C.	26.5	16
18	Nisha Pariyar	24	18
20	Krishma Maharjan	23	20
21	Jeevan Shrestha	23	21
23	Raju K.C.	22	23
25	Deepa K.C.	21	25
27	Anita K.C.	21	27
29	Kubir K.C.	19.5	29
32	Gyaljen Lama	16	32
34	Barsha Shrestha	16	34
36	Srijana Khanal	15.5	36
38	Ukesh Maharjan	13.5	38
40	Bhawana Shrestha	11	40

### III. Pre-test Result of Group B (Controlled Group)

<b>Roll Number</b>	<b>Name of the Students</b>	<b>Marks</b>	<b>Rank</b>
2	Ajaya Budhathoki	53	2
4	Sunil Deula	40	4
6	Suraj Maharjan	35	6
8	Roshan Basnet	32.5	8
10	Prem K.C.	31.5	10
11	Jeevan Maharjan	31	11
13	Bina Lama	30	13
15	Bhairabi Karki	27	15
17	Sagar Maharjan	25	17
19	Anjana Maharjan	24	19
22	Sunil K.C.	23	22
24	Anita Sunam	21.5	24
26	Keshara M.C.	21	28
28	Shekhar Budhathoki	21	28
30	Santosh K. C.	19	30
31	Satyadeve K.C.	19	31
33	Sabita Neupane	16	33
35	Kailash K.C.	16	35
37	Nirajan Roshyara	15.5	37
39	Ram devi G.C.	13.5	39

#### IV. Pre test and Post test Result of Group A

Roll Number	Name of the Students	Pre-Test Marks	Post-test Marks	Difference	Different %
1	Sapana K.C.	60	70	10	
3	Sanjiv Pariyar	42.5	43	0.5	
5	Lila Mali	37	55	18	
7	Ram Maharjan	33.5	58	24.5	
9	Bikram Shrestha	32	58	26	
12	Suman Bidari	37	52	22	
14	Ashok Adhikari	27	49	22	
16	Nirajan K.C.	26.5	57	30.5	
18	Nisha Pariyar	24	52.5	28.5	
20	Krishma Maharjan	23	50.5	27.5	
21	Jeevan Shrestha	23	53	30	
23	Raju K.C.	22	44.5	22.5	
25	Deepa K.C.	21	58.5	37.5	
27	Anita K.C.	21	66	45	
29	Kubir K.C.	19.5	52.5	33	
32	Gyaljen Lama	16	30.5	14.5	
34	Barsha Shrestha	16	48.5	32.5	
36	Srijana Khanal	15.5	54.5	39	
38	Ukesh Maharjan	13.5	35.5	40	
40	Bhawana Shrestha	11	38.5	27.5	
	<b>Total Score</b>	<b>514</b>	<b>1027</b>	<b>513</b>	<b>99.8%</b>
	<b>Average Scores</b>	<b>25.70</b>	<b>51.35</b>	<b>25.65</b>	<b>99.8%</b>

## V. Pre-test and Post-test Result of Group B

Roll Number	Name of the Students	Pre-Test Marks	Post-test Marks	Difference	Different %
2	Ajaya Budhathoki	53	63.5	10.5	
4	Sunil Deula	40	62	22	
6	Suraj Maharjan	35	52.5	17.5	
8	Roshan Basnet	32.5	50.5	18.0	
10	Prem K.C.	31.5	56	24.5	
11	Jeevan Maharjan	31	46	45	
13	Bina Lama	30	24	-6	
15	Bhairabi Karki	27	42	15	
17	Sagar Maharjan	25	50.5	25.5	
19	Anjana Maharjan	24	46.0	22	
22	Sunil K.C.	23	46.5	23.5	
24	Anita Sunam	21.5	44	22.5	
26	Keshara M.C.	21	35	14	
28	Shekhar Budhathoki	21	50.5	29.5	
30	Santosh K. C.	19	41.5	22.5	
31	Satyadeve K.C.	19	39	20	
33	Sabita Neupane	16	37	21	
35	Kailash K.C.	16	45.5	29.5	
37	Nirajan Roshyara	15.5	34.0	18.5	
39	Ram devi G.C.	13.5	28	26.5	
	<b>Total Score</b>	<b>514.5</b>	<b>894</b>	<b>379.5</b>	<b>73.67%</b>
	<b>Average Score</b>	<b>25.752</b>	<b>44.5</b>	<b>18.975</b>	<b>73.76%</b>

## APPENDIX IV

### Text Based Tables of Pre-test and Post-test Results:

#### 1. Result in Text -A (Reading Advertisement)

##### Group - A (Experimental Group)

Full Marks: 15

Roll Number	Pre-Test	Post-Test	Difference	Different %
1	12	15	3.0	
3	9.0	11	2.0	
5	4.5	11	6.5	
7	7.5	11	9	
9	4.0	9	2.0	
12	6.0	9	3.0	
14	5.5	9	3.0	
16	6.0	13	7.0	
18	6.0	6.5	0.5	
20	3.5	12.5	9.5	
21	5.0	9	3.0	
23	4.0	6.5	2.5	
25	7.5	13	5.5	
27	3.5	12.5	8.5	
29	4.0	9.0	5.0	
32	4.5	7	2.5	
34	2.0	8.5	5.5	
36	4.5	11	5.5	
38	2.0	7	4.0	
40	1.0	5	1.0	
<b>Total Marks</b>	<b>102</b>	<b>195.5</b>	<b>93.5</b>	<b>91.66</b>
<b>Average Marks</b>	<b>5.1</b>	<b>9.775</b>	<b>4.675</b>	<b>91.66</b>

**Text: A Group B (Controlled Group)**

<b>Roll Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>	<b>Different %</b>
2	6.5	9.5	3	
4	5.0	13.5	8	
6	6.0	10.5	4.5	
8	6.0	10	1.5	
10	8.0	10	3	
11	3.0	7.5	4.5	
13	8.0	2.5	-5.5	
15	6.0	5.5	-0.5	
17	5.0	11.5	6	
19	4.5	7.0	2.5	
22	6.0	10.5	4.5	
24	3.0	8.0	4.0	
26	4.0	6.5	2.5	
28	5.0	11.5	6.5	
30	3.0	6.5	3.5	
31	2.5	7.0	3.5	
33	5.0	9/0	4.0	
35	4.0	8.5	5.5	
37	3.0	5.5	2.5	
39	2.5	8.5	6.0	
<b>Total Marks</b>	<b>96</b>	<b>169</b>	<b>73</b>	<b>73.36</b>
<b>Average Marks</b>	<b>4.8</b>	<b>8.45</b>	<b>3.65</b>	<b>73.36</b>

## 2. Result in Text -B (Reading Notice/Newspaper article)

Group: A

Full Marks: 15

Roll Number	Pre-Test	Post-Test	Difference	Different %
1	13	15	2	
3	6	9	3	
5	9	12	3	
7	4	15	11	
9	10	12	2	
12	5	10.5	5.5	
14	10.5	11	0.5	
16	7	12	5	
18	7.5	11.5	4	
20	5	8	3	
21	3	10	7	
23	9	7	-2	
25	2.5	13	10.5	
27	6.5	14.5	8	
29	7.0	10	3	
32	2.0	6	4	
34	8.0	12	4	
36	4.0	12.5	8.5	
38	5.0	6.5	1.5	
40	4.0	7.5	3.5	
<b>Total Marks</b>	<b>128</b>	<b>215</b>	<b>87</b>	<b>67.96</b>
<b>Average Marks</b>	<b>6.4</b>	<b>10.75</b>	<b>4.35</b>	<b>67.96</b>

**Text: B****Group B**

<b>Roll Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>	<b>Different %</b>
2	13.5	14	0.5	
4	11	12.5	1.5	
6	9	13	4.0	
8	8.5	12	3.5	
10	8	11.5	3.5	
11	6	10.5	4.5	
13	5	6	1.0	
15	10	7.5	-2.5	
17	6	12	6.0	
19	7.5	10	2.5	
22	8	10.5	2.5	
24	3	11.5	8.5	
26	7	6.0	1.0	
28	7	8	1.0	
30	3	9.5	6.5	
31	8	6.5	-1.5	
33	2	6	4.0	
35	4	8.5	4.5	
37	5	5.5	0.5	
39	5.5	7.5	2.0	
<b>Total Marks</b>	<b>137</b>	<b>188.5</b>	<b>51.5</b>	<b>37.59</b>
<b>Average Marks</b>	<b>6.85</b>	<b>9.425</b>	<b>2.575</b>	<b>37.59</b>

### 3. Result in Text -C (Reading Poem)

Group: A

Full Marks: 10

Roll Number	Pre-Test	Post-Test	Difference	Different %
1	9.5	10	0.5	
3	9.5	5	-4.5	
5	4.5	8	3.5	
7	6.5	7.5	1.0	
9	5.0	9	4.0	
12	6.0	7.5	1.5	
14	2.5	6.5	4.0	
16	4.0	8.5	4.5	
18	3.5	7.5	4.0	
20	4.0	9	5.0	
21	5.0	9.5	4.0	
23	1.0	8.5	7.5	
25	5.0	9	4.0	
27	2.5	8.5	6.0	
29	1.0	8.5	7.5	
32	5.0	5.5	0.5	
34	1.0	8.0	7.0	
36	1.0	8.5	7.0	
38	1.0	6.0	5.0	
40	1.0	4.5	3.5	
<b>Total Marks</b>	<b>78.5</b>	<b>155</b>	<b>76.5</b>	<b>97.45</b>
<b>Average Marks</b>	<b>3.925</b>	<b>7.75</b>	<b>3.825</b>	<b>97.45</b>

**Text: C****Group B**

<b>Roll Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>	<b>Different %</b>
2	5.5	8	2.5	
4	6.0	7.5	1.5	
6	4.0	9	5.0	
8	4.0	6	2.0	
10	2.5	10	7.5	
11	4	8.5	4.5	
13	4	1.5	-2.5	
15	2.5	5	2.5	
17	4.5	6.5	2.0	
19	4	7	3.0	
22	3.5	5	1.5	
24	7	4	-3	
26	5	2.5	-2.0	
28	1	7	6.0	
30	3.5	8	4.5	
31	1	7	6.0	
33	4	7	3.0	
35	3	8	5.0	
37	1	5.5	4.5	
39	1	2	1.0	
<b>Total Marks</b>	<b>71</b>	<b>124.5</b>	<b>53.5</b>	<b>75.35</b>
<b>Average Marks</b>	<b>3.55</b>	<b>6.225</b>	<b>2.675</b>	<b>75.35</b>

#### 4. Result in Text - D (Reading Essay)

Group: A

Full Marks: 20

Roll Number	Pre-Test	Post-Test	Difference	Different %
1	14.5	16	1.5	
3	10.5	6.	-4.5	
5	9	12.	3.0	
7	7	12.5	5.5	
9	6	16	10.0	
12	5	15	10.0	
14	3.5	11.5	8.0	
16	4	11.5	7.5	
18	2	14.5	12.5	
20	5.5	11.5	6.0	
21	5	13.5	8.5	
23	3	12	9.0	
25	2	13	11.0	
27	3.5	17.5	14.0	
29	2	13.5	11.5	
32	0.5	3.5	3.0	
34	1	10.5	9.5	
36	1.5	11	9.5	
38	1	6.5	5.5	
40	2	12	10.0	
<b>Total Marks</b>	<b>88.5</b>	<b>239.5</b>	<b>151.0</b>	<b>170.62</b>
<b>Average Marks</b>	<b>4.425</b>	<b>11.975</b>	<b>7.55</b>	<b>170.62</b>

**Text -D****Group B**

<b>Roll Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>	<b>Different %</b>
2	14.5	18.5	4.0	
4	8	16.5	8.5	
6	8	17.5	9.5	
8	6.5	11.0	4.5	
10	6.5	14.5	8.0	
11	10	9.5	-0.5	
13	5	7.0	2.0	
15	2.5	12	9.5	
17	3.5	10.5	7.0	
19	3.0	12	9.0	
22	2.5	10	7.5	
24	4.0	12.5	8.5	
26	1.0	9.0	8.0	
28	4.0	13.5	9.5	
30	3.5	10.0	6.5	
31	1.5	10.0	8.5	
33	1.0	8.0	7.0	
35	2.0	11.0	9.0	
37	1.0	9.5	8.5	
39	1.0	1.0	0	
<b>Total Marks</b>	<b>89</b>	<b>223.5</b>	<b>134.5</b>	<b>151.12</b>
<b>Average Marks</b>	<b>4.45</b>	<b>11.175</b>	<b>6.725</b>	<b>151.12</b>

## 5. Result in Text: E (Reading Story)

Group A

Full Marks: 15

Roll Number	Pre-Test	Post-Test	Difference	Different %
1	11	14	3.0	
3	7.5	12	4.5	
5	10	13	3	
7	8.5	12	3.5	
9	7	11	4	
12	8	10	2	
14	5	11	6	
16	5.5	12	6.5	
18	5.0	12.5	7.5	
20	5.0	9.5	4.5	
21	5.0	11	6.0	
23	5.0	10.5	5.5	
25	4.0	10.5	6.5	
27	5.0	13	8.0	
29	5.5	11.5	6.0	
32	4.0	8.5	4.5	
34	4.0	9.5	5.5	
36	4.5	9.5	5.0	
38	4.5	9.5	5.0	
40	3.0	9.5	6.5	
<b>Total Marks</b>	<b>117</b>	<b>222</b>	<b>105</b>	<b>89.74</b>
<b>Average Marks</b>	<b>5.85</b>	<b>11.1</b>	<b>5.25</b>	<b>89.74</b>

**Text: E****Group B**

<b>Roll Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>	<b>Different %</b>
2	13	13.5	0.5	
4	10	12	2	
6	8	10.5	2.5	
8	7.5	11.5	4	
10	6.5	10	3.5	
11	8	10	2	
13	8	7	-1	
15	6	12	6	
17	6	10.5	4.5	
19	5	10.0	5.0	
22	3	10.5	7.5	
24	4.5	8.0	3.5	
26	4	11.0	7.0	
28	4	11.5	7.5	
30	6	7.5	1.5	
31	6	9	3.0	
33	4	7	3.0	
35	3	9.5	6.5	
37	5.5	8.0	2.5	
39	3.5	9.0	5.5	
<b>Total Marks</b>	<b>121.5</b>	<b>198</b>	<b>76.5</b>	<b>62.96</b>
<b>Average Marks</b>	<b>6.075</b>	<b>9.9</b>	<b>3.825</b>	<b>62.96</b>

**Appendix I**  
**TEST PAPER**

Name of the Student:

Name of the School:

Time: 2<sup>1/2</sup> hours

Class:

F.M.: 75

Sex: Male  Female

Test Items

**Text - A**

**1. Read the following and answer the questions given below: 15**

**WANTED**

Applications are invited for the following posts.

Interested candidates may apply within 5<sup>th</sup> August 2004 with relevant documents.

1. Jr. Officer-Administration

- Should be at least Commerce Graduate
- Should have at least two years experience in aviation field.
- Computer Knowledge is a must
- Age not exceeding 30 years

2. Sr. Assistant-Finance

- Should be at least Commerce Graduate
- Should have one year experience in aviation accounting
- Should be able to work in computer
- Age limit not exceeding 30 years

The Administrative Director

**P.O.Box. 1227**

Kathmandu, Nepal

**Questions:**

**A. Complete the following table:**

**5**

Name of the Posts	Education Qualification	Age bar	Last data for the Application Submission
1..... ..... .....	.....		
2..... ..... .....			

**B. Tick the best answer to complete the sentence:**

**5**

- (i) The applications should be addressed to.  
 Jr. Officer-Administration                       Sr. Assistant-Finance  
 The Administrative Director
- (ii) The application must be submitted.....  
 by August, 2004                       after 5<sup>th</sup> August, 2004  
 before 5<sup>th</sup> August, 2004
- (iii) The applicants must have computer knowledge  
 for both posts               for post 1                       for post 2
- (iv) This piece of writing is.....  
 a News                       an advertisement                       a notice
- (v) The experience needed for the post is.....  
 in teaching                       in aviation                       In computer training

**C. Find the words that are closest to the meaning of the following words and write them down:**

**5**

- i) applicants              (a).....              iv) necessary              (d).....  
 ii) testimonials              (b).....              v) area              (e).....  
 iii) beyond              (c).....

**Text - B**

Read the passage and answer the following questions: 15

Flooding has engulfed more areas of Central Bangladesh, pushing the death toll up to 82. Officials in Dhaka said they could only confirm 25 deaths by the end of Saturday. But *Janakantha* and other *dailies* put the toll, in more than one week of flooding, at 82. The situation has been made worse as most deaths have been caused by landslides, drowning or snake bite.

Troops were called in to repair a major embankment by the overflowing Gumti river in eastern Comilla district. The surging river swallowed 15 nearby villages, killing animals and damaging some 4,000 homes. Thousands of panic-stricken people ran to safety.

**Questions:**

**A. Answer the following questions:** **6**

i) What do the words "Janakatha" and "dailies" refer to?

.....  
.....

i) What were the causes of death?

.....  
.....

ii) Where and why were the troops called in?

.....  
.....

**B. Write T<sup>1</sup> for the true statement and 'F' for false statement:** **4**

i) According to the government, the death toll reached 25 in Bangladesh.

( )

ii) The troops were called to repair the bridge in Comilla district. ( )

iii) People died not only from drowning but also from snake bite. ( )

iv) The overflowing Gumti river flooded 82 villages. ( )

**C. Match the words in column 'A' with their meaning in column 'B':**

**5**

engulfed	government authorities
deaths	overflowing violently
surging	swallowed up
embankment	a number of dead body
officials	a high wall to hold back water

**Text C**

**Read the poem and answer the following questions:**

**10**

I worked for a woman,  
She wasn't mean-  
But she had a twelve-room  
House to clean

Had to get breakfast,  
Dinner and supper, too-  
Then take care of her children  
When I got through

Wash, iron and scrub  
Walk the dog around-  
It was too much  
Nearly broke me down

I said Madam  
Can it be  
You trying to make a  
Pack horse out of Me?

**Questions:**

**A. From the poem find the words, which rhyme with the following words. 3**

I) Mean.....      II) around .....      III) be .....

**B. Answer the following questions:**

i) What did the maid have to do?

.....  
.....  
.....  
.....

ii) Was the maid happy? Why?

.....  
.....  
.....  
.....

iii) Who does the word 'a woman' refer to?

.....  
.....  
.....  
.....

**C. Read the poem again and fill in the blanks with appropriate words: 4**

There lived a woman and a.....girl. The woman had a big house with.....

rooms. The maid had to do a lot of house hold work and take care of the..... She thought that the boss was trying to make her a..... since she was made do a lot.

#### Text - D

**Read the passage and do the following activates:**

**20**

Now a days everybody is talking about wildlife conservation. Many animals are in danger of extinction and must be saved: this is the plea of the conservationist. You may be wondering what it means when a particular animal belongs to an endangered species. The conservationist will draw your attention to two dangers that threaten the wildlife of the world. Let's look at each of them.

An animal may said to be endangered when people begin to kill it indiscriminately. Elephants are killed for their ivory; alligators are killed for their skin; and several kinds of birds are killed for their feathers. If such killing is not checked, these animals may become extinct.

There is an even more serious threat to animals when people cut down the trees of the forest; the animas living there lose their home. Trees are cut for fuel or for timber and little by little the forest area *diminishes*. Sometimes large areas of forest are cleared to make way for a reservoir or a dam. The animals in the area are then pushed out of *existence*.

What does that matter, you may ask. We can do without many of these animals. The world will be safer without poisonous snakes and man-eating tigers. But if one animal species is removed from the earth it is like removing one link from a chain. Wildlife is a vital part of our ecosystem. Nature maintains a delicate balance among the plants and animals; we will be removing thread after thread from the complex tapestry of life until finally nothing will be left of life on earth.

Questions:

**A. Complete the paragraph filling in gaps appropriate words from the passage. 4**

Nowadays people talk about..... conservation. Most of the animals are in the danger of extinction because of the fact the people are .....Animals indiscriminately and clearing up the..... for fuel. Animals constitute one part of the nature. If it continues unchecked, nothing will be left on earth.

**B. Make your own sentence using the words given below:**

**5**

Extinction:.....  
.....

Diminish.....  
.....

Discriminate.....  
.....

Existence.....  
.....

Ecosystem.....  
.....

**C. Finds out the words to mean the same as following phrases:**

**5**

i) place where water is stored:.....

ii) urgent request .....

iii) become smaller .....

iv) dying out .....

v) without care .....

**D. Answer the following questions in short:**

**6**

i) Give two reasons why people cut down trees.

.....  
.....  
.....  
.....

ii) Why are animals killed?

.....  
.....  
.....  
.....

iii) What would you do to save the wildlife?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Text -E**

**5. Read the story and answer the following questions:**

**15**

It was Grandfather's Sixties birthday. To remember the occasion, we decided to take a family photograph. We did not go to a studio, instead we asked our neighbour, Ajay, to do the job. We sat under the

coconut tree in front of our house. The photographer arranged us in position.

Then Grandfather turned to Grandmother and said, "Do you remember the photograph we took 10 years ago? We were then sitting side by side in the centre." Grandmother said, "I remember you, Neelam," She told me, "were still a baby. You were sitting on my lap." " I was standing behind Grandfather, " remembered Papa, " and mother was standing behind Grandmother."

"Where was I?" asked my baby brother, Suraj. Grandfather laughed, "You were not born then."

We took the photograph. This time, Suraj sat on Grandmother's lap. I squatted on the floor, between Grandfather and Grandmother. Our family cat, Herbal, sat beside me. Ashok, my big brother, stood beside Grandmother and my cousin Poonam stood next to Grandmother. My uncle and aunt were not at home: they were in India.

**Questions:**

**A. Answer the following questions:**

**8**

i) Why did the family decide to take photograph?

.....  
.....  
.....  
.....

ii) Who is telling the story?

.....  
.....

iii) What type of family is this: Joint family or single family? How?

.....  
.....

.....  
.....  
iv) When had the family last taken their photograph?  
.....  
.....  
.....  
.....

B. Write 'true' or 'false' after each statement.

4

- i) Ajaya was not a professional photographer. (            )
- ii) When they took photograph Suraj was only six months old. (            )
- iii) There were 6 members taking the photograph altogether. (            )
- iv) They took the photograph in a studio. (            )

**C. Fill in the blanks with the correct words from the story above.**

3

The speaker is talking about the occasion of her .....  
birthday when they took their photograph ..... their house. Ajay,  
one of the neighbours, helped them take photograph. All family members  
were arranged in line except ..... because they were absent.