

New Nepal

English Reader

Teacher's Book

Grade 1

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Coco Learns ABCD

Let the students enjoy reading alphabets and making the words from them. Encourage the students to tell/write the names of objects given and two other objects using the given alphabets.

Coco Learns the Words

4. Put the following letters in order.

- a. edcbgg = b c d e f g
b. mnlok = k l m n o
c. srtqup = p q r s t
d. xzywv = v w x y z

6. Complete the cross word puzzle.

- | | | |
|--------------|------------|---------------|
| 1. bat | 2. table | 3. scarf |
| 4. duck | 5. flower | 6. buffalo |
| 7. goat | 8. child | 9. fish |
| 10. joker | 11. jackal | 12. balloon |
| 13. arm | 14. monkey | 15. box |
| 16. elephant | 17. quill | 18. horse |
| 19. star | 20. kite | 21. butterfly |
| 22. vase | 23. arrow | 24. taxi |
| 25. eye | 26. zebra | |

8. Look at the picture below and write any 10 things you see in the picture.

- | | | |
|-------------|-----------|-----------|
| a. elephant | b. dog | c. parrot |
| d. banana | e. cow | f. fox |
| g. apple | h. carrot | i. grapes |
| j. plate | | |

Unit 3

My Family

2. Reading

This lesson lets students learn about family. Teachers may begin the lesson asking students to tell something about their family such as who are in the family, how old they are, what their names are, etc. Asking open-ended questions such as whether a pet should be a part of the family could make students think and debate.

A. Look at the picture and identify who they are:

grandfather	grandmother
father	mother
brother	sister

B. Solve the crossword puzzle.

Down:	brother	mother
Across:	father	sister

C. Circle the correct answer.

- You and I make us.
- All of us make a family.
- A small family includes you and your parents.
- A family can be of any size.

5. Writing

A. Rearrange the letters to form relation words and complete the sentences.

- | | |
|-----------------|-----------------|
| a) SISTER | b) WIFE |
| c) GRANDSON | d) NIECE |
| e) SON/DAUGHTER | f) SON/DAUGHTER |
| g) STUDENT | h) BROTHER |

B. Now write about your family. (Sample answer)

Hello, my name is Reema Rai.

I am a student.

I am six years old.

Hello, meet my father.

His name is Paban Rai.

He is 40 years old.

He is a teacher.

Hello, meet my mother.

Her name is Sita Rai
She is 36 years old.
She is a housewife.

Hello, meet my brother.
His name is Suman.
He is 10 years old.
He is a student.

Hello, meet my sister.
Her name is Saru.
She is eight years old.
She is a student.

Hello, meet my uncle.
His name is Umesh.
He is 37 years old.
He is an engineer.

Hello, meet my aunt.
Her name is Urmila.
She is 36 years old.
She is a nurse.

1.

B. What other parts of body do you have? List them and match to the given pictures.

a. **eye**

b. **mouth**

c. **hand**

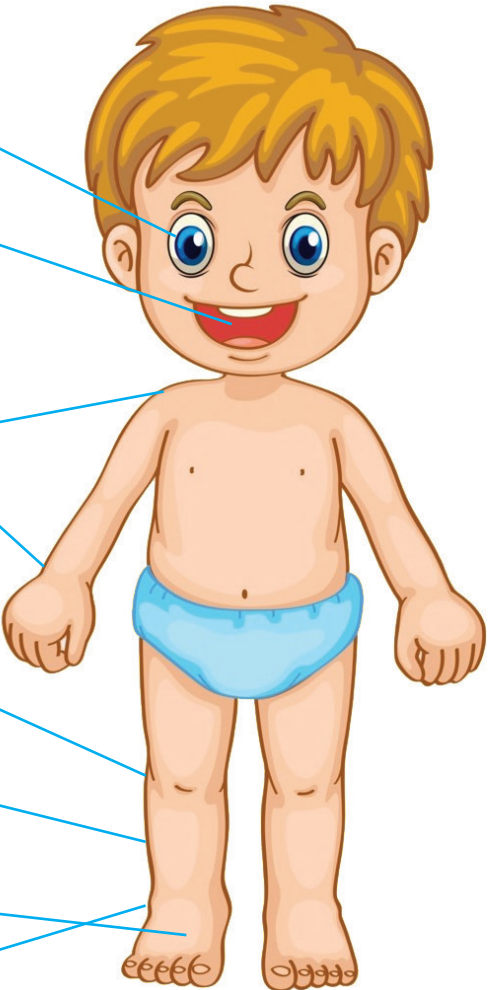
d. **shoulder**

e. **knee**

f. **leg**

g. **foot**

h. **ankle**



2. This lesson gives information about the names and functions of our body parts. Ask students to discuss more about how their different body parts help them do different works.

A. Choose the best answer.

- (a) not very tall. (b) brown. (c) oval
 (d) black (e) strong

B. Match.

- | | | |
|-----------|-------|------------|
| a. eyes | _____ | i. chew |
| b. ears | _____ | ii. taste |
| c. teeth | _____ | iii. smell |
| d. tongue | _____ | iv. see |
| e. nose | _____ | v. hear |

C. Answer the following questions.

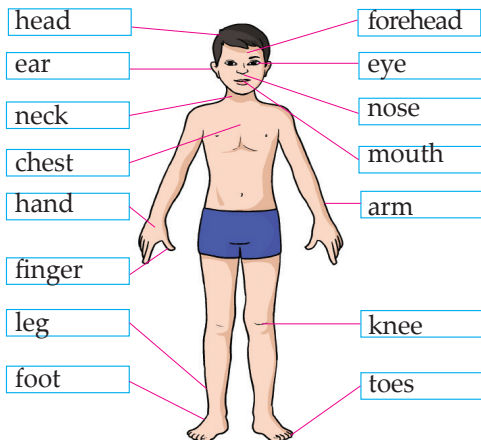
- I have two eyes.
- There are teeth and tongue in my mouth.
- I use my hands to write, to catch and do other many works.
- I walk and play with my legs.

5. Writing

A. Find as many parts of body as possible in the puzzle below.

- | | |
|----------|-------|
| Across | Down |
| shoulder | mouth |
| | neck |
| | knee |

B. Write the names of the following body parts.



Unit 5

My Daily Routine

2. Reading

In this lesson, the students are expected to learn the language structures to ask questions about daily activities. Teachers may consider asking students to list activities they do on a daily basis.

A. Look at the pictures and make appropriate requests.

- a. switch off b. switch on
c. comb d. help e. give

B. Tick (✓) the activities that we do every day.

Ans:

- a. ✓ b. ✓
c. × d. ✓
e. × f. ×
g. × h. ✓

5. Writing

A. Write the name of seven days.

Sunday Monday Tuesday
Wednesday Thursday Friday Saturday

B. Look at the pictures below and write what is the girl doing.

The girl is eating breakfast.

The girl is giving biscuit to her dog.

The girl is washing her face.

C. Read what they can do.

Now, write any five things you can do.

Students can write their own answers.

Possible Answers:

- a. I can play b. I can run.
c. I can dance. d. I can read. e. I can write.

Unit 6

Let's Go to School

1. Warming up

B. What are these animals doing?

running jumping
reading writing
painting singing

C. Now talk about these people. What are they doing? Read the words in the box and say what they are doing.

Rosy is swimming.

Daisy is writing.

Milly is dancing.

Pinky is singing.

Sandy is washing clothes.

2. Reading

This story introduces students with a humorous situation in which a cat accompanies the student to school. The teacher may begin the lesson asking students about their pets, the animals they like and dislike or asking what would happen if they took their pets to school.

A. Circle the correct answers.

a. sleeps b. finds c. sad d. together e. warm

B. Put a tick (✓) against the right statement and a cross (×) against the wrong one.

Kitty is a dog. (×)

Anjil is a student. (✓)

Kitty sleeps in anyone's bed. (✓)

Anjil does not like Kitty. (×)

Kitty is Philip's friend. (×)

C. Complete the following sentences.

Kitty is Anjil's cat.

Kitty goes to someone's warm bed in the morning.

Nobody in the family finds her.

Anjil and Kitty are going to school together.

Kitty and Anjil are friends.

5. Writing

- A. Look at the example and write three sentences each about Pratik, Rubi and Sabin.**

He's Sabin.

He's eight years old.

He studies in Grade 4.

She's Rubi

She's seven years old.

She studies in Grade 3.

He's Pratik

He's nine years old.

He studies in Grade 5.

- B. While teaching writing, let the children write freely. The teacher may encourage students to use appropriate information such as name, age, and so on.**

All About My School

1. Warming up

C. Look at the picture and identify different objects. Then, write the numbers below as you see in the picture.

- | | | | |
|--------------|----------------|------------|--------------|
| 1. schoolbag | 2. map | 3. door | 4. sharpener |
| 5. chair | 6. whiteboard | 7. crayons | 8. calendar |
| 9. table | 10. pencilcase | | |

2. Reading

This lesson describes about a school. Let the students share more and more information about their school. Ask them highlight the facilities of their school.

A. Make a list of the things that you have in your school.

Possible answers:

- | | | |
|---------------|------------|-------------|
| a. table | b. desk | c. bench |
| d. whiteboard | e. dustbin | f. computer |
| g. printer | h. chair | i. marker, |
| j. telephone | | |

B. Fill in the blank spaces.

- The school is very beautiful.
- There are three buildings in the school.
- They have a big playground.
- They keep pencils in the pencil case.
- They have a lot of fun in school.

C. Students will give their own answers.

3. Listening and Speaking

B. Now, describe what is happening in the picture below.

Write any five sentences about this picture and tell your friends.

- A girl is sliding.
- A girl is flying kite.
- A girl is swinging.
- A boy and a girl are playing sea-saw.
- Two girls are drawing and colouring.

4. Writing

Students will give their own answers.

Unit 8

My Community

1. Warming up

A. Make a word out of each set of jumbled letters.

Left

slide

ducks

garden

Right

birds

fountain

flowers

B. Make a word out of each set of jumbled letters.

First Picture - watched the birds fly

Second Picture - jump over the fence

Third Picture - swim in the pond

Fourth Picture - swing on the swing

Fifth Picture - play on the slide.

2. Reading

This lesson describes a typical park, focusing on a few common and basic English structures used for locating things. To make reading interesting, teachers may begin the lesson asking students to share what they know about public places such as park, religious shrines, etc. For a good pre-reading activity, ask students to list a few things and objects they see in these places.

A. Name the following pictures. Select appropriate words from the box.

slide pond fountain garden swing park

B. Answer the following questions.

- There is only one boy on the swing.
- There are two children on the slide.
- The children are playing around the fountain.
- There is a pair of ducks in the pond.
- There are flowers and plants all around the park.

C. Complete the following phrases.

Ans: a pair of parrots

a pair of socks

a pair of binoculars

a pair of gloves

a pair of ducks

a pair of sandals

a pair of trousers

a pair of glasses

a pair of shoes

a pair of glasses

3. Listening and Speaking

B. Look at the picture. Ask five questions about it.

1. What is there on the roof?
2. What is there on the tree?
3. What is there under the tree?
4. What are there in the sky?
5. What is there next to the cottage?

5. Writing

Describe the picture below in five sentences.

- a. There are some houses.
- b. There is a big tree and travellers rest.
- c. Two boys are collecting garbage and putting into the bin.
- d. Two boys are picking the garbage and collecting.
- e. People are cleaning the surroundings.

Unit 9

My World of Colours

1. Warming up

a. red b. orange c. yellow d. green e. blue f. indigo g. violet

2. Reading

This beautiful poem "Daisy" allows students to appreciate beauty and then learn colour and other describing words. At this level, guiding students to read the poem aloud could be beneficial. Asking students whether they know the flower, daisy, its colour, etc. could be a good opening activity.

A. Circle the colour words in the puzzle.

Y	A	B	L	H	P	B
E	M	N	W	H	I	L
L	B	R	O	W	N	A
L	R	E	D	R	K	C
O	R	A	N	G	E	K
W	P	U	R	P	L	E
W	H	I	T	E	B	D
M	L	B	L	U	E	A
G	R	E	E	N	Q	T

B. Circle the correct answer.

a. bright b. green c. God d. dusty

C. Answer the following questions.

- They are (very) white.
- The leaves look shiny and bright green.
- The summer rains make daisy clean.
- Summer showers wash the dusty flowers clean.

5. Writing

A. Match the colour with the objects. Then write a sentence for each as given in the example.

- | | |
|--------------------------|---------------------------|
| b) The leaves are green. | c) The orange is orange. |
| d) The banana is yellow. | e) The apple is red. |
| f) The sky is blue. | g) The brinjal is purple. |

Where Are They?

1. Warming up

- B. Where is the mouse?
- The mouse is in front of the cat.
 - The mouse is on the table.
 - The mouse is above the television.
 - The mouse is beside the cat.
 - The mouse is beneath the box.
 - The mouse is under the table.
 - The mouse is below the mat.
 - The mouse is on the book.
 - The mouse in the hand of the cat.

2. Reading

This lesson provides information about different things available in a garden. It helps the students know where things are. Provide the students information about proper use of location preposition.

A. **Tick the correct statements and cross the wrong ones.**

- a. b. c. d. e.

B. **Answer the following questions.**

- Butterflies are sitting on the flowers.
- Squirrel is sitting on the banana tree.
- Rabbit lives in a burrow.
- Birds make their nest in the tree.
- The eggs are in the nest.

C. **Match the pictures with their location according to the text.**

Picture-1 ⇒ on the branch of trees

Picture-2 ⇒ under a papaya tree

Picture-3 ⇒ on the banana tree

Picture-4 ⇒ on the flowers

Picture-5 ⇒ in the nest

Picture-6 ⇒ on the branch of mango tree

5. Writing

- A. Fill **in**, **on** or **under** in the blank spaces.
- a. on b. on c. in d. under e. in
f. on g. in h. under i. on j. on
- B. Write 5 sentences describing where are the things in your room.
- Possible answers:
- Benches and desks are on the floor.
 - There is carpet on the floor.
 - Pictures and posters are on the wall.
 - We put our books and bags in the desks.
 - Dustbin is under the table.

What Do I Have?

1. Warming up

B. Now make a list of the things that you have in your living room.

Students can write their own answers.

The possible answer:

sofa table chair television telephone carpet
curtain dustbin flower vase

C. Now, write 5 sentences telling what you have.

Students can write their own answers.

The possible answer:

- I have a bicycle.
- I have a computer.
- I have a bag.
- I have a pair of spectacles.
- I have a hat.

2. Reading

This text is about different things available at our residence. Ask the students share more information about the things in their houses.

A. Name the following things that Aarshin has in his living room.

cup brush diary book lamp telephone

B. Tick the true statements and cross the false statements.

- a. b. c. d. e.

C. Answer the following questions:

- Living room b. chairs, table, tv, dolls, sofa, etc.
- in the evening d. Kale e. a chair.

5. Writing

Look at the picture of Arshin and write what he is wearing.

shirt, shoes, pants, socks, tie, belt.

Now, write any 6 things that you wear.

Students can write their own answers.

The possible answer:

- a. shirt b. pants c. skirt d. shoes e. socks f. belt

My Story Time

1. Warming up

A. Match the words with pictures.

First Picture (left) - Groom

Second Picture (left) - Sunny

Third Picture (left) - Bush

Fourth Picture (left) - Raddish

First Picture (Right) - Carrot

Second Picture (Right) - Garden

Third Picture (Right) - Bride

Fourth Picture (Right) - Rainy

C. Match the vegetables with their names.

First Picture (left) - Turnip

Second Picture (left) - Raddish

Third Picture (left) - Carrot

Fourth Picture (left) - Pumpkin

First Picture (Right) - Eggplant

Second Picture (Right) - Lady's finger

Third Picture (Right) - Squash

Fourth Picture (Right) - Chilly

2. Reading

The following is a funny story about the wedding of hares and their adventure during the wedding feast. For a good pre-reading activity, create interest among students by asking them to talk about what they know about wedding and parties.

A. Fill in the blanks. Choose the correct words from the box.

a) season b) feast c) groom d) bride e) fence

B. Put words related to wedding in "Wedding basket". Similarly, put words related to feast in the "Feast basket". Some words might fit in both the basket.

Wedding basket

bride
groom
music band
best man
dance
flowers
worship
guest
host
season
marry

Feast basket

dinner
sweets
fruits
drinks
yummy
desert
snacks
guest
host
merry

C. Write 'True' or 'False' in each box.

a) True b) False c) False d) True e) False f) True

D. Answer the following questions.

- a. Two little hares got married.
- b. The bride suggested having a wedding feast.
- c. The hares went to the best vegetable garden in the village to have the feast.
- d. The hares ate carrots and radishes.
- e. The hares ran away because a dog barked at them.

5. Writing

A. Look at the pictures on the next page and answer the questions.

- a. I see a shop in picture A
- b. I see a class and a teacher is teaching
- c. There are two people in picture A
- d. There are five people in picture B
- e. Both the shopkeeper and customer are standing in picture A
- f. The teacher and a student are studying in Picture B

B. Now describe the pictures. (Use 'This' or 'These')

Use 'This' or 'These'

This is a shop. These are shopkeeper and customer. They are talking.

Use 'That' or 'Those'.

That is a classroom. Those are teacher and students. Teacher is teaching the students.

Unit 13

Pema's Computer

1. Warming up

B. You also might have got some of them. Make a list:

Students can write their own answers.

The possible answer:

tv, bicycle, shoes, diary, bag, mobile, cap, spectacles, etc.

2. Reading

This short text about the computer provides information about the use of computer. Ask the students to tell the advantages and disadvantages of computer.

A. Match the pictures to the words.

Left	Right
Picture-1 Television	Picture-1 Scanner
Picture-2 DVD player	Picture-2 CD player
Picture-3 USB	Picture-3 Mobile phone
Picture-4 Camera	Picture-4 Calculator
Picture-5 MP3 player	Picture-5 Laptop
Picture-6 Computer	Picture-6 Radio

B. Fill in the blanks:

a. Computer b. Bag c. Internet d. Games

C. Answer the following questions:

- Pema's parents gave her a computer.
- She uses computer to do her homework.
- She sometimes plays games.
- Some people misuse the computer.
- Pema is not crazy about computer.

3. Listening and speaking

B. Look at the picture and tell their jobs.

Picture-1 She is a teacher.

Picture-2 He is a farmer.

Picture-3 He is a doctor.

Picture-4 He is a porter.

Picture-5 He is a mason.

Picture-6 She is a lawyer.

Picture-7 She is a nurse.

Picture-8 He is an engineer.

5. Writing

A. Look at the picture and write as in example.

Picture-1 She is a teacher. She is teaching.

Picture-2 He is a farmer. He is digging.

Picture-3 He is a driver. He is driving a bus.

Picture-4 He is a doctor. He is checking up a patient.

Picture-5 He is a mason. He is making a wall.

1. Warming up

How do the following foods taste?

Bananas	-	Sweet
Oranges	-	Sweet and juicy
Lemon	-	Sour
Apples	-	Sweet and juicy
Grapes	-	Sweet and juicy
Bitter-gourd	-	Bitter

2. Reading

This lesson based on the famous proverb “grapes are sour,” helps students learn a number of English structures such as “as + adjective + as” and negative ability expressions such as “could not.” While students enjoy the story, they also learn important expressions.

A. Fill in the blanks using the words in the box.

- a) thirsty b) juicy
c) high d) tall e) sour

B. Match the following according to their meaning.

finally – at the end probably – maybe really – in fact

C. Look at the pictures and write what colour they are.

- The grapes are green.
- The bananas are yellow
- The mangoes are green and yellow
- The potatoes are brown
- The apples are red

D. Answer the following questions.

- The fox was thirsty.
- The fox saw a bunch of juicy grapes on the vine.
- No, the fox tried to get the grapes several times.
- No, he didn't have the grapes.
- Yes, he really wanted to have the grapes.

5. Writing

A. Count the following objects and answer the questions.

- a. There are five bananas.
- b. There are two tomatoes.
- c. There are four carrots.
- d. There are three oranges.
- e. There are two potatoes.
- f. There are three mangoes.

B. Write a sentence for each of the pictures as in example.

- a. These are onions.
- b. Those are cherries.
- c. These are brinjals.
- d. Those are apples.
- e. These are cucumbers.

C. Here is Mr. Rabbit's family picture. Describe it. You may use words from the box.

Mr. Rabbit has a lovely family.

He is older than Mrs. Rabbit.

He has two cute children.

He is fatter than Mrs. Rabbit

Mrs. Rabbit is thinner than Mr. Rabbit

His daughter is cuter than his son.

My Day Out

1. Warming up

- A. You must have been to fun park many times. Can you match the things with their names?

First Picture (left) - Roller Coaster

Second Picture (left) - Swing

Third Picture (left) - Swimming costume

First Picture (Right) - Merry go round

Second Picture (Right) - Train

Third Picture (Right) - Slide

- B. Now, write what you can and can't do. (*Possible answers*)

I can skip the rope.

I can't skip the rope.

I can climb a tree.

I can't climb a tree.

I can speak English.

I can't speak English.

I can write in English.

I can't write in English.

2. Reading

This lesson is meant to familiarize students with the structures and expressions to talk about their abilities. So asking them to prepare a "can do" and "can't do" list each might help you getting started. While teaching the lesson, you can involve students by asking each child whether he/she can do this or that activity.

- B. These are the things we use to play games. Name the games.

Ans: Picture 1	-	boxing	Picture 2	-	basketball
Picture 3	-	skating	Picture 4	-	swing
Picture 5	-	table tennis	Picture 6	-	slide
Picture 7	-	badminton	Picture 8	-	football
Picture 9	-	volleyball	Picture 10	-	cricket
Picture 11	-	carrom-board	Picture 12	-	ludo

5. Writing

- A. Write about yourself. Tell us what you like to do and what you don't like to do. (Answers may vary.)

a. I like to read.

b. I don't like to fly.

c. I like to dance.

d. I like to sing.

e. I like to fly kites.

f. I like to play tennis.

- g. I like to tell a story.
- h. I don't like to swim.
- i. I don't like to cook meal.

B. Read and write in a similar way. (Answers may vary.)

- A : Do you like to climb a tree?
- B : No, I don't like.
- A : Do you like to water plants?
- B : Yes, I like.
- A : Do you like to milk a cow?
- B : No, I don't like.
- A : Do you like to write a letter?
- B : Yes, I like.

My World of Animals

1. Warming up

A. Look at the pictures, and name the animals.

- Ans: Picture 1 – bear Picture 2 – duck Picture 3 – deer
 Picture 4 – sheep Picture 5 – cow Picture 6 – kangaroo
 Picture 7 – dog Picture 8 – cat Picture 9 – goat

B. Baby animals have special names. Can you match the following?

Left	Right
Picture-1 duckling	Picture-1 fawn
Picture-2 kitten	Picture-2 lamb
Picture-3 cub	Picture-3 kid
Picture-4 puppy	Picture-4 calf

C. Fill in the spaces given below.

- a. A baby lion is a cub. b. A baby cat is a kitten.
 c. A baby cow is a calf. d. A baby horse is a fawn.
 e. A baby dog is a puppy. f. A baby duck is a duckling.
 g. A baby goat is a kid.

2. Reading

This brief story about a duck and how it attends to its eggs before seven cute ducklings hatch and how it takes care of them later gives children ideas about how much a mother loves its children and what sacrifices she makes for them. Asking children to tell the class how their mothers take care of them and protect them against dangers would be a good warm-up activity.

A. Read the clues and fill in the blanks with suitable words.

- a. wild b. pale c. pond d. quack

B. Fill in the blanks.

- A duck quacks. A dog barks.
 A cat mews. A sheep bleats.
 A bee buzzes. A bird chirps.
 A frog croaks. A horse neighs.
 A lion roars. A snake hisses.

C. Answer the following questions.

- a) The duck's nest is near a pond.
- b) The duck has laid seven eggs.
- c) They are yellow and brown.
- d) Their feathers are all ruffled.
- e) Yes, they are.

5. Writing

A. Look at the pictures and rearrange the words to make sentences.

- 1. I read comics.
- 2. The birds live in the nests.
- 3. I ride bicycle.
- 4. A rabbit eats carrots.
- 5. I walk a slowly.
- 6. I climb a tree.

B. Look at the picture below. What are the birds and animals doing? Write five sentences.

- a. A rabbit is giving milk to a rat.
- b. A rat is drinking milk from a glass.
- c. A rabbit is eating apple
- d. A small rat is eating carrot.
- e. A tortoise is waiting to get something.

My Visit to the Zoo

1. Warming up

A. Match the pictures with the naming words.

Left side	Right side
Crane	Chimpanzee
Tiger	Ostrich
Rhino	Kangaroo
Elephant	Monkey

B. Now find the zoo animals in the letter-jumble below.

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

2. Reading

The aim of this lesson is to give students an idea of how we form adverbs and how they describe actions. To involve students in the lesson, teachers can ask students to present a few 'ly' adverbs and demonstrate how we use them to describe actions. Giving adjectives and asking children to form adverbs and use them in their own sentences can be an effective way to teach them the use of adverbs.

A. Choose the correct answer and rewrite the sentences.

Ans: a. beautiful b. angry c. lazy d. slowly

B. Add 'ly' to these adjectives.

Ans: slow - slowly neat - neatly
 nice - nicely proud - proudly

clear	-	clearly	quick	-	quickly
angry	-	angrily	glad	-	gladly
sad	-	sadly	loud	-	loudly
strong	-	strongly	clever	-	cleverly

C. Tick (✓) the activities that we do every day.

- | | | | |
|--------|--------|--------|--------|
| a) (×) | b) (✓) | c) (×) | d) (✓) |
| e) (✓) | f) (✓) | g) (×) | h) (×) |

D. Answer the following questions:

- Mina went to the zoo.
- She want to the zoo by bus.
- She saw ducks in the pond.
- She saw kangaroo, elephant, stages, deer and monkeys.
- She saw the birds in the cages.
- She was tired but happy at the end.

5. Writing

A. Describe the following pictures. Use the words given in the box.

Ans: The tortoise is slow.

The cow is hungry.

The boys are happy.

The boy is sad.

B. Choose the adjectives and complete the sentences.

1. careful 2. beautiful 3. comfortable 4. loud 5. nice