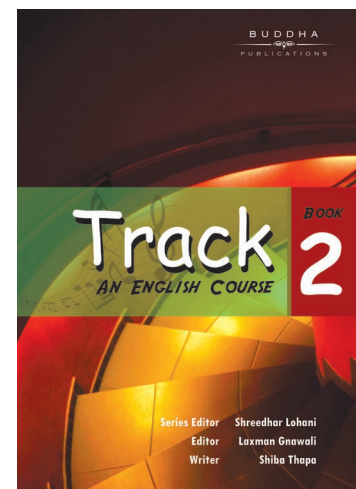


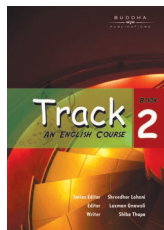
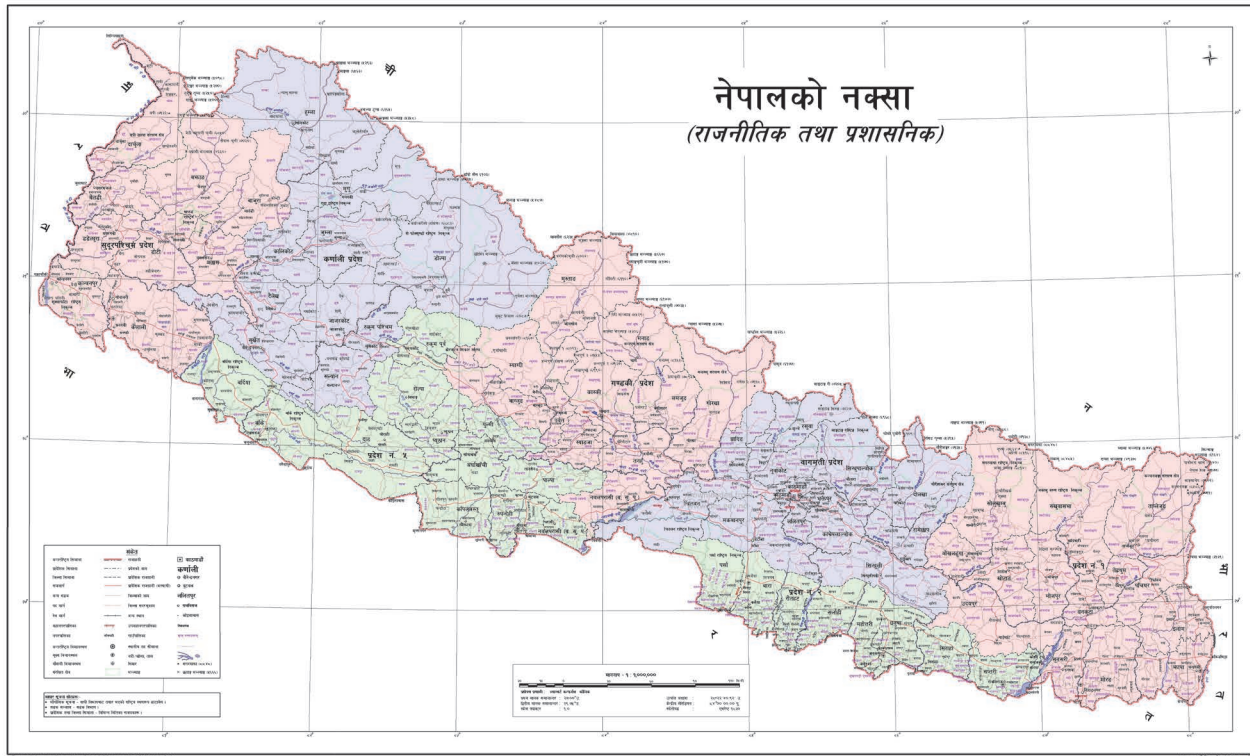
# Track

AN ENGLISH COURSE

BOOK 2



**Series Editor**  
**Shreedhar Lohani**  
**Editor**  
**Laxman Gnowali**  
**Writer**  
**Shiba Thapa**



# Track

AN ENGLISH COURSE

BOOK 2

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# Preface

**TRACK An English Course** is a new book series in English for school level students in Nepal. Based on the integrated curriculum for students prescribed by the **Curriculum Development Centre, Ministry of Education, Science and Technology**, this book follows a thematic approach to language learning and presents the language skills relating to the academic and life worlds. By exposing students to well-written literary as well as contemporary texts, the series seeks to realise the eclectic approach to language pedagogy. Useful vocabulary, context-based grammar, real-life speaking tasks, and rich texts for reading should help students to become effective communicators in English.

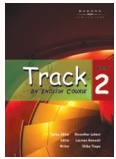
Each book in the series consists of ten units. Each unit includes five lessons that cover particular areas of language and language learning. Looking at from the CLIL perspective, the lessons therein bring in more content than plain language exercises. Special attention is given to ensure that the learning materials are appropriate to the level of the students based on their age and graded accordingly. Varieties of material types provide students opportunities for meaningful interaction with language. They can at the same time enjoy the classroom tasks and activities and enrich their knowledge about the world.

Care has also been taken to see that the materials are useful for a diverse group of learners. There are adequate lessons for auditory, visual and kinesthetic learners, as well as for those who maintain all learning styles. Each subsequent lesson connects to the preceding ones in difficulty level and structures and functions.

We expect the book series will be effective in learning English at the elementary level in schools in Nepal. We welcome constructive feedback from students, teachers, and parents for improvement in the subsequent editions.

**Authors**





# Notes to the Teacher

The tasks and activities in the ten units in this book are thematically organized and grouped into different sections. Each unit contains five lessons under the headings: Look, Listen and Speak, Read and Write, Words and Grammar, Fun in Action and Project Work. The subsequent revision section recycles the major contents dealt with in the unit.

- ❑ **Look, Listen and Speak** lesson has multiple functions. It brings in the language functions prescribed by the CDC curriculum and listed on the title page of the Unit. Learners sing songs and rhymes, read the given expressions and repeat them after the teacher. Learners first read the given dialogues and act them out to the class. All these experiences prepare and allow them to use English in meaningful situations. The teacher again should allow learners to discover the meanings by getting them to participate mainly in spoken text-based tasks.
- ❑ **Read and Write** section presents well-chosen short passages relating to the theme of the Unit. Learners interact with the texts with the help of the tasks and teacher support. Reading aloud and reading silently repeatedly can give students a feel of the texts. The teacher should encourage learners to read on their own and provide support when they need, and ask students to write their answers only after adequate reading and interactions have taken place.
- ❑ **Words and Grammar** lesson deals with theme-based vocabulary in different ways. It presents words along with pictures that help learners to associate the meaning with the objects. As learners can retain new words through recycling and consolidating, the lessons include games and tasks on words already presented. The lesson also introduces grammar in the context of the unit. The teacher should facilitate the learning by getting learners to practice grammar in context.



- ❑ **Fun in Action** allows learners to be engaged in learning while having fun. The teacher should ask learners to look at the images and/or words and respond to them orally. Accept anything they say but you need to talk about them describing in any way they can understand. The teacher should use games, songs and other materials and tasks presented in this section accordingly.
- ❑ **Project Work**, the last lesson in each unit, allows learners to be engaged in creative and thoughtful tasks and activities suitable for their age. They will carry out some tasks within the class time, and they will complete others at home. Some of them are meant to be done by learners individually or with their colleagues but some others may need help from parents and other family members. The teacher should help learners in understanding how the tasks can be completed.

We believe that learners can learn a language by listening and by seeing. We have taken care in designing the pages, the fonts, and images. The colourful images will catch the attention of the learners who will be meaningfully engaged to work with them. The purpose is to present a book that is both pleasing to the eyes as well as easy to learn from. We also believe that young learners love hands-on activities, so they dominate the lessons in the units accordingly. Careful attention has been given to the selection of images, songs, and rhymes, thematic texts that suit the age and developmental stage of the learners. We are also aware that a textbook cannot cover everything the curriculum encompasses. The teacher should, therefore, use the materials and activities as a starting point and improvise them to do justice to the learners under their care. Each book in this series is flexible so that the teacher can and should supply other activities and varieties to maximize their pupils' learning.

**Authors**



# Table of Contents

Unit	Step 1 Look, Listen and Speak	Step 2 Read and Write	Step 3 Words and Grammar	Step 4 Fun in Action	Step 5 Project Work
<b>Unit 1:</b> My Family [1-22]	<ul style="list-style-type: none"> <li>Picture reading</li> <li>Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Shyam's Family</li> <li>Baby Sister</li> <li>What is the family doing</li> <li>Conversation reading</li> <li>Korali the Cow</li> </ul>	<ul style="list-style-type: none"> <li>Crossword puzzle</li> <li>Capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Word snail</li> <li>Finger family song</li> <li>Rhyming words</li> <li>Manners</li> <li>The Ugly Duckling</li> </ul>	Project 1, 2 and 3
<b>Unit 2:</b> My Daily Life [23-42]	<ul style="list-style-type: none"> <li>Picture reading</li> <li>Song</li> <li>Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Hema's Daily Routine</li> <li>Hema's diary</li> <li>Mom's Busy Day</li> <li>Hema's uncle</li> </ul>	<ul style="list-style-type: none"> <li>Compound words</li> <li>Word bingo</li> <li>Past verbs</li> <li>Fix the Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Find the words</li> <li>A Visit to the Zoo</li> <li>Long sounds</li> <li>Daily news</li> </ul>	Project 1 and 2
<b>Unit 3:</b> My School [43-62]	<ul style="list-style-type: none"> <li>Conversation</li> <li>Picture reading</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Jjubhai's New School</li> <li>Art Class</li> <li>The Pencil Sharpener</li> </ul>	<ul style="list-style-type: none"> <li>Labeling</li> <li>Word puzzle</li> <li>Preposition</li> </ul>	<ul style="list-style-type: none"> <li>Cross word puzzle</li> <li>Find the Way</li> <li>Listen and do</li> <li>My Body</li> <li>Conversation</li> </ul>	Project 1 and 2
<b>Unit 4:</b> Our Environment [63-86]	<ul style="list-style-type: none"> <li>Conversation</li> <li>Picture reading</li> <li>Song</li> </ul>	<ul style="list-style-type: none"> <li>A Rainy Day</li> <li>Tell Me about Your Best Friend</li> <li>Conversation</li> <li>Helping Our Earth</li> <li>A Day in the Park</li> <li>The Sun and the Wind</li> </ul>	<ul style="list-style-type: none"> <li>Noun</li> <li>Past verbs</li> <li>Names of places</li> <li>Homophones</li> <li>Singular or Plural</li> </ul>	<ul style="list-style-type: none"> <li>Picture description</li> <li>Spot the differences</li> <li>Numbers</li> <li>Five Little Acorns</li> </ul>	Project 1 and 2
<b>Unit 5:</b> My Belongings [87-110]	<ul style="list-style-type: none"> <li>Conversation</li> <li>Picture reading</li> <li>Song</li> </ul>	<ul style="list-style-type: none"> <li>Silly Cow</li> <li>Peter's Pets</li> <li>My Favourite Toy</li> </ul>	<ul style="list-style-type: none"> <li>Crossword</li> <li>Long vowel sound</li> <li>Rainy Day</li> <li>Has, have</li> <li>Who's or Whose</li> <li>Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>Conversations</li> <li>Find the pair</li> <li>Song</li> <li>Measurements</li> <li>Soft and hard C</li> </ul>	Project 1 and 2

Unit	Step 1 Look, Listen and Speak	Step 2 Read and Write	Step 3 Words and Grammar	Step 4 Fun in Action	Step 5 Project Work
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<b>Unit 10: [205-228]</b> Birds and Animals	<ul style="list-style-type: none"> <li>• Conversation</li> <li>• Picture reading</li> <li>• Song</li> </ul>	<ul style="list-style-type: none"> <li>• Where do they live?</li> <li>• The amazing woodpecker</li> <li>• Whisker's wish</li> <li>• Tale of Peter Rabbit</li> <li>• What am I?</li> <li>• The three little puppies</li> </ul>	<ul style="list-style-type: none"> <li>• Mother and Babies</li> <li>• Where is the cat?</li> <li>• Find words</li> <li>• Synonyms</li> <li>• Unscrambling</li> </ul>	<ul style="list-style-type: none"> <li>• Crossword puzzle</li> <li>• Workout</li> </ul>	Project 1 and 2





नेपाल सरकार  
शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय  
**पाठ्यक्रम विकास केन्द्र**

मान्यता, समीक्षा तथा मूल्याङ्कन शाखा  
(मान्यता, समीक्षा तथा मूल्याङ्कन शाखा)  
मान्यता, समीक्षा तथा मूल्याङ्कन शाखा

फोन नं. ६६३०५८८  
६६३४११९  
६६३००८८  
फ्याक्स: ६६३०७९७  
नोटिस बोर्ड: १६१८०१६६३०७९७

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मिति: .....

पत्र संख्या:-

चलानी नं.:- १०१८

विषय : पाठ्यसामग्री स्वीकृति सम्बन्धमा ।

श्री बुद्ध पब्लिकेसन्स प्रा.लि.


काठमाण्डौ ।

प्रस्तुत विषयमा त्यस प्रकाशनबाट मूल्याङ्कन र स्वीकृतिका लागि तोकिएको अवधिभित्र पेस हुन आएका तपसिलबमोजिमका पाठ्यसामग्री आवश्यक निर्णयार्थ पाठ्यसामग्री व्यवस्थापन तथा मूल्याङ्कन समितिमा पेस हुँदा विद्यालय शिक्षाको राष्ट्रिय पाठ्यक्रम प्रारूप २०७६, आधारभूत तह ( कक्षा १-३ ) को पाठ्यक्रम, पाठ्यसामग्री विकाससम्बन्धी विद्यमान प्रावधान, ऐन, कानून, निर्देशिका, कार्यविधि, प्रकाशन शैलीका प्रावधान, पठ्यक्रम विकास केन्द्रले विभिन्न समयमा जारी गरेका र पाठ्यसामग्री सुधार/परिमार्जन/पुनर्लेखनका लागि दिइएका सुझाव र निर्देशनको परिपालना गरी स्वीकृति दिन सिफारिस भएअनुसार यस कार्यालयको मिति २०७८/०२/२४ गतेको निर्णयानुसार तपसिलमा उल्लिखित निर्देशनको पूर्ण परिपालना गरी शैक्षिक वर्ष २०७८, २०७९ र २०८० गरी तीन शैक्षिक वर्षका लागि गुणस्तरीय एवम् त्रुटिरहित पाठ्यसामग्री विकास गरी प्रकाशन गर्न स्वीकृति प्रदान गरिएको छ । विद्यमान संवैधानिक व्यवस्था, ऐन, कानून, निर्देशिका, कार्यविधि, पाठ्यक्रम विकास केन्द्रले विभिन्न समयमा जारी गरेका निर्देशनलगायतका प्रावधानहरूको पूर्ण परिपालना नगरी गुणस्तरहीन पाठ्यसामग्रीको विकास, प्रकाशन र विक्रीवितरण गरेको पाइएमा, पाठ्यक्रम परिवर्तन भएमा वा यस केन्द्रबाट अन्य निर्णय भएमा यो स्वीकृति जुनसुकै बेला रद्द हुने छ ।

तपसिल :

(क)पाठ्यसामग्रीको नाम :

१	Track an English Course	आधारभूत तह/ कक्षा २ र ३
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मीनबहादुर थापा  
पाठ्यक्रम अधिकृत

(ख) निर्देशन :

- आवरण पृष्ठको अघिल्लो (Front) भागको बायाँ (Verso) पृष्ठमा नेपालको आधिकारिक नक्सा र आवरण पृष्ठको पछिल्लो (Back) भागको दायाँ (Recto) पृष्ठमा कोभिड १९ सङ्क्रमण रोकथामसम्बन्धी सूचना यस केन्द्रको वेबसाइटबाट डाउनलोड गरी समावेश गर्ने
- स्वीकृति पत्र स्वयं गरी पाठ्यसामग्रीको शीर्षक पृष्ठभन्दा पछि दायाँ (Recto) पृष्ठमा समावेश गर्ने । पाठ्यसामग्रीको प्रत्येक पृष्ठको पुच्छर (Footer) मा पाठ्यक्रम विकास केन्द्रबाट स्वीकृत भन्ने व्यहोरा उल्लेख गरी प्रकाशन गरेको पाठ्यसामग्रीको तीन प्रति यस केन्द्रमा पेस गरेपछि मात्र विक्रीवितरण गर्ने
- शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयको निर्णयानुसारको मूल्य कायम गर्ने र मूल्य सर्वाधिकार पृष्ठमा राख्नुपर्ने । प्रतिलिपि अधिकार (Copy right) को सम्बन्धमा लेखक र प्रकाशक स्वयम् जिम्मेवार हुने
- पाठ्यसामग्री विकाससम्बन्धी विद्यमान प्रावधान तथा पाठ्यसामग्री सुधार र परिमार्जनका लागि यस अधि दिइएका निर्देशनको पूर्ण परिपालना गर्ने
- एकीकृत पाठ्यक्रमको मूल मर्म र भावनाअनुरूप पाठ्यक्रमका सम्पूर्ण पक्ष एवम् विषयवस्तु समावेश गरी पाठ्यसामग्रीलाई गुणस्तरीय बनाउने
- सिकाइ सहजीकरणका लागि अभ्यास तथा सिकाइ क्रियाकलापका लागि दिइएका निर्देशनमा रङ संयोजन यस अधि दिइएका निर्देशन अनुसार उपयुक्त र सान्दर्भिक रूपमा गर्ने ।
- एउटा पाठ्यसामग्री/पाठमा समावेश गरिएका विषयवस्तु, अभ्यास, चित्र आदि अर्को पाठ्यसामग्री/पाठमा समावेश नगर्ने ।
- राष्ट्र, राष्ट्रिय एकता, सार्वभौमिकता, भौगोलिक अखण्डता, स्वाधीनता, राष्ट्रिय हित, पहिचान, सम्मान र समृद्धिमा आँच आउने तथा विभिन्न जातजाति, भाषा, धर्म, संस्कृति, सामाजिक सहिष्णुता, सद्भाव, सांस्कृतिक मूल्यमान्यता, रहनसहन आदिमा प्रतिकूल प्रभाव पार्ने कुनै पनि विषयवस्तु, उदाहरण, चित्र, अभ्यास, सिकाइ क्रियाकलाप समावेश नगर्ने
- जातजाति, भाषा, धर्म, संस्कृति, वर्ण, क्षेत्र, लैङ्गिकता, अपाङ्गता, पेसा, व्यवसाय, सामाजिक सांस्कृतिक अवस्थाका आधारमा भावनात्मक रूपमा चोट पुऱ्याउने, आक्षेप लाग्ने, होच्याउने र विभेदीकरण गर्ने किसिमका विषयवस्तु, उदाहरण, चित्र, अभ्यास, सिकाइ क्रियाकलाप समावेश नगर्ने
- पाठ्यसामग्रीमा समावेश गरिएका चित्र, नक्सा, चिह्न, सङ्केत आदि शुद्ध, स्पष्ट र बोधगम्य हुनुपर्ने
- विद्यार्थीलाई थप भार पर्ने गरी पाठ्यक्रममा समावेश नगरिएका विषयवस्तु, अभ्यास तथा सिकाइ क्रियाकलाप पाठ्यसामग्रीमा समावेश नगर्ने

पुनश्च : यो स्वीकृति शैक्षिक वर्ष २०७८, २०७९ र २०८० का लागि प्रदान गरिएकाले सोहीबमोजिम प्रकाशन, विक्रीवितरण र प्रयोग गर्नुगराउनहुन सम्बन्धित सरोकारवाला सवैमा अनुरोध छ ।