



E



Let's introduce.

Card No. 1

Level: 3



2
Hours

1. Learning Activities

1.1. Act out the following dialogue.

Milan: Good morning, Neelam. This is Muna, my friend. She's a new student. She's 13 years old.

Neelam: Good morning, Muna. Nice to meet you.

Muna: Good morning, Neelam. Nice to meet you, too.



1.2. Work in groups of three. Introduce each other in the following situations.

- You have taken your friend to your home. Your mother does not know him or her.
- You have taken your friend to your learning centre. You want to introduce him or her to your facilitator.
- You want to introduce your father to your school friend.
- You have your brother with you. You meet a friend on the way and want to introduce your brother to your friend.



2. Instruction to the learners

Take this card. Read the title and the instructions of the learning activities. Act according to the given instructions. Work in groups of three. Act out the conversation in exercise 1.1, and then introduce the people in exercise 1.2 while working in the groups. Get support from the facilitator if needed. Share your learning with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Introducing Others (Part I)

4. Learning Outcomes

- Act out short dialogues.
- Introduce others.

5. Evaluation

- a. Introduce one of your friends with your next friend. Record the conversation on your mobile phone. Later, present it in the face-to-face class.
- b. Use a chart paper and make a list of the expressions that you use for introducing yourself and other people. Present it in the face-to-face class.

6. Instructions for the facilitator

Introduce someone to the class first. Then, ask the learners to act out the dialogue in 1.1. After that, ask them to work in groups of three to introduce others as per the given situations. Listen to them and provide feedback if necessary.



Let's listen.

Card No. 2
Level: 3



30
Mins

1. Learning Activities

1.1. Discuss the answers to the following questions.

- What time does your school start?
- Which subject do you study in the first period?
- What time do you have a lunch break at your school?

1.2. Listen to the audio and complete the table below.

Activity	Time
Maths class	
Lunch	
History class	
Science class	

1.3. Listen to the audio again and answer the following questions.

- What is the first class of the second speaker?
- When does the first speaker have lunch?
- Does the second speaker have a history class in the morning or in the afternoon?
- What do both speakers study in the last class?

1.4. If you want to change your class schedule, what changes will you make?

2. Instruction to the learners

Take this card. Read the title and the instructions of the learning activities. You can play the audio as many times as you need. Once you complete the tasks, you have to do the activities yourself. First, read the questions in activity 1.1 and discuss the answers. Again, read the activities in 1.2 and 1.3. Then, play the audio and do the task. You submit your answers to the facilitator for feedback. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.



3. Unit

Asking for information and repetition of information (Part II)

4. Learning Outcome

Show an understanding of conversations on familiar matters.

5. Evaluation

Prepare a class schedule for your own class. Mention the day, period, time and the subject in your schedule.

6. Instructions for the facilitator

Ask the learners to look at the questions. Ask them to discuss the answers to the questions with their friends. Then, tell them to listen to the audio and complete the table. They can listen to the audio as many times as they need. Once they finish, tell them to play the audio and confirm their answers. Ask them to complete the second activity similarly. Observe their answers and provide feedback. Also, ask them to discuss the change they want to make in their class schedule.

(Use the audio file developed by CDC for Grade 8 English (Unit 1).



E



Let's listen.

Card No. 3

Level: 3



20
Mins

1. Learning Activities

1.1. Look at the picture and answer the questions.



- What machine is shown in the picture?
- What is the woman doing?

1.2. Listen to the audio and complete the sentences with ONLY ONE word.

- The two girls meet at
- The girl has the idea where is.
- The girl has been to a recently.
- The girl's is dirty.

1.3. Listen to the audio again and answer the following questions.

- What does the girl want to do first?
- Can the girl use the washing machine?
- Why does the girl need a job?
- Where are the jumpers?

1.4. Can you use a washing machine? If yes, tell your friends how you operate it.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities yourself. First, look at the picture and read the questions in activity 1.1. Share the answers with your friends. Read the activities in 1.2 and 1.3. Then, play the audio and do the task. You can play the audio as many times as you need. Once you complete the tasks, submit your answers to the facilitator for feedback. Finally, do the task in activity 1.4. Here, you have to tell your friends how to operate a washing machine. Seek support from the facilitator if needed. Share your learning with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Asking for information and repetition of information (Part II)

4. Learning Outcome

Show an understanding of conversations on familiar matters.

5. Evaluation

Write the steps of operating a washing machine. For this, you can listen to the audio again or surf on the Internet or consult the English Book, Level 3, Part II.

6. Instructions for the facilitator

Ask the learners to look at the picture and the questions. Ask them to discuss the answer to the questions. Then, ask them to listen to the audio and complete the sentences. They can listen to the audio as many times as they need. Tell them to do the second task in the same way. Once they finish, ask them to play the audio and check their answers. Repeat the same procedure for the second activity.

Observe their answers and provide feedback. Also, ask them to discuss the question in activity 1.4. Tell them to share the steps of operating a washing machine.

(Use the audio file developed by CDC for Grade 8 English (Unit 2).



E



Let's listen.

Card No. 4
Level: 3



20
Mins

1. Learning Activities

1.1. Look at the chart below and answer the questions.

City	Maximum Temperature (°C)	Minimum Temperature (°C)	Rainfall (mm)
Kathmandu	18	1.5	00
Pokhara	21.3	5.8	00
Biratnagar	15.3	10.8	00
Nepalgunj	17.5	9.6	00
Jumla	14.1	6.5	00

- What does the above table show?
- Which is the coldest place?
- Which city is warmer, Kathmandu or Pokhara?

1.2. Listen to the audio and write 'TRUE' for true and 'FALSE' for false statements.

- The audio is a weather announcement.
- The weather will be cloudy in Province One.
- There will be heavy rainfall in the hilly region.
- There is a chance of thunder in some parts of Province One.
- The weather will be fine in the hilly regions of all the provinces.

1.3. What is the weather like in your locality? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities yourself. First, read the table and the questions in activity 1.1. Share the answers with your friends. Read the sentences in 1.2. Then, play the audio and do the task. You can play the audio as many times as you need. Once you complete the task, submit your answers to the facilitator for feedback. Finally, do the task in activity 1.3. Here, you have to tell your friends what the weather is like today. Get support from the facilitator if needed. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Expressing prediction (Part II)

4. Learning Outcome

Respond to multi-step directions/ instructions and announcements correctly.

5. Evaluation

Listen to the audio again. Make a list of the key words used to describe the weather. Then, write a sample weather forecast for your locality in a similar way and present it in class.

6. Instructions for the facilitator

Ask the learners to look at the table. Ask them to discuss the answers to the questions. Then, ask them to listen to the audio and write 'TRUE' for true and 'FALSE' for false statements. Tell them that they will do this task themselves.

They can listen to the audio as many times as they need. Once they finish, tell them to play the audio and check their answers. Observe their answers and provide feedback. Similarly, tell the learners to do the task in exercise 1.3. Then, they have to share it with their friends.

(Use the audio file developed by CDC for Grade 8 English (Unit 7).



E



Let's listen.

Card No. 5
Level: 3



20
Mins

1. Learning Activities

1.1. Look at the picture and answer the questions.



- Make a list of the things you see in the picture.
- What are these things used for? Write.

1.2. Listen to the audio and complete the sentences with the missing information.

- Mike wants to make
- They have apples.
- They have to use onlyapples.
- They need 200 grams of
- They don't have any
- They need grams of butter.
- All the remaining ingredients will be bought from

1.3. What is your favorite food? Do you know how it is cooked? If yes, share it with your friends.

If you don't know, learn it from someone who knows or from the Internet. Then, share it with your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities yourself. First, read the instruction in activity 1.1 and do accordingly. After you do the task, share the answers with your friends. Then, listen to the audio and complete the sentences in activity 1.2. You may listen to the audio as many times as you need to complete the task. Then, submit your task to the facilitator and get feedback. Finally, do the task in activity 1.3. Seek support from the facilitator if needed. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Interpreting charts, graphs, and tables (Part II)

4. Learning Outcome

Respond to multi-step directions/ instructions and announcements correctly.

5. Evaluation

Collect the information for making an apple pie through the Internet or any other way. Make a list of the things you need to make an apple pie. Then, find the steps for making it. Write it on the paper and present it to the class.

6. Instructions for the facilitator

Ask the learners to look at the picture. Ask them to discuss the answers to the questions. Then, ask them to listen to the audio and complete the sentences. Tell them that they will do this task themselves. They can listen to the audio as many times as they need. Once they finish, tell them to play the audio and check their answers. Check their answers and provide feedback. Similarly, tell the learners to do the task in exercise 1.3. For this, they have to learn the methods of cooking their favourite food. Then, they have to share it with their friends.

(Use the audio file developed by CDC for Grade 8 English (Unit 13).



E



Let's listen.

Card No. 6

Level: 3



20
Mins

1. Learning Activities

1.1. Discuss the answers to the following questions.

- a. Have you listened to or watched any news today?
- b. If you see a robber, what will you do?
- c. What local news do you know today?

1.2. Listen to the audio and choose the correct answer.

- a. What is the news about?
 - i. film heroes
 - ii. teenage heroes
 - iii. national heroes
- b. Where did Ralph find the robber?
 - i. in the kitchen
 - ii. in the bedroom
 - iii. in the living room
- c. How did Ralph feel when he saw the robber?
 - i. surprised
 - ii. scared
 - iii. terrified
- d. What did Ralph do after he saw the robber?
 - i. followed him
 - ii. caught him
 - iii. chased him

1.3. What would you do if you were Ralph? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities yourself. First, read the questions in activity 1.1. Share the answers with your friends. Again, read the questions in 1.2. Then, play the audio and do the task. You can play the audio as many times as you need. Once you complete the tasks, submit your answers to the facilitator for feedback. Finally, do the task in activity 1.3. Here, you have to imagine being in Ralph's situation and tell your friend what you would do if you were him. Seek support from the facilitator if needed. Share your learning with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Reporting (Part II)

4. Learning Outcome

Understand information from electronic media e.g., radio and television.

5. Evaluation

- a. Narrate the news you heard in the audio to your friends.
- b. Listen to English news on the radio, note down the key information, and tell it to your friends.

6. Instructions for the facilitator

Ask the learners to look at the questions. Ask them to discuss the answer to the questions. Then, ask them to listen to the audio and complete the task. Once they finish, play the audio and help them check their answers. Observe their answers and provide necessary feedback. Repeat the same procedure for the second activity.

(Use the audio file developed by CDC for Grade 8 English (Unit 19).



E



Let's interpret.

Card No. 7
Level: 3

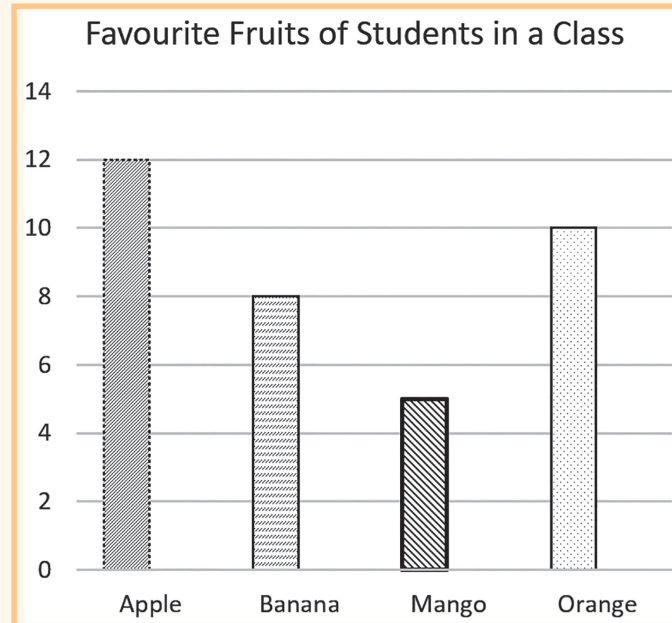


20
Mins

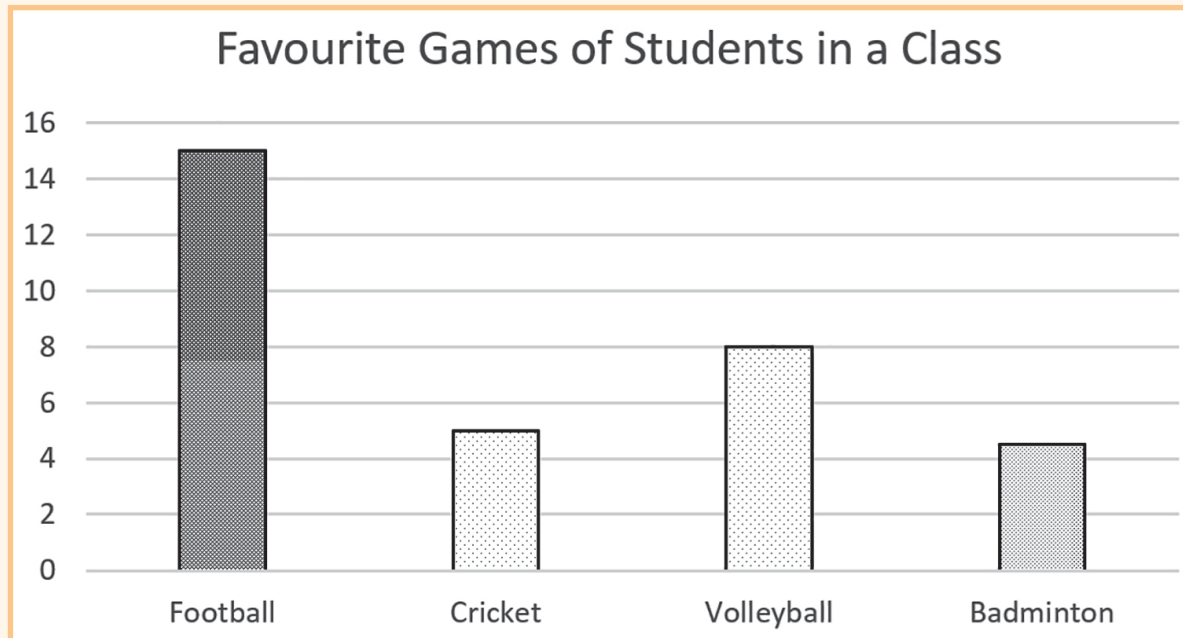
1. Learning Activities

1.1. Study the following.

The chart shows the favourite fruits of students in a class. Apple is the most favourite fruit in the class. Twelve students like it. Orange comes in the second position. Ten students like it. Banana comes in the third position. Eight students like it. Mango is the least popular fruit in the class. Only five students like it.



1.2. Describe the following chart as in '1.1'.



1.3. Now write the description of the chart in your exercise book.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities with the help of your facilitator. First, look at the chart and read the description in activity 1.1. Learn how the chart is described. Discuss the language used. Then, look at the chart in activity 1.2. Compare the data. Then describe it orally as per the instructions of the facilitator. After that, write the description in your exercise book. Submit it to the facilitator and get feedback. Seek support from the facilitator if needed. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

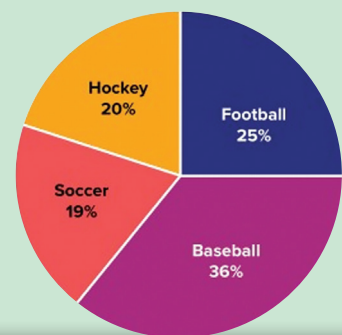
(Part I & II)

4. Learning Outcome

Describe charts, tables and diagrams.

5. Evaluation

- a. Answer the following questions.
 - i. Which is the most favourite game?
 - ii. How many students like cricket?
- b. The pie chart shows the favourite games of students in a class in a school. Write the interpretation of the pie chart.



6. Instructions for the facilitator

Show a chart and ask questions related to it. Then, ask the learners to study the chart and its interpretation. After that, ask them to study the second chart. You can ask some questions related to the chart. Invite 2/3 students to the front of the class. Ask them to interpret the table. Listen to them and provide feedback if necessary. After that, tell them to write the description of the chart in their exercise books. Check their task and provide feedback.



E



Let's talk about people.

Card No. 8
Level: 3



30
Mins

1. Learning Activities

1.1. Study the following.

Hello, I'm short and young. I have short dark hair, and I am smiling. I'm wearing an orange T-shirt, a pair of blue trousers, and red shoes.

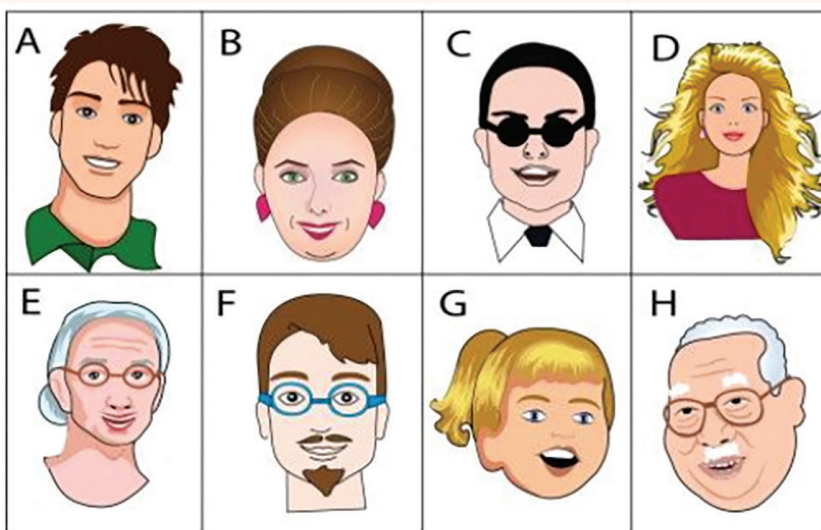


1.2. Study the following.

HOW TO DESCRIBE PEOPLE

<p>AGE </p> <p>young, old, in his / her thirty, teenager, in his / her mid-forties, middle-aged, forty-seven</p>	<p>HAIR </p> <p>long, short, bald, spiky, fair, straight, dark, blond, brown, curly, wavy</p>	<p>BUILD </p> <p>thin, skinny, slim, fat, plump, well-built</p>
<p>LIPS </p> <p>thin, full, red, pink</p>	<p>FACE </p> <p>round, oval, squared, freckled, long</p>	<p>HEIGHT </p> <p>short, tall, medium height, of average height, dwarf</p>
<p>EYES </p> <p>big, small, hazel, blue, green, black, brown, dark, narrow, bright</p>	<p>NOSE </p> <p>pointed, big, small, flat, large, hooked, straight</p>	<p>SKIN </p> <p>tanned, pale, light, fair, dark</p>

1.3. Describe the following people.





2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities yourself. First, read the information description in activity 1.1. Learn how the boy describes himself. Then, study the information in 1.2 and get more ideas on describing people. Then, using the ways you learnt in exercise 1.2, describe the people given in exercise 1.3. Seek support from the facilitator if needed. Share your learning experiences with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Describing places, people and objects (Part II)

4. Learning Outcome

Describe people, places, and things with a wide range of vocabulary.

5. Evaluation

- a. Share how we describe the following parts of people's bodies.
 - i. Hair
 - ii. Age
 - iii. Height
 - iv. Face
- b. Describe yourself.

6. Instructions for the facilitator

Tell the learners to do the task themselves. First, tell them to study the description in activity 1.1 and learn how they have to describe a person. Tell them to study the outline given in exercise 1.2 and learn the things they need to talk about while describing the person. After that, tell them to describe a person in task 1.3. Tell them to record it and present it to you.



E



Let's talk about things and places.

Card No. 9
Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversation.

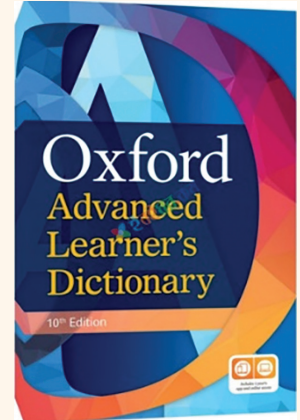
Prem: What is this?

Punita: It's a dictionary.

Prem: What is it used for?

Punita: It's used for finding the meanings of words.

Now, talk about the following things in the same way.



1.2. Study the following.

This is a garden.

It is beautiful.

There are many flowers.

There are trees.

There are clouds in the sky.



1.3. Talk about the following place in the same way.





2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities with your friends. First, act out the conversation in 1.1. Learn how things are described. Describe other things given in activity 1.1. Similarly, read the description of the picture and learn how places are described. Then describe the place in activity 1.3 in a similar way to 1.2. Get help from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Describing places, people and objects (Part II)

4. Learning Outcome

Describe people, places and things with a wide range of vocabulary.

5. Evaluation

Answer the following questions:

- a. What things do you have with you now?
- b. What are they used for?
- c. Describe your village or town.

6. Instructions for the facilitator

Tell the learners to do the task in pairs. First, tell them to act out the conversation. And then, to talk about the objects in the same way. Tell them to take turns while doing so. Then, tell them to read the description of the garden. After that, tell them to describe the village given there. The learners can do this task at home too. If they do so, they have to record it in their mobile phone or other devices and present it to you.



E



Let's narrate.

Card No. 10

Level: 3



30
Mins

1. Learning Activities

1.1. Look at the pictures below. Say what they did last Saturday.



1.2. Now, write a story with the help of the pictures. You can start as shown below.

Once there was a family. There were a father, a mother, a daughter, and a son.

.....

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities yourself. First, look at the pictures given in exercise 1.1. Say what the people did last Saturday. Use the past tense. Take turns in doing so. Then write a story using the things you said. Submit it to your facilitator and get feedback. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.



3. Unit

Narrating Past (Part II)

4. Learning Outcome

Narrate stories and events using a wide range of vocabulary.

5. Evaluation

- a. What did you do yesterday? Tell your friends.
- b. Narrate a story that you have heard to your friends.

6. Instructions for the facilitator

Tell the learners to do the task themselves. They will do it in pairs. First, tell them to look at the pictures. Tell them to discuss what the people in the pictures did. Tell them to use the past tense. After that, ask them to write a story narrating the things that happened in the pictures. Observe their writing and provide feedback.



E



Let's give the direction.

Card No. 11
Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversation.

A: Excuse me, I'm trying to find a hospital. Can you help me?

B: Of course! Walk straight down the street until you see the big museum on your left.

A: Got it, the museum on the left.

B: That's right. After you pass the museum, continue walking for a couple more blocks until you reach the intersection.

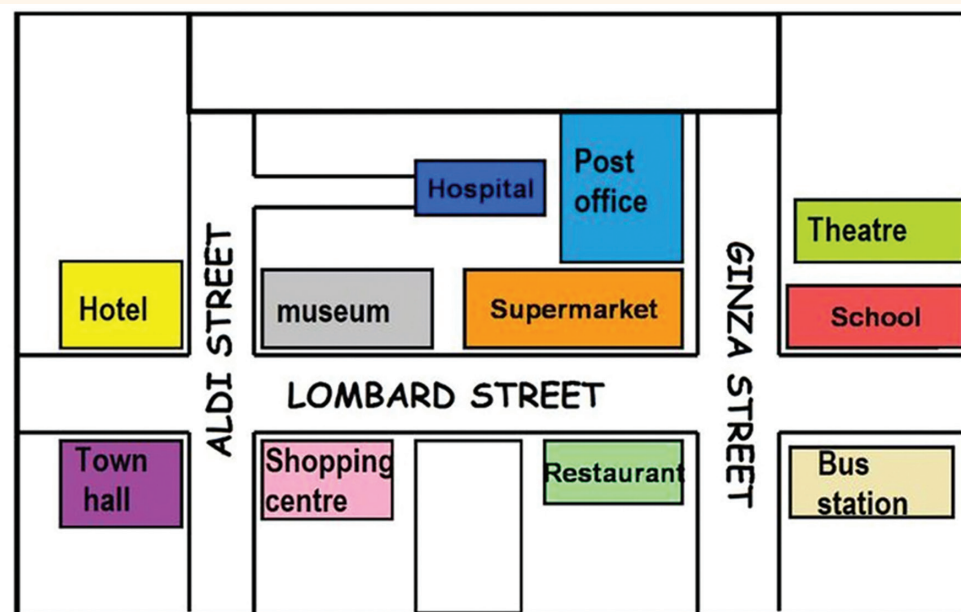
A: Museum, then intersection. Got it.

B: Perfect! Take a left there. You'll see the bank on your right.

A: Thank you so much for your help!

B: You're welcome!

1.2. Study the map below.



- Give directions to the hospital from the theatre.
- Give directions to the bus station from the hotel.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs with the help of the facilitator. First, act out the dialogue in 1.1. Learn the ways of asking for the directions and the ways of giving directions. Then, look at the map in activity 1.2. After that, give directions to reach the places given in the exercise. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Describing a map (Part I)

4. Learning Outcome

Describe pictures, cartoons, maps, and posters with a wide range of vocabulary and give directions.

5. Evaluation

- a. Give directions to your home from the learning centre.
- b. Give directions to the nearest hospital from the learning centre.

6. Instructions for the facilitator

Tell the learners to work in pairs and act out the conversation. Tell them to learn the ways of asking for directions and giving directions. Then, tell them to study the map in exercise 1.2. One of them will ask for directions and the other will give directions. Help them as needed.



E



Let's speak.

Card No. 12

Level: 3



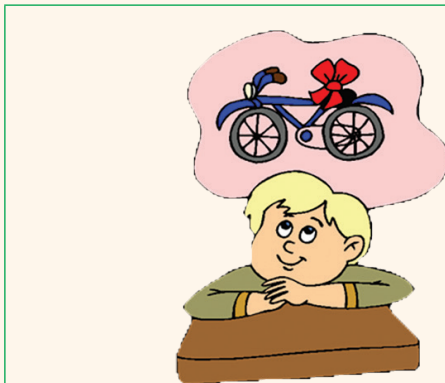
30
Mins

1. Learning Activities

1.1. Look at the pictures below. What do they want? Tell your friend.



1.2. Study the pictures and learn what they want.



I wish I had a bicycle.



I wish I were a policeman.

1. 3. What wish would you make in the following situations? Tell your friend.

- You are short and you want to be taller.
- You want to be rich.
- You want to go on a holiday.
- You want your friends to visit you.
- You want to have an English dictionary.
- You want to climb Mt. Everest.
- You want to swim in a river.
- You want to visit London.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, look at the pictures given in activity 1.1. Say what the people want. Read the wishes and learn how to express them in 1.2. Then, study the situations in 1.3. Express wishes in those situations. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experiences with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

3 (Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters.
- Express wishes.

5. Evaluation

- a. What do you want to be in the future? Tell your friend.
- b. Express your wishes in the following situations.
 - i. You are feeling cold.
 - ii. You are not feeling well.
 - iii. It's raining outside and you don't have an umbrella.

6. Instructions for the facilitator

Tell the learners to look at the pictures in 1.1 and discuss what the people in the pictures want. Then, tell them to study the pictures and sentences in 1.2, and learn the ways of expressing wants. Tell them to take turns and express their wishes in exercise 1.3.



E



Let's wish.

Card No. 13

Level: 3



40
Mins

1. Learning Activities

1.1. Study the following wishes.

May your birthday bring a lot of smiles to your face, happiness to your heart, and many blessings to your life.

May the new year bring health and happiness.

**Happy New Year
To My Family**

Have a safe trip!
May your travels be filled with amazing memories.

1.2. Act out the following conversations.

Conversation 1

Nita: Where are you going, Milan?

Milan: I have an exam today.

Nita: I wish you all the best for your exam!

Milan: Thank you, Nita.



Conversation 2

Prem: It's our last day before Dashain.

Anusha: Yes, Prem. I wish you happiness and a long life on this occasion.

Prem: Thank you. I wish you the same.



1.3. What wish do you make in the following situations? Tell your friend.

- Your friend has a competition today.
- Your father has an interview.
- Your neighbour is competing in an election.
- Your friend's sister has a wedding today.
- Your aunt is in hospital.
- Your friend is travelling to his village.
- Your sister is going abroad.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, look at the best wishes given in activity 1.1. Read the wishes and learn how to express them. After that, work in pairs and act out the conversation. Then, study the situations in 1.3. Express best wishes in those situations. Take turns when you do so. Seek support from the facilitator if needed. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters.
- Express good wishes.

5. Evaluation

What do you wish in the following situations?

- a. It's your parents' wedding anniversary today.
- b. It's your friend's birthday today.
- c. Your uncle is going abroad.
- d. It's a time to celebrate a festival in your locality.

6. Instructions for the facilitator

Tell the learners to read the good wishes in activity 1.1, and learn how they are expressed. Then, tell them to act out the dialogues in 1.2. After that, provide them with the situations in 1.3 and tell them to make wishes, taking turns.



E



Let's speak.

Card No. 14

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversations.

A: I'm bored.

B: Why don't you read a book?

A: That's a good idea!



A: I'm hungry.

B: Let's order pizza.

A: That's a good idea!



1.2. Study the following.

- Let's go to see a movie.
- Why don't we start a business?
- How about buying a new bicycle?
- You should inform the police.

The above sentences are expressions we use to give suggestions. We use the following structures.

You should + infinitive	How about + V-ing.....?
Why don't you +infinitive	If I were you, I would

1.3. What do you suggest in the following situations? Use the structures discussed in activity 1.2.

- It's a lovely Saturday afternoon. It's your holiday.
- Your mother is planning to go out and it is raining outside.
- It is your winter vacation.
- Some people are fighting in the street.
- Your friend has a fever.
- Your neighbour lost her bike.
- Your friend wants to improve his/her English.
- Mina is worried about her exam.
- Your father is free at home.
- Your sister is weak in maths.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the dialogues and learn how to give suggestions. Then, study the expressions in exercise 1.2 and learn the ways of suggesting others. Then, study the situations in 1.3. Give suggestions in those situations. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experiences with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

6 (Part I)

4. Learning Outcomes

- Initiate and respond to simple statements in the areas of immediate need.
- Give suggestions.

5. Evaluation

What suggestions do you give to the following people?

- a. Your friend wants to learn English.
- b. Your friend wants to have a suit made.
- c. Your sister is feeling sick.
- d. A farmer wants to sell his/her vegetables.

6. Instructions for the facilitator

Tell the learners to act out the conversations in 1.1. Then, have them study the sentences in 1.2 and learn the ways of giving suggestions. Tell them to take turns and give suggestions in exercise 1.3.



E



Let's give reasons.

Card No. 15

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversation in pairs.

Mira: Daddy, I want to join a dance class.

Krijan: That's OK. But, why do you want to join it?

Mira : Because dance keeps us fit. It also makes our body flexible.



1.2. Work in pairs. Take turns asking and answering, as shown in the example. Use the prompts below.

Examples: travel to Kathmandu/my mother lives there

A: I want to travel to Kathmandu.

B: Why?

A: Because my mother lives there.

see a doctor / have a health problem

A: I want to see a doctor.

B: Why?

A: Because I have a health problem.

- go to the village/uncle's marriage
- go on a diet/to lose weight
- join music class/ be a musician
- get up early/to go morning walk
- go to a dentist / to fill a tooth
- learn driving/ be easy to go to office
- start a YouTube channel/ to earn money



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the dialogue in activity 1.1 and learn the ways of asking for reasons and giving reasons. Then, act out the dialogues in 1.2. Then, study the situations given there. Have conversations as in the examples. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Expressing intention with reasons (Part I)

4. Learning Outcome

Express feelings in simple language, and exchange information on familiar matters and act out short dialogues.

5. Evaluation

- a. What do you plan to do after completing level 3? Why?
- b. Surf the Internet and make a list of the expressions used for giving reasons. Present it in the class.

6. Instructions for the facilitator

Tell the learners to work in pairs and act out the conversation. Tell them to learn the ways of expressing intentions and giving reasons. Then, tell them to express their intentions using the prompts there. Tell them to take turns while doing this activity.



E



Let's describe our past habit.

Card No. 16

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversation.



Note: We use 'used to' to talk about our past habits that we do not do at present.

1.2. What do you say in the following situations? Use 'used to'.

- John doesn't like apples now.
Example: John used to like apples.
- You don't wear shorts now.
- Nasib doesn't like tea now.
- My brother doesn't throw things away.
- I/live in a flat when I was a child. But, now I don't.
- I/play football when I was at school. But, now I don't.
- She/be able to speak French, but she has forgotten it all.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the dialogue in activity 1.1 and learn the ways of expressing past habits using 'used to'. Then, look at the situations in 1.2 and express the past habits using 'used to'. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experiences with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Describing Past Habit (Part I)

4. Learning Outcomes

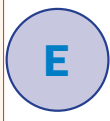
- Express feelings in simple language and exchange information on familiar matters and act out short dialogues.
- Talk about past habits.

5. Evaluation

- a. What did you use to do when you were ten? Share with your friends.
- b. Make a list of 5 things that you used to do in the past that you do not do anymore.

6. Instructions for the facilitator

Tell the learners to act out the conversation. Tell them to learn the way of describing past habits. Then, tell them to describe the past habits of the people using the prompts given there. Tell them to take turns while doing this activity.



Let's compare.

Card No. 17

Level: 3



1
Hour

1. Learning Activities

1.1. Study the following sentean.

- Nitu is a **tall** student. (no comparison)
- An elephant is **bigger than** a goat. (comparison between two)
- The elephant is **the biggest** land animal. (comparison among all land animals)
- Mt. Everest is **higher than** Mt. Annapurna. (comparison between two)
- Mt. Everest is **the highest** mountain. (comparison among all mountains)

1.2. Learn the degrees of comparison.

Positive	Comparative	Superlative		Positive	Comparative	Superlative
good	better	best		small	smaller	smallest
bad	worse	worst		hot	hotter	hottest
tall	taller	tallest		cold	colder	coldest
long	longer	longest		happy	happier	happiest
big	bigger	biggest		beautiful	more beautiful	most beautiful
old	older	oldest		expensive	more expensive	most expensive
young	younger	youngest		cheap	cheaper	cheapest
thin	thinner	thinnest		easy	easier	easiest
fat	fatter	fattest		difficult	more difficult	most difficult

1.3. Complete the sentences with the correct form of the adjectives.

- In summer, days are _____ than in winter. (long)
- A turtle is _____ than a rabbit. (slow)
- I am _____ than my cousin. (young)
- Bread is _____ than meat. (cheap)
- My dad is _____ at English than my mum. (bad)
- February is _____ than July. (cold)
- A chair is _____ than a stool. (comfortable)
- Wild animals are _____ than pets. (dangerous)
- Muna is the _____ girl in the class. (tall)
- Karnali is the _____ river in Nepal. (long)



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities with the help of the facilitator. First, study the sentences in activity 1.1 and learn the ways of making comparisons. Then, learn the degrees of adjectives given in activity 1.2. After that, study the sentences given in activity 1.3. Complete the sentences using the positive, comparative, or superlative degrees of the adjectives given in the brackets. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Making comparison (Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters and act out short dialogues.
- Make comparisons.

5. Evaluation

- a. Compare yourself with your best friend. Talk about age, height, body build, activeness, happiness, etc. Share it orally in the class.
- b. Write a few sentences comparing a village with a town. Use the comparative degree of adjectives while doing the task.

6. Instructions for the facilitator

Tell the learners to study the sentences in exercise 1.1. Give more examples of your own from the classroom. Tell them to learn the way of making comparisons. You can give other adjectives other than those given in exercise 1.2. Then, tell them to make a comparison using the adjectives given in the brackets in exercise 1.3.



E



Let's follow the rules.

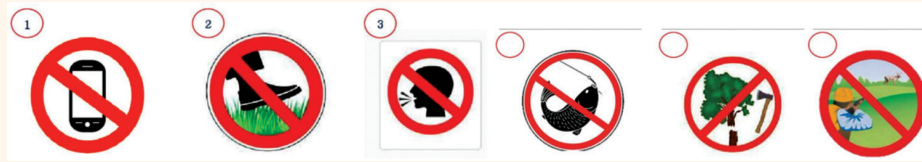
Card No. 18
Level: 3



1
Hour

1. Learning Activities

1.1. Look at the signs below. Discuss what they mean.



1.2. Share what people are allowed to do and not allowed to do in the following places. You can use the structures from the box.

We are allowed to	We are not allowed to
We should	We shouldn't
We can	We can't
We must	We mustn't

- | | |
|---------------------------|---------------------|
| a. in the learning centre | b. in the exam hall |
| c. in a park | d. in a theatre |
| e. at a hospital | f. in a library |

1.3. Study the following rules to be followed in a library.

Library Rules

- You must have a library card to take a book.
- You can take one book at a time.
- You should check the condition of the book before taking.
- You can't tear or damage the book.
- You must pay a fine for any damage you cause.
- You are not allowed to bring any food inside the library.

1.4. Write a similar set of rules you have to follow in a hospital.

1.5. Complete the following sentences, choosing the correct modal verb.

- The doctor says I **might** / **must** take rest for a few days.
- You look great in long hair. You **should** / **can** always keep long hair.
- Ningma's leg is broken, so he **can't** / **may** not walk.
- Tomorrow is a holiday, so we **mustn't** / **don't have to** go to the learning centre.
- When you are on a diet, you **ought to** / **could** drink a lot of water.
- He sold his old car so that he **should** / **could** buy a new one.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities with the help of the facilitator. First, look at the pictures in 1.1 and discuss what obligations and prohibitions they show. Then, study the structures given in activity 1.2. After that, study the situations given there and express what people are allowed to do and not allowed to do. Take turns to do this task. Study the rules and regulations in activity 1.3. Learn the ways to write them. Then write similar rules for the task in activity 1.4. After that complete the sentences using the modal verbs in exercise 1.5. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Expressing obligations and prohibitions

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters.
- Express obligations and prohibitions.

5. Evaluation

- a. Answer the following questions:
 - i. Say two things you can do in the learning centre.
 - ii. Say two things that you shouldn't do.
 - iii. Say two things that you must do.
- b. Write a set of rules and regulations to be followed in a hospital.

6. Instructions for the facilitator

Show the pictures in exercise 1.1 one by one and ask the learners what each picture means. If they can't, help them. Then, ask them to study the structures given there. Give some examples showing how they can make sentences using those structures. After that, ask them what people are allowed or not allowed to do in those places. You can give some examples. After that, tell them to study the library rules given there. Discuss with them how the rules are formed. Then, tell them to write the rules to be followed in a hospital. Once they write, check their tasks and provide them with feedback. Finally, tell them to read the sentences in exercise 1.5 and choose the correct modal verb. Once they complete the task, discuss why a particular modal verb is correct there.



E		<h1>I'm sorry.</h1>	Card No. 19		<h2>30 Mins</h2>
			Level: 3		

1. Learning Activities

1.1. Act out the following conversations.

Conversation 1

- Roji:** Hey, sorry I'm late! Traffic was crazy.
Suman: No worries! Happens to everyone.
Roji: Seriously, I feel bad. You must have been waiting long.
Suman: Nah, I just got here. No big deal.
Roji: Thanks for being cool.
Suman: Don't mention it.

Conversation 2

- Student:** Excuse me, ma'am! I'm really sorry for being late.
Facilitator: It's okay, but you missed the class. What happened?
Student: I woke up late today. My apologies.
Facilitator: You must always arrive on time. Can you make sure it doesn't happen again?
Student: Sure, ma'am. I sincerely apologize for this.

1.2. Learn the ways of apologising.

Making Apologies	Accepting Apologies
I'm sorry ...	That's all right.
I apologise for ...	It's okay.
I am so sorry for ...	Never mind.
It's all my fault ...	It doesn't matter.
Forgive me ...	No worries./Don't worry about it.
Pardon me for ...	Don't mention it.
I must apologise for ...	Forget about it.
Excuse me for ...	No need to ...
I beg your pardon...	No harm done.

1.3. Work in pairs. Take turns to make apologies and accept them.

You accidentally banged into your partner because you were rushing. You knocked them over.
 You said a mean thing to your partner because you were feeling really mad.
 You told a lie to your partner.
 You broke your friend's toy.
 You invited everyone to your birthday party but forgot to invite your partner. They are upset.
 You excluded your partner from the game at playtime on purpose.
 You were talking in class but your partner got blamed for the talking and got into big trouble.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the dialogues in activity 1.1 and learn the ways of expressing apologies. Then, look at the table in 1.2 and learn more ways of expressing apologies and accepting them. After that, study the situations in 1.3 and express apologies and accept them working in pairs. Take turns in doing so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Making apologies (Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters and act out short dialogues.
- Express apologies.

5. Evaluation

- a. What do you say in the following situations?
 - i. You came home late.
 - ii. You couldn't complete your assignment.
 - iii. You mistakenly took your friend's bag.

6. Instructions for the facilitator

Ask the students to work in pairs and act out the conversations given there. Tell them to learn the ways of making apologies and accepting apologies from those conversations. Then, tell the learners to practise making apologies and accepting them as given in Exercise 1.2. After that, tell them to work in pairs and have conversations in the situations given in exercise 1.3. Tell them to take turns while doing so.



E



Yes, I can.

Card No. 20
Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversations.

Conversation 1

Nita: Can you swim across a river?

Jeevan: No, I can't. Can you?

Nita: Yes, I can. I can swim in the sea, too.

Conversation 2

Anamol: What could you do when you were 10 years old?

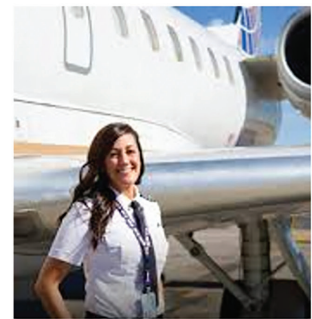
Kabita: I could read and write.

Anamol: Could you cook food?

Kabita: No, I couldn't. I could just make tea.



1.2. Look at the pictures and say what they can do.



1.3. Say five things that you can do and five things you cannot do.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the dialogues in activity 1.1 and learn the ways of expressing ability and inability. Then, look at the pictures in 1.2 and say what the people and other creatures can do or cannot do there. Similarly, tell five things you can do and five things you cannot do. Take turns in doing so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Expressing ability (Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters.
- Express ability.

5. Evaluation

Say five things you could do when you were 8 years old.

6. Instructions for the facilitator

Ask the students to work in pairs and act out the conversations given there. Tell them to learn the ways of expressing ability from those conversations. Then, tell the learners to look at the pictures and say what the people or the animals in the pictures can do. After that, tell them to share five things they can do and five things they cannot do with their friends. Tell them to take turns while doing so.



E



Stating units and quantities.

Card No. 21
Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversation.

Doctor: How old are you?

Patient: I'm twenty-five.

Doctor: What's your weight?

Patient: I'm 60 kg.

Doctor: How tall are you?

Patient: I'm five feet three inches tall.

Doctor: How much water do you drink in a day?

Patient: I usually drink 3 litres of water.

Doctor: That's good. And, what about exercise?

Patient: I do yoga for 30 minutes daily.

Doctor: That's good.



1.2. Work in pairs. Take turns to ask and answer questions based on these clues.

- time to get to the nearest bank/30 minutes
- milk you need/5 litres
- distance from your house to the bus station/3 km
- your height/5 feet
- your weight/35 kg



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the dialogue in activity 1.1 and learn the ways of stating units and quantities. Then, look at the situations in 1.2 and have a conversation as in 1.1, asking for the units or quantities and expressing them. Take turns in doing so. Seek support from the facilitator if needed. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Stating units and quantities (Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters, and speak with correct stress and intonation.
- State units and quantities while taking part in conversations.

5. Evaluation

- a. Answer the following questions.
 - i. How far is your home from the learning centre?
 - ii. How much time do you spend at the learning centre?
 - iii. How much does a kg of tomatoes cost?
- b. Make a list of units of different goods that you buy or sell in the market and also mention the price.

6. Instructions for the facilitator

Ask the students to work in pairs and act out the conversation given there. Tell them to learn how we ask about the quantities of different things and how we answer them. Then, tell the learners to have conversations with the help of the prompts given in Exercise 1.2. One of them will ask the question and the other will answer. Tell them to take turns to ask and answer the questions.



E



Will it happen?

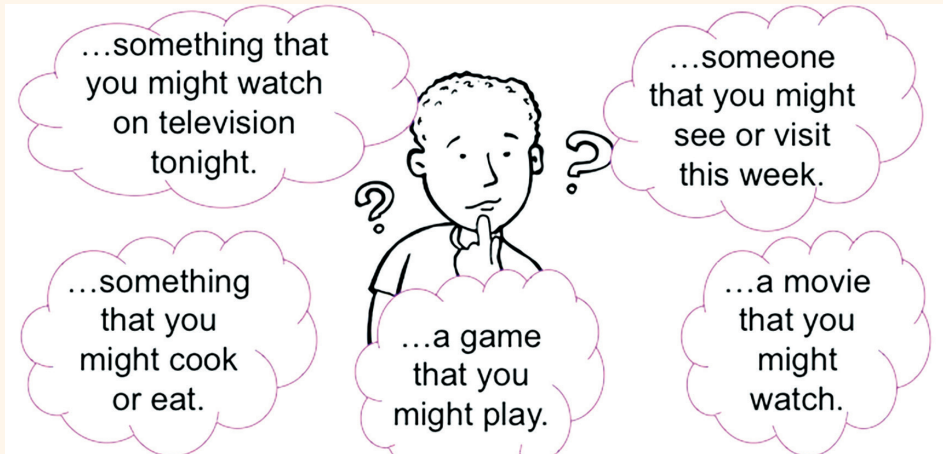
Card No. 22
Level: 3



30
Mins

1. Learning Activities

1.1. Tell your friend:



1.2. Make as many sentences as possible.

I	may	be at home.
We	might	watch TV.
You	must	go to bed.
He	can't	a policeman.
She		be lost.
It		lend me some money.
They		

Note: *must = something is sure to happen*

may/might= something is not sure (50/50 chance)

can't = something is sure not to happen

1.3.

I saw my friend running quickly to school.	They might have walked to work.	She might have been late.	
Hey! All the chocolates are gone!	John must have written it.	It may have begun already.	
I think Steven drove to work today.	Sarah may have dropped it.	He must have been a robber.	
The police shot a man in the bank.	He can't have been very happy.	No, he can't have driven.	
Where did Rob and Kim go on holiday?		It could have been a ghost.	
Who broke the coffee cup yesterday?		Tommy might have eaten them.	
		They could have flown to Poland.	



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, look at the situations given in activity 1.1 and learn to tell your friends what you might do in those situations. Take turns while doing so. Then, look at the table in 1.2 and make as many sentences as you can. Learn the use of may, might, must, and can while doing so. Then, study the instruction in 1.3 and match the probable event with the situations. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Expressing degrees of probability (Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters, and speak with correct stress and intonation.
- Make predictions.

5. Evaluation

- a. Answer the following questions.
 - i. Will it rain today?
 - ii. Will you pass the Basic Level Examination?
 - iii. Will you come to the learning centre tomorrow?
- b. Write a short paragraph guessing what you will do next year.

6. Instructions for the facilitator

Ask the students to work in pairs and, for each situation in exercise 1.1, give the requested information to their friends. Tell them to learn how we express degrees of probability by making the sentences in Exercise 1.2. Then ask them to match the situations given in exercise 1.3 to the possible activities.



E



Surprise! Surprise!

Card No. 23

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversations.

Conversation 1

Prem: Simran, whose bike is this?

Simran: It's mine.

Prem: Are you kidding me?

Simran: No, I'm not. I bought it yesterday.

Prem: What a surprise!

Conversation 2

Binod: Shital, do you know Nita failed the exam?

Shital: What? I can't believe it! She had prepared well.

1.2. Study the following.



1.3. Express surprise or dismay in the following situations.

- Somebody told you that you have won a lottery.
- Your name was announced as the winner in a competition.
- The facilitator announced a picnic programme.
- One of your friends has got a scholarship.
- One of your friends has lost his/her phone.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and learn the ways of expressing surprise. Take turns when you do so. Then, look at the chart in 1.2 and learn more ways of expressing surprise. Now, study the situations in 1.3 and express surprise or dismay. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Expressing surprise and dismay (Part I)

4. Learning Outcomes

- Express feelings in simple language and exchange information on familiar matters, and speak with correct stress and intonation.
- Express surprise or dismay.

5. Evaluation

- a. What do you say in the following situations?
 - i. Your friend has won a lottery.
 - ii. Your sister lost her bag.
 - iii. Your friend has bought a new mobile phone.
- b. Surf the Internet or other books and collect more ways of expressing surprise. Present it in the class.

6. Instructions for the facilitator

Ask the students to work in pairs and act out the conversations. Tell them to learn how we express surprise or dismay by studying the expressions in exercise 1.2. Then, ask them to express surprise or dismay using those expressions for the situations given in exercise 1.3.



E



Let's speak.

Card No. 24

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversation with your friend.

Priya: Excuse me! What time does the shop open?

Mohan: It opens at 8:00.

Priya: Sorry! Would you tell the time once again, please?

Mohan: It's 8:00 am.

Priya: Thank you, sir.

1.2. Study the following expressions used to ask for information and repeat them.

Asking for information	Asking someone to repeat the information
Do you know ...?	Would you please repeat that?
Could you tell me ...?	Would you tell me that again, please?
Can you tell me ...?	Sorry I didn't catch you. Could you say again?
Do you have any idea ...?	Sorry, I didn't understand. Could you repeat it, please?
Would you mind telling ...?	
Could anyone tell me ...?	

1.3. Work in pairs. First, ask for information. Then, ask the same person to repeat the information.

- You want to know when your learning centre organizes the annual sports day.
- You want to know how much money a bicycle costs.
- You want to know where your new friend is from.
- You want to know how far the bank is from your home.
- You want to know how long it takes to travel from Kathmandu to Gorkha.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and learn the ways of asking for information and repeating information. Take turns while doing so. Then, study the table in 1.2 and learn more ways of asking for information and for repeating information. Now, study the situations in 1.3 and have a conversation. First ask for information and then ask the same person to repeat the information. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

1(Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Ask for information and repeat the information.

5. Evaluation

- a. Tell any three expressions used to ask for information and repetition.
- b. Have conversations in the following situations. First, ask for information and ask to repeat the information.
 - You want to know how your friend's name is spelled.
 - You want to know your friend's mobile number.

6. Instructions for the facilitator

Tell the learners to act out the conversation in 1.1. Then, tell them to study the expressions in 2 and learn the ways of asking for information and repetition. Tell them to work in pairs. One will ask for information first. Then, again, ask the person to repeat the information. Tell them to take turns.



E



Let's speak.

Card No. 25
Level: 3



30
Mins

1. Learning Activities

1.1. Look at the pictures below. How might these people have asked for help?



1.2. Study the following expressions of making requests and responding to them.

Expressions for making requests	Expressions for responding to requests
Can I ask you to?	Yes, what do you need?
I was wondering if you could	I'll see if I can do.
Do you think you could?	Let me check and get back to you.
Could you please?	Sure, no problem.
Would you mind if I?	Of course not. Go ahead.

1.3. Work in pairs. Take turns to request and respond with the help of the clues. Use different expressions from exercise 1.2.

Example: lend me your book

Neetu: Could you please lend me your book for a few days?

Poonam: Sure, no problem./I am sorry. I have to study it for my project.

- help me carry the load
- give me your calculator
- take my photo
- drop me to school
- close the window
- cook some food for me



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, look at the pictures in activity 1.1 and guess how these people would ask for help. Take turns when you do so. Then, study the table in 1.2 and learn more ways of requesting and responding to them. Now, study the instruction in 1.3 and have a conversation. Then, study the situations given there and have similar conversations. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

3 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Make requests and respond to them.

5. Evaluation

- a. If you meet the mayor/chairperson of your local level, what requests will you make? Make a list.
- b. Suppose you are at a friend's house and want to request the following things. Have a conversation between you and your friends.
 - a glass of water
 - a cup of coffee
 - turning on the television

6. Instructions for the facilitator

Tell the learners to look at the pictures in 1.1. Tell them to guess about the requests people have made in the pictures. Then, tell them to study the table and learn the ways of making requests and responding to them. Finally, tell them to work in pairs. One will make requests. The other will respond. Tell them to take turns.



E



Let's speak.

Card No. 26

Level: 3



30
Mins

1. Learning Activities

1.1. Look at the pictures below. How might these people ask for permission?

Punita: May I use your pencil, Rohan?

Rohan: Of course. Here you're.



1.2. Study the following expressions and learn the ways of asking for permission, giving permission and denying permission.

Asking for permission	Giving permission	Denying permission
Excuse me, do you think I could try this one?	Yes, certainly.	I'm afraid, you can't.
Do you mind if I use your phone?	Of course.	I'm afraid not.
I was wondering if I could have some food here.	By all means.	I'm sorry, that's not allowed.
May I have your permission to take your photo?	Sure. Go ahead.	Sorry. No way.

1.3. Now, have similar conversations in the situations below. Ask for permission and then accept or deny it.

- Your mobile phone is not working and you want to use your friend's.
- You are at a friend's house and you want to use his/her computer.



- c. It's raining outside and you want to borrow your friend's umbrella.
- d. You are on a trek. You want some water from a fellow traveler.
- e. You want to borrow a book from your school's library.
- f. You are feeling hot. You want to turn on the fan.

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. Act out the conversations in activity 1.1 and learn the ways of asking for permission and responding to it. Take turns while doing so. Then, study the table in 1.2 and learn more ways of asking for permission and responding to them. Then, study the situations given in 1.3 and have similar conversations as in 1.1. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

2 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Ask for and give permissions.

5. Evaluation

- a. Listen to your friends. How do they make requests? Make a list.
- b. Surf the Internet or consult some reference books and make a list of the expressions used for asking for permission. Then, present it in the class.

6. Instructions for the facilitator

Tell the learners to look at the picture in activity 1.1. Tell them to guess about the requests people have made in the pictures. Then, tell them to study the table and learn the ways of asking for permission and responding to them. Finally, tell them to work in pairs. One will make requests. The other will respond. Tell them to take turns.



E



Let's speak.

Card No. 27

Level: 3



30
Mins

1. Learning Activities

1.1. Have you ever had any of these experiences? How did you feel? Share it with your friends.

- bungee jumping
- rafting
- rock climbing
- swimming across a river



1.2. Act out the following conversations.

Conversation I

Binod: Rina, have you ever been to India?

Rina: No, I haven't. Have you?

Binod: Yes. I went to India two weeks ago.

Conversation II

Nisha: Have you ever danced on a stage?

Binaya: Yes, I have. I danced on a stage at our school's Annual Day. Have you danced?

Nisha: No, I haven't. I can't dance on the stage.

1.3. Now, have similar conversations in the situations below. Take turns to ask and answer.

- climbed a tree
- eaten Yomari
- ridden a horse
- met a cricketer
- watched a horror movie



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, look at the pictures in activity 1.1 and share your friends if you have any of these experiences. Share your feelings too. Take turns while doing so. Then, act out the conversations in 1.2 and learn the ways of sharing experiences. Now, study the instructions in 1.3. Then, study the situations given there and have similar conversations as in activity 1.2. Take turns while doing so. Seek support from the facilitator if needed. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

4 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Share experiences.

5. Evaluation

- a. Have you ever been on a picnic or a trip? Share your experience.
- b. Work in pairs. Have a conversation about the experiences you have had while celebrating your recent birthday.

6. Instructions for the facilitator

Tell the learners to share with their friends if they have done the things in exercise 1.1. Then, tell them to act out the conversations given in exercise 1.2. Discuss the structure of the sentences used in the conversations. Finally, tell them to work in pairs. They will talk about their experiences with the things given in exercise 1.3. Tell them to take turns.



E



Let's speak.

Card No. 28

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the given conversations in pairs.

Conversation I

Jiya: Which phone do you think I should buy?

Stuti: Well, buy this one. It looks advanced.



Conversation II

Mother: Aarsin, help your father on the farm. He will be happy.

Aarsin: Certainly, I will help him.

1.2. Learn the expressions that you can use to persuade others to do something.

- Try it. It suits you.
- Give it a try. It's really nice.
- Come on! You can do this easily.
- Watch the film. It's interesting.
- Go on, open your present.
- You are good at singing.

1.3. Work in pairs. Persuade your friend to do different things in the situations below.

- You want your friend to prepare breakfast for you.
- You want your friend to organize a party on his/her birthday.
- Your friend does not want to go to a movie with you.
- You want your friend to take part in a dance competition.
- Your friend is too shy to talk to outsiders.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and learn the expressions used for persuading others. Then, study the expressions in 1.2 to learn more ways of persuading others. Now, study the instructions in 1.3. Then, study the situations given there and have similar conversations as in activity 1.1. Take turns when you do so. Seek support from the facilitator if needed. Share your learning with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

5 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Persuade others.

5. Evaluation

- a. Your friend thinks that s/he cannot speak English and hesitates when speak English. Persuade him/her to speak English.
- b. Browse the Internet or consult some books and find more ways of persuading others. Present it in the class.

6. Instructions for the facilitator

Tell the learners to act out the conversations given in exercise 1.1. Discuss the structure of the sentences used in the conversation. Then, tell them to study the expressions given in 1.2 and learn more ways of persuading others. Finally, tell them to work in pairs. They will persuade each other to do the things given in exercise 1.3. Tell them to take turns.



E



Let's speak.

Card No. 29

Level: 3



25
Mins

1. Learning Activities

1.1. Look at the pictures. Why do you go to these places?



1.2. Act out the following conversation.

Nanu: Hi, Mohan! Why are you here at the barber's?

Mohan: I want to have my hair cut. And you?

Nanu: I want to get my hair dyed.

Now, have similar conversations in the following situations.

- butcher's
- cobbler's
- dry cleaner's
- photographer's
- optician's

1.3. What can you have done in the following places? Tell your friends.

- a grocery
- a garage
- a hospital
- a supermarket
- a stationery



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, look at the pictures in activity 1.1 and share with your friends why you go to these places. Then, act out the conversation in 1.2 to learn the ways of getting things done. Now, study the instruction in 1.3. Then, study the situations given there and tell your friends what things you get done there. Take turns while doing so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

5 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Get things done.

5. Evaluation

You would like to have the following tasks completed. How do you say?

- a. stitch your clothes
- b. refill your teeth
- c. dry wash your suit

6. Instructions for the facilitator

Ask the learners to examine the pictures and identify the places. Then tell them to share it with their friends what things they can have done there. Tell the learners to act out the conversation given in exercise 1.2. Discuss the structure of the sentences used in the conversation. Then, tell them to have similar conversations for the situations. Tell them to work in pairs. They will also say what things they can get done in the places given in exercise 1.3.



E



Let's speak.

Card No. 30
Level: 3



25
Mins

1. Learning Activities

1.1. Act out the following conversations.

Conversation 1

Milan: Would you like to have a dance with me?

Nisita: Sure, I'd love to.

Conversation 2

Zina: We are going to a movie. Would you like to join us?

Kiran: I wish I could, but I have other work.

1.2. Study the following.

		Invitations Accepting and Refusing invitations		
		Invitation	Accepting	Refusing
FORMAL SITUATION	Would you like to ...		That's very kind of you	I'm very sorry, I don't think I can.
	I'd very much like you to ...		We'd very much like to ...	I'd like to, but ...
	We should be pleased/delighted if you could ...		What a delightful idea.	I'm afraid I've already promise ...
	Would you care to ...		With the greatest pleasure.	Thank you for asking me, but ...
	You will ... won't you?		Thank you very much for inviting me.	Unfortunately I can't ...
INFORMAL SITUATION	Why don't you come to ...		I would/will ...	Sorry, I can't.
	Like to come to ...		That would be nice.	I'd love to, but ...
	Shall we come to ...		I'd like to love to come.	I don't think I can.
	You must come to ...		All right (then).	I wish I can, but ...
	How about tomorrow morning?		I'll come I promise.	Sorry, I don't think I can make it.
	Let's meet at ... o'clock.		I'll be there.	I'm so sorry I can't make it.

1.3. Work in pairs. Take turns to make invitations and accept or reject them in the following situations. Use the responses from the box in exercise 2.

- go to the cinema with a friend
- have lunch with your uncle
- invite a friend for your birthday party
- invite your aunt for dinner
- invite your father to your school's parents' day



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and learn the ways of inviting others and accepting or rejecting them. Then, study the expressions in 1.2 to learn the ways of inviting others and accepting or refusing those invitations. Now, study the instruction in 1.3. Then, study the situations given there and have conversations as in exercise 1.1. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

10 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Invite people and accept or deny invitations.

5. Evaluation

How do you invite the people in the following situations?

- a. invite your maternal uncle for dinner
- b. invite your facilitator at your sister's wedding
- c. invite your friend to your birthday party

6. Instructions for the facilitator

Tell the learners to act out the conversation given in exercise 1.1. Discuss the structure of the sentences used in the conversation. Then, tell them to study the expressions given in exercise 1.2. Tell them to work in pairs. They will make invitations and accept or reject them in the situations given in Exercise 1.3.



E



Let's speak.

Card No. 31

Level: 3



25
Mins

1. Learning Activities

1.1. Reorder the following according to your preferences.

- football, volleyball, cricket, basketball, badminton
- apple, mango, orange, papaya, banana
- English, Maths, Science, Nepali, Social Studies

1.2. Act out the following conversation.

A: There are so many flavors of ice cream to choose from!

B: Yes, there must be about a hundred. Do you have a favorite?

A: I love fruit-flavored the best.

B: Yes, fresh fruit-flavored is the best.

A: What is your least favorite ice cream?

B: I don't like peppermint ice cream.

A: Yes, I know what you mean.

B: One time, I tried garlic ice cream.

A: That could be interesting.



1.3. Work in pairs. Ask and answer the questions about each other's likes and dislikes. Use the given clues.

- going to the cinema
- painting
- watching television
- working in the kitchen
- working on the farm



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, study the things in activity 1.1 and rearrange the words in the order of your preferences. Then, act out the conversation in 1.2 to learn the ways of expressing preferences. Now, study the instruction in 1.3. Then, study the situations given there and talk about your preferences. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

12 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations.
- Express likes and dislikes.

5. Evaluation

- a. Tell your likes and dislikes.
- b. Tell your friend which one you prefer:
 - Tea or coffee
 - Going to the stadium or watching on TV
 - Listening to the songs or watching music videos
 - Watching horror movies or family dramas

6. Instructions for the facilitator

Tell the learners to put the games, fruits and subjects given in exercise 1.1 in the order of their preferences. Tell them to act out the conversation given in Exercise 1.2. Discuss the structure of the sentences used in the conversation. They will express their likes and dislikes in the situations given in exercise 1.3. Tell them to work in pairs to ask and answer.



E



Let's speak.

Card No. 32

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversations.

A: What will you do if you win a lottery of Rs. 100000?

B: If I win a lottery of Rs. 100000, I will buy a bike.



Seema: What would you do if you were a bird?

Sangam: I would fly in the sky if I were a bird.

1.2. Say what you will/ would do in the following conditions.

- You saw your friend on the way.
- You are thirsty.
- You forgot to call your friend.
- You missed the last bus home.
- Your exam is near.

1.3. Ask and answer the questions in the given situations as in the example below.

Example: what/if tomorrow were a holiday/go swimming

Nim: What would you do if tomorrow were a holiday?

Bina: If tomorrow were a holiday, I'd go swimming.

- what/if you found a purse/submit it to a police station
- what/if the weather is not good/won't go out
- what/if I touch a live wire/get an electric shock
- what/if one exercises regularly/become healthy
- what/if everyone is sincere/the world would be a better place



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and learn the ways of expressing conditions. Then, study the situations in 1.2 to express conditions. Now, study the instruction in 1.3. Then act out the conversations given there. After that, study the situations given there and act out the conversations as in the example. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

14 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations and describe the aspects of their background and immediate environment in areas of immediate need in simple terms.
- Express conditions.

5. Evaluation

- a. What would you do if you were the chairperson of your ward? Say any five things.
- b. Browse the Internet or consult reference books, and find the different types of conditional sentences and present them in the class with their structures.

6. Instructions for the facilitator

Tell the learners to act out the conversation given in Exercise 1.1. Discuss the structure of the sentences used in the conversation. Tell them to work in pairs. Then, tell them to look at the conditions given in exercise 1.2, and say what they will or would do in those conditions. Similarly, tell them to study the conversation in exercise 1.3 and have similar conversations in other situations, given there working in pairs.



E



Let's speak.

Card No. 33

Level: 3



30
Mins

1. Learning Activities

1.1. Act out the following conversations.

Anil: Why are smartphones popular?

Yamuna: Smartphones are popular because they have multiple functions.



Simran: Why are you late today?

Manoj: I am late because I missed the bus.

1.2. Now, take turns in pairs to ask questions and provide explanations based on the pictures below.

- a. do yoga
- b. absent yesterday
- c. go to the bank
- d. play games
- e. read books

1.3. Work in pairs. Have conversations as in the example below.

Example: mobile phone

A: Why do we need a mobile phone?

B: We need a mobile phone to make a call.

- a. cow
- b. policeman
- c. aeroplane
- d. computer
- e. education
- f. healthy food



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and learn the ways of giving reasons. Then, study the situations in 1.2 and give reasons. For this, you have to work in pairs and have a conversation as in activity 1.1. Now, study the instruction in 1.3. Then act out the conversations given there. After that, study the situations given there and act out the conversations as in the example. Take turns while doing so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

15 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations and describe the aspects of their background and immediate environment in areas of immediate need in simple terms.
- Ask for and give reasons.

5. Evaluation

- a. Why are you here at the learning centre? Tell your friends.
- b. Why do you do the following things? Give reasons.
 - Take a bath
 - Learn maths
 - Learn English
 - Listen to music

6. Instructions for the facilitator

Tell the learners to act out the conversation given in Exercise 1.1. Discuss the structure of the sentences used in the conversation. Tell them to work in pairs. Then, tell them to look at the conditions given in Exercise 1.2, and tell them to have conversations as in Exercise 1.1. Similarly, tell them to study the conversation in Exercise 1.3 and have similar conversations in the situations given there.



E



Let's speak.

Card No. 34
Level: 3



30
Mins

1. Learning Activities

1.1. Learn the ways of making and accepting offers.

Conversation 1

Nitin: May I bring you some water?

Janak: Thank you. That would be very kind of you.

Conversation 2

Waiter: What would you like to take, sir?

Customer: A cup of coffee, please?



1.2. Study the following table. Learn the ways of making and accepting offers.

Making offers	Accepting offers
<ul style="list-style-type: none"> • Would you like something to drink? • Would you like some coffee? • May I bring you some coffee? • Can I help you? • Would you like me to type your letters for you? • Shall I get you something to drink? • Can I do something for you? • How about a coffee? 	<ul style="list-style-type: none"> • That would be very kind of you. • Yes, please. I'd like to. • Yes, please. That would be nice/lovely. • Thank you. That would be great.

1.3. Your friend is at your home today. You can't wait for him to ask things. So, you want to make offers before he asks. What do you say if:

- he looks hungry
- he looks tired
- he looks bored
- he doesn't know how to turn on the TV
- he wants to go to the bus stop



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and discuss how we make offers and accept them. Then, study the expressions given in 1.2 and learn more ways of making offers and accepting them. Now, study the instruction in 1.3. Act out the conversations given there. After that, study the situations given there and act out the conversations as in the example. Take turns when you do so. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

18 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations and describe the aspects of their background and immediate environment in areas of immediate need in simple terms.
- Make offers and accept or reject them.

5. Evaluation

- a. What things do you offer to your guests at your home? Say any five things.
- b. What do you say in the following situations?
 - There is a guest at your home, and he looks thirsty.
 - There is a friend at your home.
 - You have two pens, but your friend doesn't have one.

6. Instructions for the facilitator

Tell the learners to act out the dialogues given in Exercise 1.1. Discuss the structure of the sentences used in the dialogues. Tell them to work in pairs. Then, tell them to study the expressions given in Exercise 1.2. Similarly, tell them to make offers and accept or reject them.



E



Let's speak.

Card No. 35

Level: 3



30
Mins

1. Learning Activities

1.1. Study the following table.

Asking for opinion	Giving opinion
What do you think of ...?	I think ...
How do you feel about ...?	I feel ...
What is your opinion about ...?	I find ...
What's your idea about ...?	I believe ...
Do you agree with ...?	In my opinion, ...
Do you agree that ...?	In my view, ...

1.2. Act out the following conversations in pairs.

Conversation I

Nirmala: What do you think of keeping long fingernails?

Yam: I think it is bad for health.

Sarita: But, long fingernails make your fingers attractive.

Conversation II

Sheela: Have you watched Mina's dance?

Deepak: Yes. I have. What do you think of her dance?

Sheela: It was wonderful.

Nim: I agree with you. Her dance was very beautiful.

Now, have similar conversations in the following situations.

- biting fingernails
- hunting animals
- climbing mountains
- using social media
- watching horror films



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, study the expressions in activity 1.1 and learn the ways of asking for opinions and giving opinions. Then, act out the conversations in 1.2 and learn how people ask for opinions and how people express opinions. After that, study the situations given there and act out the conversations as in the example. Take turns when you do. Seek support from the facilitator if needed. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

18 (Part II)

4. Learning Outcomes

- Interact with reasonable ease in structured situations and short conversations and describe the aspects of their background and immediate environment in areas of immediate need in simple terms.
- Ask for and give opinions.

5. Evaluation

- a. What do you think about learning English? Tell your friends.
- b. Give your opinion about:
 - People having long fingernails
 - Boys having long hair
 - Politicians
 - Shopkeepers

6. Instructions for the facilitator

Tell the learners to study the table in Exercise 1.1 and learn the expressions used for asking for and giving opinions. Tell them to act out the conversations given in Exercise 1.2. Discuss the structure of the sentences used in the conversations. Tell them to work in pairs. Then, tell them to have similar conversations for the situations given in the exercise.



E



Let's speak.

Card No. 36

Level: 3



30
Mins

1. Learning Activities

1.1. Work in groups of three and practise the conversation below.

Punam: What are you doing, Punam?

Bikash: I'm planting potatoes.

Neeta: What did Punam ask you, Bikash?

Bikash: She asked me what I was doing.

Neeta: And, what did you say?

Bikash: I told her that I was planting potatoes.



1.2. In the conversation above, Bikash has reported the conversation between him and Punam to Neeta. Now, act out the following conversations below first, then report them to your friend.

1. A: What's your name?

B: My name is Ramita

2. A: Do you like to read stories?

B: Yes, I do.

3. A: Where are you from?

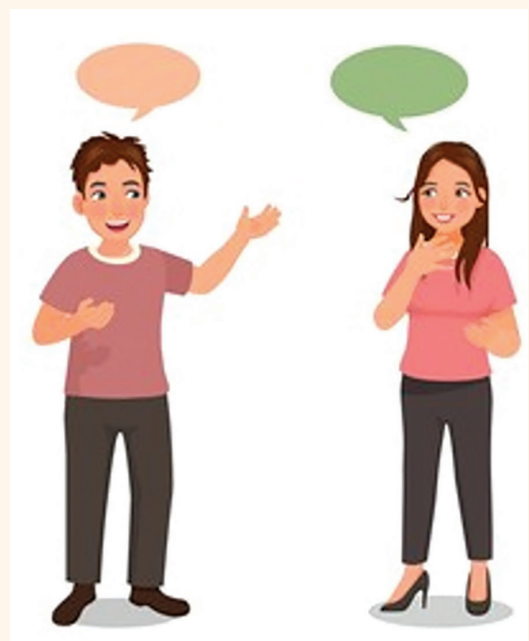
B: I'm from Dang.

4. A: Did you play football yesterday?

B: Yes, I played football yesterday.

5. A: Can you lend me your book?

B: Sorry, I can't.





2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to do the activities in pairs. First, act out the conversations in activity 1.1 and learn the ways of reporting. Then, work in groups of three again and act out the conversations in 1.2. The two will act out the conversation and the third will report it. Take turns while doing so. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

19 (Part II)

4. Learning Outcomes

- Engage in group discussions to reach a conclusion and describe the aspects of their background and immediate environment in areas of immediate need in simple terms.
- Report what others say.

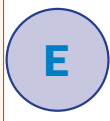
5. Evaluation

- a. Report the conversation you had this morning at home to your friends.
- b. Report the following speech of a minister.

Minister: I'm here to say a few words. I promise you I will build new roads. If you support me, I will provide you with free education. There will be free health, too.

6. Instructions for the facilitator

Tell the learners to act out the conversation given in Exercise 1.1. Discuss the structure of the sentences used in the conversation. Tell them to work in groups of three. Then, tell them to have similar conversations for the situations given in Exercise 1.2.



Let's read.

Card No. 37

Level: 3



1.5

Hr

1. Learning Activities

1.1. Recite the poem.

Changing World

When I was a young man,

I wanted to change the world.

I found it was difficult to change the world,

So I tried to change my nation.

When I found that I couldn't change the nation,

I began to focus on my town.

I couldn't change the town

And as an older man, I tried to change my family.

Now, as an old man, I realized the only thing

I can change is myself.

And suddenly I realized,

That if long ago I had changed myself.

I could have made an impact on my family.

My family and I could have made an impact on our town.

Their impact could have changed the nation

And I could, indeed, have changed the world.



- Edward de Bono

1.2. Read the poem and complete the sentences below.

- The speaker wanted to change the first.
- The speaker tried to change when he was old.
- The speaker learnt that he had to change first.
- The speaker could have changed if he had changed himself.

1.3. Answer the following questions.

- What did the speaker do when he could not change the world?
- When did the speaker focus on his town?
- What did the speaker realise when he became older?
- How could the speaker have changed the world?
- Do you think the speaker was able to change the world? Why?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, learn to recite the poem. Then do the comprehension exercises 1.2 and 1.3. While doing so, first read the questions or sentences. Then, locate the information in the poem. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Asking for, giving and denying permission (Part Two)

4. Learning Outcome

Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. What should you do to change the world?
 - ii. What is the main message of this poem?
- b. If you want to change your society, what things will you do? Write.

6. Instructions for the facilitator

Recite the poem first. Ask the learners to recite in groups, then individually. After that ask the students to find and discuss the meanings of unfamiliar words. Ask them to do exercise 1.2. If they cannot find the answer, help them. Check their answers and provide feedback. Ask them to do exercise 1.3. Check their answers and give feedback.



E



Let's read.

Card No. 38

Level: 3



1
Hr

1. Learning Activities

Free Birds

Free birds you are students
Flap your wings to fly,
Do continue your expedition
To touch the sky.

Come on dear students
You can reach the destination,
Hindrances may come on the way
Overcome them with determination.

Give a try to achieve your goal
Nothing is easy and nothing is impossible,
Try to recognise the courage within
You have the strength incredible.
Time and tide waits for none
Follow it with great care and caution,
You can make your nation a piece of heaven
Being a true patriot keep loving your nation.



1.1. Find the words from the poem that match the following meanings.

- things that make it more difficult for somebody to do something
- the ability to do something dangerous
- a person who loves and strongly supports or fights for his or her country
- (of a bird) move (its wings) up and down when flying or preparing to fly
- an excursion or a journey made for some specific purpose
- difficult to believe; extraordinary

1.2. Answer the following questions.

- What are students compared with in the poem?
- What does 'touch the sky' mean?
- How can students overcome the hindrances?
- What should we do to achieve the goal?
- Why should we value time?
- How can we make our country a piece of heaven?

1.3. Share the main idea of the poem with your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, learn to recite the poem. After that, study the meanings given in activity 1.1 and look for the words in the poem. Then, do the comprehension exercises in 1.2 and 1.3. While doing so, first read the questions or sentences. Then, locate the information in the poem. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

5 (Part II)

4. Learning Outcome

Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. What should you do to become successful?
 - ii. What things may come on our way to the destination?
- b. Form some questions yourself from the poem. Ask those questions to your friends. Get answers from them. Then, give feedback to them.

6. Instructions for the facilitator

Recite the poem first. Ask the learners to recite in groups, then have them recite individually. After that, ask the students to find and discuss the meanings of unfamiliar words and do Exercise 1.1. Ask them to do Exercise 1.2. If they cannot find the answer, help them. Check their answers and provide feedback. Ask them to do exercise 1.3. Choose some of the learners randomly and ask them to share the main idea of the poem.



E



Let's read.

Card No. 39

Level: 3



1
Hour

1. Learning Activities

My Teacher Ate my Homework

My teacher ate my homework,
which I thought was rather odd.
He sniffed at it and smiled
with an approving sort of nod.

He took a little nibble -
it's unusual, but true -
then had a somewhat larger bite
and gave a thoughtful chew.

I think he must have liked it,
for he really went to town.
He gobbled it with gusto
and he the whole thing down.

He licked off all his fingers,
gave a burp and said, "You pass."

I guess that's how they grade you
when you're in a cooking class.



- Kenn Nesbitt

1.1. Consult a dictionary or surf the Internet and find the meanings of the following words.

sniffed	nod	nibble	gobbled	gusto	burp
---------	-----	--------	---------	-------	------

1.2. Complete the following text with the suitable words/phrases given below.

his fingers	cooking class	approved	tasted	strange
-------------	---------------	----------	--------	---------

The speaker found it when he saw his teacher eating the homework. First, he sniffed and then smiled to show the of what the speaker had done. Then, he the homework bit by bit. The speaker guessed that the teacher had liked his task. The teacher even licked and finally said that the speaker had passed. This made the speaker guess the way the teachers grade the

1.3. Answer the following questions.

- What did the speaker think about his homework?
- Could the teacher really eat the homework? How?
- Did the teacher like the speaker's homework? How do you know?
- Who is the speaker in the poem?

1.4. How is your assessment done in your class? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, learn to recite the poem. After that, study the words given in activity 1.1 and look for their meanings in a dictionary. Then, do the comprehension exercises 1.2 and 1.3. While doing so, first read the questions or sentences. Then, locate the information in the poem. Then only write the answers. Show your answers to the facilitator and get feedback from. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

12 (Part II)

4. Learning Outcome

Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. How did the speaker feel when his facilitator ate his homework?
 - ii. Write the steps in which the facilitator tasted the homework.
- b. First, take notes of the key points from the poem. Write a summary in a paragraph using those points.

6. Instructions for the facilitator

Begin the lesson with some pre-reading questions like; Do you do your homework regularly? How does your facilitator check your homework? Recite the poem first. Ask the learners to recite the poem in groups, then have them recite it individually. After that, ask them to find and discuss the meanings of unfamiliar words and do Exercise 1.1.. Ask them to do Exercise 1.2. Ask them to complete the text, choosing the correct words from the box. Tell them that this text summarises the poem. Then, ask them to do Exercise 1.3. If they cannot find the answer, help them. Check their answers and provide feedback. Ask them to do exercise 1.4. Choose some of the learners randomly and ask them to share how their assignments are checked.



E



Let's read.

Card No. 40

Level: 3



1
Hr

1. Learning Activities

If I was a Superhero

If I was a superhero,
I'd definitely fly.
Arms outstretched,
Racing birds in the sky.
If I was superhero,
I'd have special powers
Like extra strong legs
For jumping over towers.
If I was a superhero
I'd save all the oceans,
With my secret and magical
Cleaning up potions.
If I was a superhero
I'd save all the trees
And the mountains and rivers,
The birds and the bees.
If I was a superhero,
I'd help all the poor,
Give them food,
And make them hungry no more.
If I was a superhero,
I'm sure you'll agree,
The world would be better,
Because of me!



- Sally Gray

1.1. Match the words with their meanings.

- | | |
|-----------------|---|
| a. superhero | i. a special character with superhuman powers |
| b. definitely | ii. a tall and narrow structure |
| c. outstretched | iii. certainty, without any doubt |
| d. magical | iv. a kind of liquid that is said to cure illness |
| e. potions | v. having special power to make things happen |

1.2. Answer the following questions.

- How does the speaker want to fly?
- Why does the speaker want strong legs?
- How would the speaker save the oceans?
- Mention any five things the speaker wants to save.
- How does the speaker want to help the poor?
- Who wants to make the world better?

1.3. What would you do if you were a superhero?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, learn to recite the poem. After that, study the words given in activity 1.1 and match them with their meanings. Then, do the comprehension exercises 1.2 and 1.3. While doing so, first read the questions or sentences. Then, locate the information in the poem. Then only write the answers. Show your answers to the facilitator and get feedback. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

14 (Part II)

4. Learning Outcome

Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Write any five things the superhero does.
 - ii. What would you do if you became a superhero? Write any five things.
- b. Write the summary of the poem in a paragraph.

6. Instructions for the facilitator

Begin the lesson with some pre-reading questions, like: Have you seen superheroes? How are they different from us? Etc. Then, recite the poem yourself, the learners will just listen to you. Ask the learners to recite it in groups, then have them recite individually. Then, ask them to do the first task; they have to match the words with their meanings. They can take the help of a dictionary or the Internet to do the task. After that, ask them to do Exercise 1.2. If they cannot find the answer, help them. Check their answers and provide feedback. Ask them to do exercise 1.3. Choose some of the learners randomly and ask them to share what they would do.



E



Let's read.

Card No. 41

Level: 3



1
Hr

1. Learning Activities

From a Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle
All through the meadows the horses and cattle.
All of the sights of the hill and the plain,
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clammers and scrambles
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And here is the green for stringing the daisies!
Here is a cart runaway in the road
Lumping along with man and load;
And here is a mill, and there is a river:

Each a glimpse and gone forever!



1.1. Find the words from the text that have the following meanings. Consult a dictionary if it is necessary.

- creatures like humans with magical powers
- rows of bushes or small trees
- long, narrow hole dug into the ground
- soldiers in large groups
- close and open one eye quickly
- climbs
- leave or go away from a place quickly
- plants covered in thorns
- a person who travels from place to place
- hanging
- moving with difficulty
- a quick look

1.2. Answer the following questions.

- What is the speaker travelling on?
- How fast does the train move?
- What things are left behind by the train?
- What does the speaker compare the railway station with?
- What was the boy doing?
- What were the ladies in the village doing?
- How was the cart moving?

1.3. Share your interesting journey with your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, learn to recite the poem. After that, study the meanings given in activity 1.1 and find the words from the dictionary that match the meanings. Then, do the comprehension exercises 1.2 and 1.3. While doing so, first read the questions or sentences. Then, locate the information in the poem. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

17 (Part II)

4. Learning Outcome

Read short poems and stories for pleasure and understanding

5. Evaluation

- a. Complete the sentences.
 - i. The poet shares his of travelling in the poem.
 - ii. The poet describes the sights he saw while travelling in
 - iii. The sights appear and disappear so
- b. Write the summary of the poem in a short paragraph.

6. Instructions for the facilitator

Begin the lesson with some pre-reading questions, like: Do you like travelling? What means of transportation do you like to use? Then, recite the poem; the learners will just listen to you. Ask the learners to recite in groups, then have them recite individually. After that, ask them to do exercise 1.1. Tell them to find the words from the poem for the meanings given there. If they cannot find the answer, help them. After this, ask them to do exercise 1.2. Check their answers and provide feedback. Ask them to do exercise 1.3. Choose some of the learners randomly and ask them to share their interesting journey.



E



Let's read.

Card No. 42

Level: 3



1 Hr

1. Learning Activities

Long Life

Life is too short to be spent
gripping about the past,
things you don't have,
places you haven't seen,
things you haven't done.

Life is too short to be spent
holding grievances against another,
finding fault in your brother,
counting the wrongs done on you.

Life is just long enough
to enjoy the beauty of a sunrise,
the smell of wet earth,
and the sound of laughter,
after a long day's work.

Life is just long enough
to practice compassion and generosity,
to comfort the grieving,
to lend strength to the fainthearted,
and direction to the lost.



-Tricia Mae Chua

- 1.1. Consult a dictionary or surf the Internet and learn the meanings of the words that are unfamiliar to you.
- 1.2. Complete the summary of the poem with the suitable words given below.

past	compassion	faults	waste	beauty	enjoy
------	------------	--------	-------	--------	-------

Life could be both short and long depending on how you perceive it. It is too short to our time in taking worries about the, finding others' and wrongdoings. But it is long enough to nature-made and have and kindness to the needy.

1.3. Answer these questions.

- a. How do people make their lives short?
- b. What can we do with our life if it is long enough?
- c. Who does the word 'you' refer to?
- d. How would you like to live your life?

1.4. Is life short or long? What do you think? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, learn to recite the poem. After that, list out the words in pink and find the meanings of those words from the dictionary or the Internet. Then, do the comprehension exercises 1.2, 1.3, and 1.4 one by one. While doing so, first read the questions or sentences. Then, locate the information in the poem. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

18 (Part II)

4. Learning Outcome

Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Make a list of the things that make our life long.
 - ii. Make a list of the activities that make our life short.
- b. Write the activities you will do to make your life long.

6. Instructions for the facilitator

Begin the lesson with some pre-reading questions, like: What things do you enjoy in life? What can you do to help others?, Then, recite the poem first yourself. Ask the learners to recite in groups, then have them recite individually. After that, ask them to do exercise 1. Tell them to find the words in pink from the poem and learn the meanings of those words with the help of a dictionary or the Internet. If they cannot find the answer, help them. After this, ask them to do Exercise 1.2. Check their answers and provide feedback. Ask them to do Exercise 1.3 too. Help them to do the task if needed. Check their answers and provide feedback. Finally, choose some of the learners randomly and ask them to share their opinion regarding the length of life.



E



Let's read.

Card No. 43

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

In a city, a boy lived with his parents. His grandparents used to live far away in another city. The parents would take their son to his grandparents' house during the summer holidays every year. They would stay there for fifteen to twenty days and then return. The boy always loved visiting there. This continued every year. With time, the boy grew up. One day, the young boy said to his parents, "Now, I am big, I can go to my grandparents' house alone. Is it okay if I go on my own? Please let me go by myself." His parents refused at first but when the boy insisted, finally they agreed. His parents were worried about his safety. So, they taught him everything he needed to know about travelling alone.

The boy wanted to enjoy his stay with his grandparents. He wanted to take some of his stuff. He asked his mother, "Mum, this is summer. I would like to take my swimming goggles and swimming suit. May I take them, please?" The mother said, "Okay but always go swimming with your grandparents." He said, "Don't worry, mum." He loved his grandparents a lot. He wanted to take some gifts for them and said, "Would it be alright if I took sunglasses and mufflers for them?" She smiled and said that it was a good idea.

1.1. Make a list of the unfamiliar words from the text.

Then, consult a dictionary or your facilitator. Learn the pronunciation, spelling and meanings of those words.

1.2. Answer the following questions.

- Where did the boy's grandparents live?
- When did the boy visit his grandparents?
- Why did the boy's parents not allow him to go alone?
- What did the boy want to take for himself?
- Did the boy's mum allow him to take a gift for his grandparents? How do you know?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of unfamiliar words. And then, consult a dictionary and learn the meanings, pronunciation, and spelling with the help of the dictionary. After that, do the comprehension exercises in 1.2. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

Asking for, giving and denying permission (Part II)

4. Learning Outcomes

- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.
- Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Would you allow the boy to go alone if you were the boy's parents? Why?
 - ii. What gifts would you take to the grandparents if you were the boy?
- b. Write five main points from the story.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like; Have you ever travelled alone? With whom do you generally travel? Ask them to read the text. Tell them to mark the unfamiliar words. Ask them to consult a dictionary to learn the pronunciation and the meanings of those words. If they cannot, help them. Then, ask them to read the questions in exercise 1.2. Tell them to locate the required information in the text. After that, ask them to write the answers. If they cannot find the answer, help them. Check their answers and provide feedback.



E



Let's read.

Card No. 44

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Once upon a time, there lived an old couple who were very poor. One day, the woman said to the man, "Why don't you go to the forest and cut down a lime tree for us to use for firewood?"

"Very well," said the man. He took an axe and went to the forest. He found a lime tree and was about to chop it down, but the lime tree said in a human voice, "Please, old man, don't chop me down, and I'll do you a good turn someday!"

The man was so frightened that he dropped his axe. He stood there and thought for a while, and then went home. He told his wife what happened, and she said, "What a fool you are! Go back at once and tell the lime tree that you want a horse and a cart. Haven't we had enough of walking?"

"Maybe so," said the man. Putting on his hat, he went to the forest. He came up to the lime tree and said, "Lime tree, my wife wants you to give us a horse and a cart."

"Very well, you shall have them! Go home now," said the lime tree. The man went home, and what should he see there standing beside his hut but a cart with a horse harnessed to it.

"See that, old man?" said the wife. "Now you and I are as good as anyone except for our hut. Our hut is so old that it might cave in at any moment! Go and ask the lime tree to give us a new one."

Back went the man to the forest, and he asked the lime tree to give him a new hut.

"Very well, you shall have it!" said the lime tree. "Go home now."

1.1. Read the text and make a list of the words that you are not familiar with. Consult a dictionary and learn their pronunciation and meanings.

1.2. Choose and copy the correct answer.

- Why did the man go to the forest?
 - to bring an axe
 - to get a wish
 - to bring firewood
 - to earn money
- Who said, "Please, old man, don't chop me down."?
 - a tree
 - a human
 - a woman
 - a horse
- What did the man first ask for with the lime tree?
 - firewood
 - a new hut
 - a horse and a cart
 - his wife
- Why did the old man's wife call her husband a fool?
 - He was frightened.
 - He dropped his axe.
 - He went to the forest.
 - He hadn't brought anything.
- What type of text is this?
 - a news story
 - an essay
 - a diary
 - a story

1.3. What would you do if you were the old man in the story? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. And then, consult a dictionary and learn the meanings, pronunciation, and spelling. After that, do the comprehension exercises in 1.2. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcomes

- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.
- Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Why did the old man not bring firewood?
 - ii. How was the old lady?
- b. Make a list of the things you would ask if you met a wish-granter.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: What do you want to wish for yourself? What do you think about greedy people? Ask them to read the text. Tell them to mark the unfamiliar words. Ask them to consult a dictionary to learn the pronunciation and the meanings of those words. If they cannot, help them. Then, ask them to read the questions in exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, invite some of them to share what they would do if they were the old man.



E



Let's read.

Card No. 45

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

One evening, a farmer and a son went for a walk. While walking, they reached a field where they found a pair of shoes lying on the path.

The shoes looked as if they belonged to a poor farmer working nearby. Seeing them, the son thought for a while and said, "Papa, why not make this evening memorable with a little mischief?"

The father was confused.

The son continued, "Let's hide these shoes somewhere and watch from behind the bushes. When the farmer comes, he will not find his shoes and will be troubled. He will try to find them and it will be a lot of fun to watch that." The son waited for his father to reply.

Listening to the son's words, the father became serious and said, "Son, never make fun of a poor and weak person with the things they need. These things have no value in your eyes but they are precious to the poor. If you want to make your evening memorable, then let's do another thing."

The son was curious and asked, "What's that?"

"Come and let's put some coins in these shoes and see what effects they have on the farmer," the father said. And, they put some coins in the farmer's shoes. They both hid among the bushes waiting for the farmer to come.

After a while, the farmer came to get his shoes. As soon as he wore the shoes, he felt something hard. He quickly took the shoes in his hands and found some coins inside them. He was surprised to find coins in his shoes. He, then, looked around to find who had put the coins in his shoes, but it was in vain.

1.1. Consult a dictionary and find the meanings of the following words.

memorable

mischief

bushes

precious

curious

vain

1.2. Answer the following questions.

- What did the father and the son find in the field?
- Who did the father and son see in the field?
- What did the son want to do with the shoes?
- What did the father suggest putting in the shoes?
- What lesson did the father want to teach his son?
- How did the farmer feel when he found the coins in his shoes?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, look at the list of words in 1.1 and look for their meanings in a dictionary. After that, do the comprehension exercises in 1.2. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcomes

- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.
- Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Was the son a good person? Why?
 - ii. Why did the farmer feel hard in his shoes?
- b. Suppose you were the father in the story, how do you narrate the story?

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Have ever done any mischief? Tell your friends. Have you ever helped anyone? When? Ask them to read the text. Tell them to mark the unfamiliar words. Ask them to consult a dictionary to learn the pronunciation and the meanings of those words. If they cannot, help them. Then, ask them to read the questions in exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, invite some of them to narrate the story to their friends.



E



Let's read.

Card No. 46

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

It was told throughout the kingdom of Granada that the king was ready to marry. He would marry the most worthy girl of the land. First, the news was told to the court barber, then to the night watchmen, and then to all the old women who sold fruits and clothes at the market. The king also announced that he would give a good sum of money to anyone who found a suitable bride for him.

The night watchmen shouted the news in such a loud voice that all the young ladies were woken up, hearing the exciting news. The old women constantly reminded the young ladies that the king had decided to marry.

Everyone asked, "How will the king choose a wife?" The barber replied, "I am afraid I will have great trouble finding a worthy lady for the king."

"What, you?" they questioned. "What have you got to do with helping the king find a wife?" "I am the only man closest to the king," said the barber. "And, I have a magic mirror. If any dishonest girl looks in my mirror, spots of her dishonesty will appear in her reflection."

"Is looking in your mirror one of the conditions to marry the king?" asked all. "That is the only condition," replied the cunning barber. "And ... what about the age?" They asked.

"Any lady above 20 years is eligible," said the barber. "But each girl will have to gaze at the mirror with me by her side." Although several ladies wanted to become the queen, they never dared to gaze at the mirror.

1.1. Read the text. Make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of those words.

1.2. Match the people in Column A with the correct information in Column B. One information in column B does not have a match.

- | | |
|---------------------|---|
| a. The king | i. would have a dark spot while looking at the mirror |
| b. The old women | ii. feared looking at the mirror |
| c. The barber | iii. gazed at the mirror |
| d. A dishonest girl | iv. looked for a suitable bride |
| e. Many girls | v. wanted the young girls to marry the king |
| | vi. had the responsibility to find the queen for the king |

1.3. Answer the following questions.

- What kind of girl would the king marry?
- Who would get the reward from the king?
- How was the bride chosen for the king?
- Why did the king give the responsibility to the barber to find the girl?
- Why did the girls not look at the mirror?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of unfamiliar words and look for their meanings and pronunciation in a dictionary. After that, do the comprehension exercises in 1.2 and 1.3. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcomes

- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.
- Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Who were informed to find the bride for the king?
 - ii. What was special about the magic mirror?
- b. What kind of girl was the king exactly looking for? Explain with evidence from the story.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Have you watched a magic show? Do you believe in it? Ask them to read the text. Tell them to mark the unfamiliar words. Ask them to consult a dictionary to learn the pronunciation and the meanings of those words. If they cannot, help them. Then, ask them to do the task in Exercise 1.2. After that, ask them to read the questions in Exercise 1.3. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask them to discuss the answer to the question in exercise 1.4.



E



Let's read.

Card No. 47

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Naresh was a simple, honest man. He lived in a little village with his family. He had a wife, three children, and his father and mother. He needed to work very hard to provide food for them. His wife had to look after the family. Therefore, she could not go out for work. The only income from Naresh was insufficient for the family. Sometimes, he would ask himself, "When will you be able to earn enough money to buy food? How will the children grow strong if they do not have nutritious food to eat?"

Poor Naresh went into his field and worked from morning till night every day. His only friends were his oxen, so he used to talk to them. "My friends," he would say, "When would I earn enough money to provide nutritious food for my kids?" Sometimes even the neighbours heard him talking to his oxen. They laughed at him, but they were sorry about his condition too.

One day, Naresh went to a river to fetch some water. He had just finished filling his pot when he saw a stranger walking towards him. The man looked tired and ill. Naresh was a kind man, so he went up to the man and said, "Do you need some help? You look tired and ill."

The stranger replied, "Will you give me a drink and show me a place to rest?" Naresh gave him some water to drink. Then he said, "Will you come home with me? You can take a rest in my house and leave when you feel better."

1.1. Read the text. Make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of those words.

1.2. Answer these questions.

- Where did Naresh live?
- Why did Naresh work hard?
- What did Naresh worry about his children?
- Who were Naresh's friends?
- Why did Naresh's neighbours laugh at him?
- How was the stranger?
- What did Naresh offer to the stranger?

1.3. Write 'TRUE' for true and 'FALSE' for false statements.

- Naresh's wife went out for work.
- Naresh was able to provide nutritious food to his children.
- A stranger came to meet Naresh.
- The stranger was tired.
- Naresh helped the stranger.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of unfamiliar words and look for their meanings and pronunciation in a dictionary. After that, do the comprehension exercises in 1.2, 1.3 and 1.4. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

14 (Part II)

4. Learning Outcomes

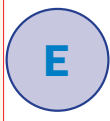
- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.
- Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Who did Naresh live with?
 - ii. Why do we need nutritious food to eat?
- b. Suppose you were Naresh. How would you narrate the story?

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Who is the earner of your family? What do you do when you see someone ill? Ask them to read the text. Tell them to mark the unfamiliar words. Ask them to consult a dictionary to learn the pronunciation and the meanings of those words. If they cannot, help them. Then, ask them to do the task in exercise 1.2. After that, ask them to read the questions in Exercise 1.3. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask them to discuss the answer to the question in Exercise 1.4.



Let's read.

Card No. 48

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Once upon a time, there lived a bird and her two newly hatched nestlings in a forest. They had a nest in a tall, shady tree where the mother bird took care of her little ones day and night.

One day, there was a big storm. There was thunder, lightning, and rain. The wind blew down many trees. The tall tree in which the birds lived also fell down. A big, heavy branch hit the nest and killed the mother bird. Fortunately, the nestlings were not killed but the strong wind blew them away to the other side of the forest. One of them came down near a cave where a gang of robbers lived. The other landed outside a hermitage where an old, cultured hermit resided. Both places were close to each other.

Days passed and the nestlings became big birds. One day, the king of the country came to the forest for hunting. He saw a deer and rode after it. It ran deep into the forest followed by the king. Soon, the king lost his way. He could not come out of the forest because he did not know where he was.

He rode on for a long time till he came to the other side of the forest. Very tired, he got off his horse and sat down under a tree that stood near a cave. Suddenly, he heard a voice cry out, "Quick! Hurry up! There's someone under the tree. Come and take his jewels and his horse. Hurry up or else he'll slip away." The king was amazed. He looked up and saw a big, brown bird on the tree under which he was sitting. The wicked bird said to the king, "Where are you going?" He also heard faint noises issuing from the cave. He quickly got onto his horse and rode away as fast as he could.

1.1. Read the text. Make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of those words.

1.2. Complete the following sentences with the correct information from the text.

- The mother bird lived with her in the forest.
- There was thunder, lightning and rain because of in the forest.
- A hermit lived in in the forest.
- The king came to the forest for
- The brown bird called theto take the jewels and the horse of the king.

1.3. Answer the following questions.

- Where did the birds have their nest in the forest?
- How did the mother bird die?
- What happened to the baby birds after the wind?
- Why did the king go deep inside the forest?
- Where did the king reach when he did not find the way?

1.4 Why should we always have good friends? Discuss



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of unfamiliar words and look for their meanings and pronunciation in a dictionary. After that, do the comprehension exercises in 1.2, 1.3 and 1.4. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

14 (Part II)

4. Learning Outcomes

- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.
- Read short poems and stories for pleasure and understanding.

5. Evaluation

- a. Answer the following questions.
 - i. Why did the brown bird become a robber?
 - ii. What would you do if you were the king?
- b. Narrate the story to your friends in your own words.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Do you have friends? Are they good? Why do we need good friends? Ask them to read the text. Tell them to mark the unfamiliar words. Ask them to consult a dictionary to learn the pronunciation and the meanings of those words. If they cannot, help them. Then, ask them to do the task in Exercise 1.2. After that, ask them to read the questions in Exercise 1.3. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask them to discuss the answer to the question in exercise 1.4.



E		Let's read.	Card No. 49		1 Hr
			Level: 3		

1. Learning Activities

Read the text and do the tasks.

A Tour to Central Zoo
Saraswati Niketan Secondary School, Teku, Kathmandu
Notice!

Date: 20th June

The school is organizing an educational tour to the Central Zoo, Jawalakhel, Lalitpur on 24th June for the students of Grade 8. The timetable of the tour activities is scheduled as follows.

Arrival at school and arrange groups	9:00 am
Board the bus	9:15 am
Attendance	9:20 am
Reach Central Zoo	9:45 am
Form small animal groups (See animal groups below.)	10:00 am
Enter the zoo	10:05 am
Explore the animals in the zoo	10:05 – 2:00 pm
Board the bus	2:10 pm
Attendance	2:15 pm
Arrive back at school	2:40 pm
Return to classroom	2:50 pm
Grand discussion	2:50 pm – 4:00 pm

Animal groups:

- a. Birds b. Reptiles c. Mammals d. Amphibians

Note: Mrs. Karki, the English facilitator, will lead the tour. Students are expected to follow the timetable and the guidelines given by the facilitator.

1.1. Read the text. Make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of those words.

1.2. Put the following sentences in the correct order.

- The students will get on the bus to go to the zoo.
- There will be a grand discussion about the trip in the classroom.
- The facilitator will divide the students into different animal groups.
- The facilitator will take the attendance to see that all the students are on the bus for the trip.
- The students will see different animals in the zoo.

1.3. Answer these questions.

- Where is the school?
- When are the students going to the zoo?
- At what time will the students arrive at school?
- Why is the attendance taken two times?
- Who is most responsible for managing the trip?

1.4. Why do you think the school is taking the students to the zoo?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of unfamiliar words and look for their meanings and pronunciation in a dictionary. After that, do the comprehension exercises in 1.2, 1.3 and 1.4. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

1 (Part II)

4. Learning Outcome

Understand and retrieve required information from graphic texts (charts, tables, graphs and maps).

5. Evaluation

- a. Answer the following questions.
 - i. Into which animal groups will the facilitator divide the students?
 - ii. What does the school expect from the students?
- b. Suppose your learning centre has planned to take you to a museum. Prepare a schedule for this.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions, like: Have you ever been to a zoo? What animals can you see in the zoo? How does visiting the zoo help students in learning? Ask them to read the text. Tell them to mark the unfamiliar words. Then, ask them to consult a dictionary to learn the pronunciation and the meanings of those words. If they cannot, help them. Then, ask them to do the task in Exercise 1.2. After that, ask them to read the questions in Exercise 1.3. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask them to discuss the answer to the question in exercise 4.



E



Let's read.

Card No. 50

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Kushma-9, Parbat
27 April 2023

The Headteacher
Adarsha Secondary School
Kushma, Parbat

Subject: A Request to increase computer lab facilities

Respected Sir,

We are very grateful that you have been successful in establishing a computer lab at our school. We are overjoyed seeing a computer lab at our school. The lab provides us with the most up-to-date learning devices. It helps us gain technological knowledge too.

This admirable effort, however, is not quite sufficient in accomplishing its goal. In fact, the lab is lacking some necessary equipment. To begin with, there are insufficient numbers of computers. Second, only a few computers have the required software installed. This limits our learning. Third, our lab does not have an Internet connection. So, we cannot access the vast world of knowledge and information.

We would be thankful if you provided us with all the necessities for a modern computer lab at our school. We would welcome your reply to our request. Thank you.

Yours faithfully,

Students of Grade 8

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- The Headteacher of Adarsha school has written this letter.
- The school has a computer lab.
- The computer lab has sufficient equipment.
- The students have felt that limited resources limit their learning.
- This is an application that requests the school to provide a modern lab.

1.2. Answer the following questions.

- Where is Adarsha Secondary School located?
- How did the students feel after the computer lab was established?
- According to the students, what is the first problem of the lab?
- What do the students want to be installed in the lab?
- Why do the students demand access to the Internet?

1.3. What would you do if you were the head of your learning centre?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of unfamiliar words and look for their meanings and pronunciation in a dictionary. After that, do the comprehension exercises in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

1 (Part II)

4. Learning Outcome

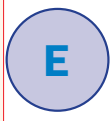
Understand short, simple personal letters and very simple formal letters and emails.

5. Evaluation

- a. Answer the following questions.
 - i. Is this school suitable for learning modern technology? Why?
 - ii. What is this letter about?
- b. If you have a computer and the Internet, how will you use it? Tell it to your friends.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Do you have a computer? What do you use it for? Ask them to read the text. Ask the learners to do the task in Exercise 1.1. After that, ask them to read the questions in Exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask them to discuss the answer to the question in Exercise 1.3.



Let's read.

Card No. 51
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Pre-flight Announcement

Ladies and Gentlemen,
Welcome to Flight RA-402 from Kathmandu to New Delhi. We're currently third in line for takeoff and are expected to be in the air in approximately five minutes. Please fasten your seatbelts and secure your baggage underneath your seat or in the overhead compartments. Make sure that you put your seat in the upright position for take-off. We also request you to turn off all personal gadgets, including laptops and mobile phones. Smoking is strictly prohibited during the flight. Thank you for choosing Nepal Airlines. Enjoy your flight.

Nepal Airlines

Parents Day Announcement

We are pleased to announce that our school is going to celebrate Parents' Day on the 22nd of March on the auspicious occasion of its 42nd anniversary. The programme will be held in the Assembly Hall at 11:00 a.m. We feel privileged to announce that the Mayor of Bardaghat Municipality will grace the ceremony as the chief guest. We feel proud to announce that the mayor is an ex-student of this school. He will confer the prizes to the winning students in academic, extra-curricular, and co-curricular activities. There is also a cultural performance by our talented students to entertain the audience. There will also be a short photo session with the chief guest at the end of the programme.

Thank you!

Dibya Jyoti Secondary School

1.1. Match the words with their meanings.

Words

- announcement
- currently
- approximately
- fasten
- academic
- auspicious
- privileged

Meanings

- close to, about
- lucky
- something that someone says officially to inform
- being a sign of success
- related to reading and writing
- to fix
- at present

1.2. Answer the following questions.

- Who has made the first announcement?
- What is the route of the aeroplane?
- Where should the passengers keep their baggage?
- What activity is not allowed during the flight?
- How old is the school that has made the second announcement?
- What is the second announcement about?
- What activities would be done in the school on the day of the programme?
- Would the parents enjoy the programme? Give a reason.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text. Then match the words with their meanings. After that, do the comprehension exercises in 1.2. While doing so, first read the questions. Then, locate the information in the text. Then only write the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

2 (Part II)

4. Learning Outcome

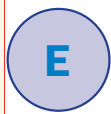
Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.

5. Evaluation

- a. Answer the following questions.
 - i. What is the first announcement about?
 - ii. Is the school suitable for the students who are good at sports? Why?
- b. You are the chairperson of a children's club. Your club is organizing its annual day celebration. Write an announcement for this.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Have you ever heard any announcement on the radio or read on newspaper? What was it? Ask them to read the text. Ask the learners to do the task in Exercise 1.1. After that, ask them to read the questions in Exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask them to do the task in Exercise 1.3. They will write the announcement. Provide support to them if they need.



Let's read.

Card No. 52
Level: 31
Hr

1. Learning Activities

Read the text and do the tasks.

A washing machine is a home appliance used to do the laundry. It washes clothes automatically without having to supervise its operation. All one has to do is put the clothes in the machine and select the wash mode. Here are a few steps to wash clothes.

Step 1: Separate Your Laundry

Sorting your laundry into different piles based on fabric type and colour is step number one. You should also check the care label of each garment for washing instructions so as to avoid damaging your fabrics. Make sure to pay extra attention to your more delicate items: you should wash them either by hand, or on the delicate cycle and in a mesh bag.

Step 2: Load the Washing Machine

This is the step where you dump your clothes into your washer. Make sure not to overload your clothes as it may result in the clothes not being washed as they should be.

Step 3: Add Detergent and Fabric Softener

Before adding your choice of detergent and fabric softener, make sure you read your washer's manual to find out which goes where. The amount of detergent needed varies by load size and washing machine type, so check the back of the detergent box and look for any labels on your washing machine to find out how much you should use.

Step 4: Turn on the Washer

Just close the door and hit the start button. Some washing machines can indicate that the door is not closed properly, while some cannot.

Step 5: Choose the Right Washing Cycle

Wash cycle consists of two important speeds: a speed at which it agitates or tumbles your clothes with water, and a speed that spins the water out of your clothes. Once again, when picking the correct washing cycle, you should refer to the fabric care label. This way, you can maximize cleanliness while also protecting your clothes. Your options range from normal and permanent press to delicate and quick cycles.

Step 6: Set the Water Temperature

Using the correct water setting in your washer can make a difference in your laundry. Hot water, for instance, sanitizes and kills germs better. But in some cases, it can shrink your clothes, fade your fabrics, set certain stains, and require a lot more energy. So, reserve hot water washes for bath and kitchen towels, bedding, sturdy fabrics and any extremely dirtied items. For moderately dirty loads, dark colours, and the permanent press cycle, use warm water. Cold water is the gentlest way of washing your garments, and it also requires less energy.

Step 7: Clean Your Washing Machine

Regular cleaning with a washing machine cleaner is an important part of knowing how to use washing machines. Leave your washing machine door open after use to allow it to air out and help prevent mold from growing.

1.1. Choose the correct answer from the given alternatives.

- What is a washing machine used to do?
 - Do the laundry
 - Select the wash mode
 - Supervise its operation
 - Check care labels
- What should you check to avoid damaging fabrics?
 - Wash mode
 - Care label
 - Load size
 - Start button
- What will happen if the washing machine is overloaded?
 - The door will be closed.
 - Clothes won't be clean.
 - The machine will turn off.
 - The wash will change.
- Which water temperature is the gentlest way of washing garments?
 - Hot water
 - Warm water
 - Cold water
 - Luke warm water
- What should you refer to when choosing the correct washing cycle?
 - Fabric care label
 - Start button
 - Load size
 - Washer's manual



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of the words. After that, do the comprehension exercises in 1.1. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback.

3. Unit

3 (Part II)

4. Learning Outcome

Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.

5. Evaluation

- a. Answer the following questions.
 - i. How should we wash the delicate clothes?
 - ii. What caution do we need to take while loading clothes?
- b. The reading text on this card gives stepwise instructions for using a washing machine. Now, write a similar stepwise set of instructions for planting a flower.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Who washes your clothes? How do you wash yourself? Do you use a machine? Ask them to read the text. Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. After that, ask them to read the questions in exercise 1.1. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback.



Let's read.

Card No. 53
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

A Diary Entry

Saturday, 5 March 2022

Time: 10:00 p.m.

Dear Diary,

Brought up in the Western world, I was unaware of Nepal before. But as soon as I heard about Nepal, I could not stop myself from visiting here. Fortunately, the long-awaited day came in 2022.

Today, I went to a Nepali village located in the Dhading district from Kathmandu. My day started very early in the morning. I was very excited. I travelled with my Nepali friend on an old bus at 7 a.m. in the morning. The bus was decorated with colourful images. It travelled along bumpy and windy roads and I nearly fell off my seat a few times. We stopped at a rest stop halfway for coffee. Later, two young boys jumped onto the bus with instruments and played Nepali songs. I gave them fifty rupees because they made me feel close to the Nepali community. I would have given them more money if I had any to spare.

We arrived in the main village near the river and walked up a steep hillside. Finally, we reached a smaller village. My friend's large extended family lived there. They were very friendly. They served me a delicious lunch that included rice and curry in a traditional Nepali kitchen. I was so happy to see life in a rural village and meet lovely people. I was introduced to all the families of the village. I played football with the youngest child - he was good. I also had popcorn and Daal for a snack in the afternoon. I looked at the oxen, goats and stroked a baby goat (kid). I also enjoyed looking at the view from the top of the hill. The view from there was charming which I cannot describe in words. Though I liked to stay there longer, we had to return. We left the place at 3.00 p.m. bidding goodbye to all.

1.1. Complete the following sentences with the correct information from the text.

- This diary was written on
- The writer was very excited to visit district.
- The writer felt close to Nepali community when he listened to
- According to the writer, the people in the village were
- The writer was impressed by the view from the

1.2. Answer following questions.

- When did the writer come to Nepal?
- Was the journey to the village comfortable? Why?
- What did the writer eat as lunch in the village?
- Write the names of animals the writer saw in the village.
- How many days did the writer spend in his friend's village?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of the words. Then discuss the format and the language used while writing a diary. After that, do the comprehension exercises in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

4 (Part II)

4. Learning Outcomes

- Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.
- Write short, basic descriptions of events, past activities and personal experiences.

5. Evaluation

- a. Answer the following questions.
 - i. Was the writer Nepali? How do you know?
 - ii. Did the writer like his friend's village? Give a reason.
- b. Write a similar diary entry of an interesting day you had.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Do you write diaries? When do you write? Ask them to read the text. Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After that, ask them to read the questions in exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Tell them to write a diary. Discuss how a diary is written, giving the example from the reading text.



Let's read.

Card No. 54
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

I knew a little about Mustang, Nepal before I visited it in early 2020. I was curious to see a place untouched by tourists, away from the busy life of Hong Kong. Mustang has only been open to tourists since 1992, and non Nepali tourists need a special travel permit to enter Upper Mustang.

On the first night, I stayed in Pokhara, to meet up with my tour group. Pokhara is the starting point for many treks that can be taken in the Himalayas. The staff of the hotel provided me with cushions and blankets to ensure I would not get cold.

The next day, my tour guide, Reena, picked me up early and we jumped on a jeep to start the journey. January in Nepal is usually somewhere between 00 to - 150 C in the Himalayas. For that reason, the winter months draw few tourists to Nepal. Even though I was on my own, I was not lonely as we ended up picking up and dropping off several locals on the way.

After a full seven hours travel, we arrived at our first travel spot Tatopani, meaning a hot spring. The spring itself was a small but charming natural pool. While relaxing in the warm water, my tour guide shared about her life growing up in Nepal. She told me about the rustic daily living conditions. The natural beauty of the place, combined with its loving people was something that could not be replaced anywhere else in the world.

Next day, we continued our trip from Tatopani to Kagbeni along the Kali Gandaki River. We saw the Himalayan mountain range, cliffs, eroded land, and canyons.

After the unforgettable journey, we finally arrived at Muktinath Temple, a beautiful place located in about 3710 meters in the Annapurna range. Sacred for both Hindus and Buddhists, the temple is also well known for attracting many pilgrims of different religions.

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- Mustang had been visited by many tourists for a long time.
- The writer travelled to Mustang during the summer season.
- The writer felt lonely during the trip.
- The writer reached Kagbeni on the first day.
- Muktinath temple was the final destination of the author.

1.2. Answer the following questions.

- Where is the writer from?
- What do the non-Nepali tourists need to enter Mustang?
- Where did the writer start her trek from?
- Were the hotel staff good? Why?
- How long did it take the writer to reach Tatopani from Pokhara?
- What impressed the writer most during her trip?

1.3. Write a similar diary entry of an interesting day you had.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult a dictionary or the Internet and learn the pronunciation and meanings of the words. After that, do the comprehension exercises in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

4 (Part II)

4. Learning Outcomes

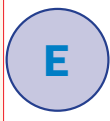
- Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.
- Write short, basic descriptions of events, past activities and personal experiences.

5. Evaluation

- a. Answer the following questions.
 - i. Name the places the writer reached.
 - ii. What is special about Muktinath Temple?
- b. Write a couple of paragraphs about a trip that you have recently been to.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Have you visited any place recently? Where did you go? Who were you with? Ask them to read the text. Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After that, ask them to read the questions in exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Tell them to do the writing task in exercise three. Tell them to write a short description of a trip they had.



Let's read.

Card No. 55

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Marriage is a legally recognised relationship between two people. This union should also be recognised through social norms and rituals. The married partners are called spouses.

People around the world have been performing marriage ceremonies for a very long time. Each culture has something special and unique about marriage. Ancient societies started practising marriages because they needed to secure a safe environment in which they could have offspring and pass their property on to them. Marriage rituals are performed in different ways in different parts of the world.

Indian weddings last for days. They celebrate weddings with numerous rituals and ceremonies which depend on bride and groom's likes and dislikes. The wedding starts with pre wedding ceremonies, such as the engagement ceremony, where the bride and the groom exchange rings. Then, there is the Mehendi ceremony. The bride gets her palms, wrists and feet decorated.

On the wedding day, the groom and bride put flower garlands around each other's necks. This symbolises the bride's acceptance of her husband.

In Japan, brides have their costumes changed several times throughout the celebration. As a symbol of the newly established union, the happy couple drinks sake, a Japanese alcoholic drink made from rice. In this tradition, known as san-san-kudo, the bride and groom each take three sips from three different sake cups. Their parents do the same, which bonds their families together. Money is given as a wedding present. It should be wrapped in a special envelope. The wedding couple also gives small gifts to their guests. These can be sweets, candles, etc.

1.1. Complete the following sentences with the correct information from the text.

- Marriage should be recognized ritually, socially and
- Each culture has a different marriage in different parts of the world.
- The rituals and ceremonies differ in Indian marriage according to the interests of
- The garlands in an Indian wedding symbolize of the husband.
- The Japanese give money to the couple in a

1.2. Answer the following questions.

- Why did people start the practice of marriage?
- What happens in the first pre-wedding ceremony in India?
- What is the Mehendi ceremony?
- Why does the couple drink sake in the wedding ceremony in Japan?
- What things do the couple give back to others in the wedding in Japan?

1.3. Which of the marriage traditions did you like more? Why?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of the words. After that, do the comprehension exercises in 1.1, 1.2 and 1.3. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

4 (Part II)

4. Learning Outcome

Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.

5. Evaluation

- a. Answer the following questions.
 - i. Who are called spouses?
 - ii. Which wedding culture in the text is closer to your culture?
- b. How does the wedding ceremony take place in your culture? Share in the class.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Have you ever been to a wedding ceremony? How was it? Ask them to read the text. Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After that, ask them to read the questions in exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to talk about the wedding in their culture.



Let's read.

Card No. 56
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Hippo-Rollers

Many women and children in Africa spend between three and nine hours a day carrying water to their homes. Life was tough with traditional plastic buckets. They used 20-litre plastic buckets, which they carried on their heads. The buckets were very heavy and often caused back and neck injuries. So engineers Pettie Petzer and Johan Jonker designed a 'rolling wheel' which can carry ninety liters of water. They have been made and delivered to remote villages in Africa. This simple invention made women's life easier. Women have more time to look after their families, the children have more time at school and there are fewer injuries.

LifeStraw

There are 780 million people in the world who don't have clean safe drinking water. This fact got the Swiss company Vestergaard to invent a special kind of straw that allows people to drink dirty water without getting ill. The LifeStraw is a long thin tube that cleans the water as it passes through into somebody's mouth. LifeStraw is very light and can clean up to 1,000 litres of water before you need to replace it. LifeStraw was used to help people after the Haiti earthquake, and floods in Pakistan and Thailand.

Aid Pod

When Simon Berry, British social entrepreneur, was travelling in Zambia, he noticed that he could buy Coca-Cola in the remotest villages. But in the same villages the people had no medicines. Because of that, one in five children were dying before their fifth birthday. He had an idea. 'Why don't they bring medicines when they deliver the Coca-Cola?' So he invented the AidPod, a triangular packet of medicines that fits between the bottles in a crate of Coca-Cola. Berry has experimented with a number of designs for his AidPod and is testing his ideas in Zambia. If his plan works, he hopes to do the same thing in other African countries and save thousands of lives.

1.1. Match the things in column A with the related information in column B.

Column A

- plastic buckets
- Hippo-Rollers
- LifeStraw
- Aid Pod
- Coca-Cola

Column B

- traditional means to carry water
- easy means to carry water
- means to clean water
- means to carry medicine
- crates are means to carry them

1.2. Answer the following questions.

- What is Hippo-Rollers used for?
- Why are Hippo-Rollers better than traditional plastic buckets?
- How does LifeStraw help the people?
- What inspired Simon Berry to invent the Aid pod?
- How is medicine sent to villages using Aidpod?

1.3. Which of the above devices is more important for human beings? Why?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult a dictionary or surf the Internet and learn the pronunciation and meanings of the words. After that, do the comprehension exercises in 1.1, 1.2 and 1.3. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

6 (Part II)

4. Learning Outcome

Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.

5. Evaluation

- a. Answer the following questions.
 - i. What is the capacity of hippo rollers?
 - ii. Which of the above tools can be used during a flood?
- b. In Nepal, people have to carry water from faraway places.
Do you think Hippo-Rollers can be useful to them? Discuss.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: Do you have a problem of drinking water? How is water supplied to your home? Ask them to read the text. Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After that, ask them to read the questions in exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to share some instruments that can save people.



Let's read.

Card No. 57

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Weather Condition Forecast Today

Station	Maximum Temp.*	Minimum Temp.	24 hrs. Rainfall (mm)	
Dipayal	28.0	20.4	6.7	It will be partly to mostly cloudy all over the country. Light to moderate rain with thunder and lightning will occur at many places in the hilly regions of the country and at a few places in the remaining parts of the country. There are chances of heavy rainfall at one or two places of Gandaki, Lumbini, and Karnali Provinces.
Nepalgunj	36.6	26.2	0.0	
Ghorahi	31.5	27.7	0.0	
Pokhara	28.0	21.9	40.2	
Kathmandu	27.3	20.4	23.8	
Janakpur	32.0	27.8	0.0	
Biratnagar	31.7	27	0.7	
* The maximum temperature as recorded yesterday afternoon.				

Tonight

It will be generally to mostly cloudy throughout the country. Light to moderate rain with thunder and lightning will occur at many places of the hilly regions of the country and at a few places in the remaining parts of the country. There will be a heavy rainfall at one or two places of Province 1, Gandaki, and Lumbini Provinces.

1.1. Find the meanings of the following words. You may consult a dictionary or surf the Internet.

- forecast
- moderate
- thunder
- region

1.2. Answer the following questions.

- What will the weather be in the country?
- Where is the chance of thunder and lightning?
- What will the weather be like in Gandaki Province?
- Which city will be the hottest place?
- Write the names of the places where there is no rain.
- Which of the stations will experience the highest rainfall?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and learn how a weather report is written. Then, consult a dictionary or the Internet and find the pronunciation and meanings of the words given in activity 1.1. After that, do the comprehension activities in 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

7 (Part II)

4. Learning Outcome

Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.

5. Evaluation

- a. Answer the following questions.
 - i. When was the temperature recorded?
 - ii. How long was the rainfall recorded?
- b. Write a weather report predicting tonight's weather.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like: What is the weather like today? Is the temperature hot or cold? Ask them to read the text. Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.2. Tell them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to write the prediction of the weather report.



E



Let's read.

Card No. 58

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

People have moved from one place to another since the beginning of history. There are varieties of purposes for their movement. When they go to a new place for just a short visit, they are usually called tourist. If people move to another place with the intention of living there, it is called migration. People who move from one place to another in search of work or shelter are called migrants. Many people plan to live in a new country for a long period of time. They want to become citizens of the new country. Since the trend of moving to a new country for better opportunities is increasing, the number of migrants will surely rise in the years ahead.

There are two factors that cause migration. They are termed as push and pull factors. Pull factors attract migrants to the country of destination such as opportunities for better employment, higher wages, facilities, better working conditions, and others. Push factors drive people to leave their place and go to some other places or countries. Those factors consist of economic, social, or political problems or natural disasters.

The place of origin gets some benefits from migration. One of its benefits is the potential for economic opportunities. In many cases, people may find more job prospects or better-paying jobs in their place of origin, particularly when labor is in short supply. Additionally, people may have access to land or other resources that they can use to start their own business or farm. Similarly, the country of destination can also have a lot of economic and cultural benefits from migration. For example, the country can fill labor shortages and start new businesses. This will also increase consumer expenditure. The new migrants can also bring new skills and knowledge that can help boost productivity and innovation in the country. Migrants can bring new skills, ideas, perspectives, and ways of life, which can enrich a country's cultural heritage and promote social cohesion.

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- All people who move from one place to another are tourists.
- Migrants move to a new place looking for work.
- Migrants want to be the new citizens in a new country.
- When more people leave the country, there is a greater chance of a job.
- Migration can promote social cohesion.

1.2. Answer the following questions.

- What is migration?
- Will migration increase in the future? Why?
- Write two push factors of migration.
- How does the country of destination benefit from migration?
- Can migration boost productivity? How?

1.3. Make a list of the advantages and disadvantages of migration.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

7 (Part II)

4. Learning Outcome

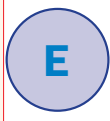
Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.

5. Evaluation

- a. Answer the following questions.
 - i. Why do people migrate?
 - ii. How does migration affect the country of origin?
- b. Why are people migrating in your community? Tell your friends.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like; What is migration? Why do people migrate? Ask them to read the text. Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After they complete the first activity, provide feedback. Then, ask them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to write the advantages and disadvantages of migration.



Let's read.

Card No. 59

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Have you ever imagined how life was in the ancient past? Pigeons used to carry letters. People did not use to have papers and printers as we do nowadays. Since modern means of transportation was not available, they used to walk on foot, ride horses and carry their goods using animals. There was neither electricity nor cell phones. And, firewood was the main fuel. With the advancement in science and technology, there are various changes in human life. Here are some historical innovations.

The steam engine was invented in 1765 by James Watt who lived in England. While he was still a boy, he observed the lid of a kettle rising due to the pressure of steam from the boiling water. He realised that the power of steam can be used to drive engines. And, one day his dream came true. The first application of the steam engine was made by Stephenson in 1829 to drive a railway train. Stephenson is thus, the father of the locomotive engine which pulls the train. By means of the railway train, we can travel long distances and send our goods from one place to another.

The motor car was invented in 1885 by Daimler, a German engineer. The motor car is a swift and cheap means of transportation. It serves the same purpose as the railway train, but it has expelled the train in the transportation of goods over short distances. It is easier and cheaper to run motor cars over roads than to construct railway tracks and run trains. Today, we use so much of electricity in everyday life that we cannot think of the world without it. It gives us light at night; heat in winter; it drives trains and other vehicles; and it runs factories and mills. In addition, electricity helps us to send email via computers. Water is used to generate electricity, so it is called white coal. Michael Faraday, who invented electricity, is called the father of electricity.

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- People used pigeons to carry their goods in the past.
- James Watt knew that steam could drive engines when he was a boy.
- The railway engine made James Watt's dream come true.
- Trains are cheaper to run than motor cars.
- Electricity is the main source of power these days.
- This text is about the latest inventions.

1.2. Answer the following questions.

- What were pigeons used for in the past?
- Why is Stephenson called the father of the locomotive engine?
- How did cars excel over trains?
- Who is Michael Faraday?
- How can electricity help to send messages?

1.3. Work in pairs. Talk about the advantages of technology. Then, share in the class.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. After that, read the question in 1.3. Talk about it and share in the class. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

8 (Part II)

4. Learning Outcome

Understand and extract relevant information from everyday materials and find the meaning of unfamiliar words from context.

5. Evaluation

- a. Answer the following questions.
 - i. Who invented the steam engine?
 - ii. Why is electricity called a white coal?
- b. Surf the Internet and collect information about some more inventions and share in the class.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like; What technologies do you use at home? Do you know who invented them? Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After they complete the first activity, provide feedback. Then, ask them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to share the advantages of technology.



Let's read.

Card No. 60

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

The leap from high school to college is a significant transition. Many students enter post-secondary education expecting the experience to be the same as the one they had while at secondary school. They are wrong to make this assumption, and they very quickly realize just how different college is. College education costs more, presents more academic challenges, and offers a more freedom than school education.

First, in terms of cost, college is more expensive than high school in addition to tuition, college students must also worry about the residence or rental costs for living close to the college. In contrast, high school students have no living expenses because the majority of them live at home with their parents. College is also more expensive than high school when it comes to the cost of learning materials, such as textbooks. In college, students must buy textbooks for each course they take.

Second, the workload in college is more challenging than the workload in high school. College students are faced with the task of having to complete more assignments. These assignments are also more challenging and can take hours to complete. In contrast, high school students do not have to commit so much of time and effort to their assignments. In addition, to the extra time that college students put into their work, students experience extra pressure because their final grades are based on each assignment.

Third, there are more activities in college. Students have to participate more in sports and club activities than in high school. College students have both the benefits of being able to join college sports teams as well as being able to use any athletic facilities the college has to offer. In contrast, only a few high schools boast athletic facilities similar to those of a college. Furthermore, high schools may have some clubs or groups that students can join. Because high schools are smaller with fewer students, the variety of clubs is limited. Athletic facilities, social events, and clubs show the college environment to be much more social than the high school environment.

Overall, college education is more costly, more academically challenging, and more socially stimulating than high school education. These differences need to be taken into account by those students who are entering college from high school. If new post-secondary students are conscious of these differences, they will be more adequately prepared for the challenges that college can present.

1.1. Write 'True' for true and 'False' for false statements.

- The students get the idea of the college when they are at high school.
- College students stay close to the colleges.
- College students get free books.
- College students have to do more assignments.
- High schools have more clubs than colleges.

1.2. Write short answers to the following questions.

- What do the students think about colleges when they first enter?
- How is college education different from high school?
- Why is college more expensive than school?
- Are assignments more important in college? Why?
- Why should the students be conscious about the differences between high schools and colleges?

1.3. Do you agree with the opinions in the text? Discuss with your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. After that, read the question in 1.3. Talk about it and share in the class. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

9 (Part II)

4. Learning Outcomes

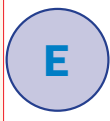
- Understand and extract relevant information from everyday materials
- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.

5. Evaluation

- a. Answer the following questions.
 - i. How are high school and college different?
 - ii. What should you keep in mind before going to college?
- b. Is the situation in the text similar to your school? Share in the class.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like; Are you enjoying your study at school? How much homework do you have? Do you have clubs at school? Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After they complete the first activity, provide feedback. Then, ask them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their opinions regarding the differences between school and college.



Let's read.

Card No. 61
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

The Smartphones in our Life

Have you ever accidentally left your phone at home before leaving? How would you feel if you forgot your mobile phone at home? Some might feel scared, and others might feel completely lost. I think it is not very enjoyable for many of us. In modern-day life, smartphones have become a vital part and without them, we feel like we are incomplete.

Most of us use smartphones every day to surf the Internet and social media, check emails, listen to music, play games, watch videos, take photos, read news and write text messages. Most importantly, we use them for their original purpose, to make phone calls. Now all these activities can be done using a single device. If you think of 25 years, some of them were not even possible. Smartphones have changed the way we live quite drastically.

The way we retrieve information has also changed. We use smartphones to find information on the web. Today, we can access any kind of information anytime and anywhere. The same is true for communication, too. Our smartphone offers us several ways of communication: calling, messaging, sending email, using social media, etc.

The fact that we can get any information anytime we want has an impact on our way of living. Studies have found that we are very likely to forget the information that we know we can easily retrieve again. When someone asks us a question we tend to think about how we can find the answer on the Internet rather than thinking about answering it ourselves. We are getting lazier because we know that we can access all kinds of information anytime.

1.1. Complete the following sentences with the correct information from the text.

- Smartphones have become a part of modern-day life.
- Many people feel scared or completely when they forget their mobile phone.
- Smartphones are used to surf the Internet and check
- We can find information on the web anytime and using smartphones.
- People are becoming lazier because they know they can easily information again.

1.2. Answer the following questions.

- How do people feel without smartphones these days?
- What is the main use of smartphones?
- How can we get the required information using smartphones?
- Why are people likely to forget the information?
- What do modern people do if they need a solution to a problem?

1.3. Make a list of the uses of smartphones.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback from him /her. After that, read the question in 1.3. Talk about it and share in the class. Share your learning experiences with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

9 (Part II)

4. Learning Outcomes

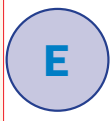
- Understand and extract relevant information from everyday materials
- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.

5. Evaluation

- a. Answer the following questions.
 - i. How was life twenty five years ago?
 - ii. Have smartphones killed our creativity? How?
- b. How can students utilize smartphones? Write on a chart paper and present it in the class.

6. Instructions for the facilitator

First, ask the learners some pre-reading questions like; Do you have a smartphone? What do you use it for? Tell them to identify the unfamiliar words in the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. After they complete the first activity, provide feedback. Then, ask them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their opinions regarding the differences between school and college.



Let's read.

Card No. 62
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Vacancy Announcement

United Nations Entity for Gender Equality and the Empowerment of Women

VACANCY ANNOUNCEMENT

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security.

UN Women Nepal is seeking applications from qualified Nepalese citizens with commitment for women, a high drive for results, integrity, demonstrable teamwork and other competencies as mentioned in the job description.

Job title: ICT and Administrative Support **Duty station:** Kathmandu, Nepal

Contract type and level: General Staff (SB-3) **Duration:** 1 year with possibility of extension

Vacancy closing date: 21 Nov. 2021 (midnight NY time)

Minimum requirements: Completion of secondary education is required; Bachelor's degree in Computer Science is an asset; Cisco Certified Network Engineer (CCNC) and Microsoft Certified System Engineer (MSCE) or Microsoft Certified Professional (MCP) required; at least 5 years of progressively responsible experience in network administration and use of hardware/software, telecommunications facilities; experience in the usage of computers and office software packages (MS Word, Excel, etc.); experience in the use of ATLAS is an asset; fluency in English and Nepali is required.

For detailed job description and for online application, please visit: https://jobs.undp.org/ci_view_job.cfm?cur_job_id=103018

1.1. Answer the following questions.

- Who has published the announcement?
- What kind of personalities are required for the posts?
- What is the vacant post?
- What is the last date to apply?
- Mention the minimum qualification required for the post.
- How can the applicant get detailed information about the post?

1.2. Can you apply for this post? Why?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback from him/her. Share your learning experiences with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

10 (Part II)

4. Learning Outcomes

- Understand and extract relevant information from everyday materials
- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text.

5. Evaluation

- a. Answer the following questions.
 - i. What does UN Women work for?
 - ii. What experiences are required for the post?
- b. What are the main things or components that an advertisement should include?

6. Instructions for the facilitator

First, ask the learners some pre-reading questions, like: Have you seen any vacancy announcement? Where have you seen? Tell them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. Then, ask them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in Exercise 1.2. Ask them to discuss in pairs and share their answers.



Let's read.

Card No. 63

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

To: pratik.acchami@gmail.com

An invitation for attending an opening ceremony

Hi Pratik,

How have you been? I hope you and your family are doing okay. I am doing great as we have a summer break here at school. I really enjoyed my holiday.

My father recently returned from abroad. He lived there for three tough years. He has decided to work in his own home country and start his own business. He is starting poultry and vegetable farming next week. My mother and grandparents are very happy with his decision. We have arranged an opening ceremony and I wonder if you are free on Saturday. Would you like to join us at our home for the ceremony?

We'd be delighted to have you there for the program on 24th May 2023. I look forward to your response. Thank you!

With lots of love,

Rahim

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- Rahim wrote this email during his summer holidays.
- Rahim's father spent more than five years in a foreign country.
- Rahim's family was happy with his father's decision.
- The opening ceremony will take place on Saturday.
- Pratik wants to invite his friend through this email.

1.2. Answer the following questions.

- What is the subject of this email?
- What business is Rahim's father going to do?
- How did Rahim's grandfather feel when his son decided to live in his own country?
- Where is the opening ceremony taking place?
- When is the program? Write the date.

1.3. What do you think about Rahim's father's decision? Discuss.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1, 1.2 and 1.3. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

10 (Part II)

4. Learning Outcomes

- Understand and extract relevant information from everyday materials
- Find the meaning of unfamiliar words from context.
- Find out the main ideas and supporting details from a text

5. Evaluation

- a. Answer the following questions.
 - i. Who is the sender?
 - ii. What is the email address of the receiver?
 - iii. Why is this email written?
- b. Suppose you are Pratik. Write a reply email to Rahim.

6. Instructions for the facilitator

First, show some formats of email and ask the learners what it is, why it is written, etc. Then, ask them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Ask them to do exercise 1.1. Similarly, ask them to do exercise 1.2. Ask them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



E



Let's read.

Card No. 64

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Newton was born in 1643 in Woolsthorpe, England. He was the son of a peasant who died three months before Isaac was born. Newton spent most of his early years with his maternal grandmother after his mother remarried. His education was interrupted by a failed attempt to turn him into a farmer. In the beginning, he seemed to be a dull boy. He had little interest in his studies. However, he liked to use his hands. He used to make little machines, such as windmills. He would catch mice and make them drive some of his little machines.

At the age of nineteen, Newton went to Cambridge University where he studied mathematics and science. He started to make discoveries in mathematics when he was a college student. He continued to do so after he had achieved his degree. He was appointed Professor of mathematics when he was only 26 years old.

Newton did not limit his studies to mathematics. He became very interested in the behavior of light. His interest in light led to the improvement of telescopes. The lenses used in telescopes in those days were not as good as modern-day lenses. Newton showed that curved mirrors could be used instead of lenses. These gave better results in some ways and such telescopes have been used ever since.

The story goes that one day Newton was sitting under an apple tree when an apple fell onto the ground. He began to wonder why it fell onto the ground, but why it did not go upwards in the sky. After a great deal of thought, he produced his theory of gravitation. He showed that each body attracts the other. The Sun and the Earth attract each other, that is why the Moon remains near us and does not rush away.

Newton's head was usually so full of ideas and problems that he was often lost in thought. On such occasions, he forgot his meals and friends. There are many stories of his absent-mindedness. Once he was entertaining his guests at dinner, he went out of the room to fetch some more food items. For a long time, his friends waited for his return, but neither the host nor the food items appeared. At last, they went to look for him and found that he was busy with his studies. He had forgotten his friends and food.

1.1. Choose the correct answer from the given alternatives.

- Who did Newton spend his childhood with?
 - his father
 - his mother
 - his grandmother
 - his friends
- What did Newton do when he was nineteen?
 - taught at a university
 - studied mathematics
 - invented telescope
 - produced a theory
- What did Newton discover when he saw the apple fall?
 - The moon remains near us.
 - The moon does not rush away.
 - The sun attracts the moon.
 - The sun and the moon attract each other.
- Why did Newton not return with food?
 - because he forgot his food
 - because he forgot his friends
 - because he began to study
 - because he was absent minded
- What type of text is it?
 - an essay
 - a story
 - a biography
 - a news story

1.2. What can you learn from Newton's life?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

11 (Part II)

4. Learning Outcomes

- Understand texts describing people, places, everyday life and culture.
- Understand a short biography of a national/international figure.

5. Evaluation

- a. Answer the following questions.
 - i. Who is Newton?
 - ii. Why did Newton discontinue his study?
- b. Prepare a short oral presentation about Newton's life.

6. Instructions for the facilitator

First, show the pictures of some scientists and ask the learners if they know them, what they are known for, and so on. Then ask them to identify the unfamiliar words in the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do Exercise 1.1. Ask them to locate the required information in the text. After that, ask them to choose and write the answers. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in Exercise 1.2. Ask them to discuss in pairs and share their answers.



Let's read.

Card No. 65

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Background

Khaptad National Park (KNP) was established in 1984. It is located in the mid-mountains of Sudurpaschim Province of Nepal. It expands in an area of 225 square kilometres representing unique pastures mixed with coniferous forest. The park partially covers four districts; Bajura, Bajhang, Achham and Doti. It lies at an average altitude of 3000m above sea level.

Features

Khaptad National Park is one of the spectacular and pristine parks of Nepal with rich biodiversity. The park has 22 patches of grasslands on gentle hills which are locally called patans. In summer, they support local livelihood by offering ample grazing ground for cattle. Patans are decorated with flowers during June to August. A small lake named as Khaptad Daha is situated at the patan, which is the best place for aquatic and migratory birds.

The park with famous religious and cultural sites invites thousands of pilgrims each year. Among others, Khaptad Baba Ashram, Triveni and Sahashra Linga are the most popular places. Khaptad Baba Ashram is located close to the part headquarters which is named after the late Khaptad Swami, a renowned spiritual saint. On the way to the part headquarters, a Shiva temple is located at the confluence of three rivers, known as Triveni. The panorama of Triveni is amazing with other historical temples. Ganga Dashahara, a holy performance, is marked here during Janai Purnima. Many pilgrims make a holy visit to Triveni to worship the God Shiva on this occasion.

Another religious site is Sahashra Linga at 3,276 m above sea level which is the highest point in the park. Other religious areas include Ganesh temple, Nagdhunga, and Kedardhunga. As these areas are considered as places for meditation and tranquility, they should not be disturbed. Tobacco products, alcohol, and animal sacrifice are prohibited in these sites.

1.1. Complete the following sentences with the correct information from the text.

- Khaptad National Park lies in Province.
- The park haspatans.
- Khaptad Swami was a popular
- Ganga Dashahara is performed during in the national park.
- The highest point in the park is

1.2. Answer the following questions.

- When was Khaptad National Park established?
- How does the national park help the local people?
- Why is it good to visit the park from June to August?
- Which part of the park do people visit during Janai Purnima?
- Where can you not sacrifice animals?

1.3. Do you like to visit Khaptad National Park? Why?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only write the answers. Show your answers to the facilitator and get feedback. After that, read the question in exercise 1.3. Decide whether you like the national park or not. Make a list of the reasons why you like or do not. Present it in the class. Share your learning experiences with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

11 (Part II)

4. Learning Outcome

Understand and extract relevant information from everyday materials.

5. Evaluation

- a. Answer the following questions.
 - i. What is the altitude of Khaptad National Park?
 - ii. Write two religious sites located in the park?
- b. Find a place from your locality which people want to visit. Then, prepare a similar brochure for the place. Present it in the class.

6. Instructions for the facilitator

First, show some pictures of Khaptad National Park and ask the learners if they can identify the place. Give some clues. Then, ask them to find out the unfamiliar words from the text. Get them to consult the dictionary and find the meanings of the words. Similarly, ask them to do Exercise 1.1. After that, tell them to do the next task. Ask them to locate the required information in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



E



Let's read.

Card No. 66

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Nepal's Bird Man

Hari Sharan Nepali's friends affectionately called him Kazi because of his smart dress and genteel manners. 'Kazi Dai' was a famous birder and ornithologist from Nepal. In fact, his keen interest in birds made him popular among Nepali and other birders.

Knowing Kazi was more than a coincidence for me: he was a friend of my father, Parasar Narayan Suwal. My father was a Ph.D. and Kazi Dai was a school dropout, but the two were bonded because of their shared love of the wilderness, often exploring the jungles of the Terai together.

In 1972, I joined my father and his students of Ananda Kuti Science College on a weeklong camping trip to Pokhara. Kazi Dai was invited as a visiting faculty to share his knowledge on bird ecology, field identification, and bird taxidermy techniques.

In Pokhara, we trekked from Eagar to Hyangja, where we were hit by a heavy hailstorm. The next day when we reached Suinkhet, the river was filled with debris and boulders from overnight landslides and floods. There, Kazi Dai identified the Lesser Racquet-tailed Drongo, a Green Magpie and an Egyptian Vulture.

On our return journey to Kathmandu, Kazi Dai pointed out a showy Wall Creeper on a freshly dug mountain slope as it fluttered wings with maroon patches. His mentoring during this trip was a turning point for me to shape my interest in birds.

In the late 1970s, I eagerly took part in bird identification field trips with Kazi Dai and Karna Shakya, who was then with the IUCN (International Union for the Conservation of Nature) Commission on Education. Together they founded the Nepal Bird Watching Club, which was later named Bird Conservation Nepal (BCN).

Today, BCN is a well-established professional organisation nurturing a passion on hundreds of Nepali youth for bird documentation, photography, research, and conservation. Ornithological science has now gone on from just identifying and preserving birds to satellite tracking of their migration. In addition, it has also completed a digital recording of the more than 880 species of birds found in Nepal.

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- Kazi Dai's smart dress and his genteel manner made him popular.
- Kazi Dai had higher education in birdwatching.
- Kazi Dai had a deep knowledge of bird identification.
- After the trip to Pokhara with Kazi Dai, the writer decided to be a birder.
- BCN has just started identifying birds.

1.2. Answer the following questions.

- Who is Kazi Dai?
- How did Hari Sharan Nepali and Parasar Narayan Suwal make a bond?
- Where did Parasar Naryan Suwal work?
- Name two birds Kazi Dai identified during the trip to Pokhara.
- What does IUCN stand for?
- What does BCN work for?

1.3. What birds are found in your own area? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only write the answers. Show your answers to the facilitator and get feedback. After that, read the question in exercise 1.3. Make a list of the birds found in your area. Present it in the class. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

12 (Part II)

4. Learning Outcomes

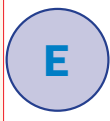
- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

5. Evaluation

- a. Answer the following questions.
 - i. What things did Kazi Dai know about birds?
 - ii. Who was the third person who worked with Kazi Dai and the writer?
- b. Make a time chart to show the different incidents that took place at different times from the text.

6. Instructions for the facilitator

First, show some pictures of birds and ask the names of those birds. Ask how they knew the name of those birds. Then, ask them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do exercise 1.1 and 1.2. After that, tell them to do the next task. Ask them to locate the required information in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



Let's read.

Card No. 67

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Only a century ago, some 100,000 tigers were estimated to roam the wide landscapes of Asia. But by 2010, their population in the wild had drastically dropped by 97 percent to about 3200, mostly due to severe habitat loss and poaching. As a response, the world's 13 tiger-range countries, including Nepal had pledged to double their tiger population by 2022 (TX2) through endorsing the 2010 St. Petersburg declaration in Russia. Since then all tiger range countries, including Nepal, have taken important steps to achieve TX2.

Since the 2010 declaration to save tigers from the threat of extinction, there have been important initiatives made in Nepal at all levels. During this period, additional habitats for tigers and prey species have been secured namely with the establishment of Banke National Park and the extension of Parsa National Park.

Special institutions for the conservation of tigers have been formed right from the top political level to the community grassroots. Today, the Prime Minister of Nepal chairs the National Tiger Conservation Committee, whereas dedicated Wildlife Crime Control Bureau (WCCB) units have been set up from the central to district level to ensure that effective wildlife enforcement measures are in place. At the community level, over 450 community-based anti-poaching units have been formed.

The role of local to national to global partnership is vital for this success story, with increased investment and support coming from both domestic and international stakeholders.

Poaching, illegal wildlife trade, and the impacts of climate change will continue to threaten the survival of tigers. Moving into the future, sustainably managing the increasing tiger population of Nepal will require additional measures over what is already working well. Habitat management efforts supporting large tiger prey species like gaur, swamp deer, sambar, nilgai and wild buffalo will need to be prioritized. Managing human tiger conflicts and engaging communities meaningfully to create conditions for coexistence with tigers will be increasingly important.

1.1. Choose the correct answer from the given alternatives.

- How many tigers were estimated to roam Asia a century ago?
 - About 100,000
 - About 3,200
 - 13
 - 450
- By 2010, at what size had the tiger population dropped in the wild?
 - 2022
 - 97 percent
 - About 3,200
 - 100,000
- Which declaration was endorsed to save tigers from extinction?
 - TX2
 - St. Petersburg declaration
 - Wildlife Crime Control Bureau
 - National Tiger Conservation Committee
- Which national park was established to secure additional tiger habitat?
 - Parsa
 - Banke
 - Russia
 - Asia
- Who chairs the National Tiger Conservation Committee in Nepal?
 - Prime Minister of Nepal
 - Community grassroots
 - International stakeholders
 - District level

1.2. What role can you play to save tigers? Discuss with your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. After that, read the question in exercise 1.3. Think for a while about what things you can do from your side to save tigers. List them. Present them in the class. Share your learning experience with peers and the facilitator.

3. Unit

13 (Part II)

4. Learning Outcomes

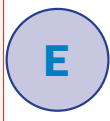
- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

5. Evaluation

- a. Answer the following questions.
 - i. What has Nepal done to save the tiger?
 - ii. What has threatened the survival of tigers?
- b. Create a pie chart that shows the number of tigers according to the years. Then, present it in the class.

6. Instructions for the facilitator

First, show the chart showing the tiger population in different years. Ask them what the chart shows about the tiger population. Then, ask them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do Exercise 1.1. Ask them to locate the required information in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in Exercise 1.2. Ask them to discuss in pairs and share their answers.



Let's read.

Card No. 68

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Every living creature has a place where it feels at home. Let us think about the differences between some of them. Polar bears are at home in the Arctic. They can protect themselves from freezing temperatures because they have thick layers of fat. Lions have their thinner coats and are at home in the African grasslands where temperatures can be scorching hot. The place where a creature feels at home is called its natural habitat. It feels comfortable and quite safe there. Why might this be? You tend to feel at home and usually safe in your own house surrounded by your own family and friends. You have nice food to eat. Although you may not be friends with all of your neighbors, you may know them. It is the same for all other creatures. Their natural habitat is a place where they and their ancestors have lived for perhaps millions of years along with their immediate families. The habitats vary greatly; usually identified by different surroundings including temperatures and vegetation. They are used to their individual climate and the other species in the same habitat. Wild creatures can only live in one sort of habitat and would never survive for long in a different one.

Conservationists realized these issues several decades ago and began by saving specific species which were in danger. They did this by banning some hunting, poaching, and overfishing. This is a great start, but people realized that saving a single species was not enough. The creature's home and environment had to be saved as well. Natural habitats are increasingly in danger everywhere. People cut down forests for firewood and timber and the creatures living there may have nowhere else to go. Survival of some species has become difficult because global warming is causing ice caps to melt.

Conservationists realised these issues several decades ago and began by saving specific species which were in danger. They did this by banning some hunting, poaching, and overfishing. This was a great start, but people realised that saving a single species was not enough. The creature's home and environment had to be saved as well. Natural habitats are increasingly in danger everywhere. People cut down forests for firewood and timber and the creatures living there may have nowhere else to go. Survival of some species has become difficult because global warming is causing ice caps to melt.

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- Polar bears can live in the Arctic due to the thick layer of fat in their body.
- The habitat of animals depends on their neighbours.
- Animals can adjust to any type of habitat.
- Melting of ice helps animals in their survival.
- Animals lose their habitats when people poach them.

1.2. Answer the following questions.

- Why do lions live in the hot regions?
- What is called a natural habitat?
- Write two things that bring differences in the habitats of animals.
- How are conservationists saving animals?
- Why should we save the environment to save animals?

1.3. What can you do to save the Earth? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. After that, read the question in exercise 1.3. Think for a while about what things you can do from your side to save the Earth. List them. Present them in the class. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

13 (Part II)

4. Learning Outcomes

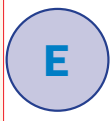
- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

5. Evaluation

- a. Answer the following questions.
 - i. What affects the habitat of the animals?
 - ii. How can we conserve the Earth?
- b. Make a poster to create awareness to save the Earth. Present it in the class.

6. Instructions for the facilitator

First, show some pictures of deforestation and ask them what problem the pictures show. What will happen to the animals living there? Then, ask them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do exercise 1.1, in which they have to decide whether the statements given there are true or false. Then, ask them to do exercise 1.2. Ask them to locate the required information in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



Let's read.

Card No. 69
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Government of Nepal

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Singhadurbar, Kathmandu, Nepal

26th Poush 2078

Notice about School Closure

This is to notify all the concerned everyone that the Ministry of Education, Science and Technology has decided to close all schools because of the rapid spread of COVID- 19 infection in recent days. All schools across the country will be closed from 27th Poush to 15th Magh.

The government has decided to vaccinate all the children between 12 and 17 years at health posts at local levels during the vacation. All parents are requested to contact schools and take their children for vaccination on the specified dates.

Since schools will remain closed for about three weeks, schools should make necessary arrangements for the learning of their students to continue through alternative methods. The universities can conduct pre-scheduled examinations following the public health and safety standards.

1.1. Complete the following sentences with the correct information from the text.

- The notice is about the closing of
- This notice was issued on
- The children between will get the vaccine.
- Parents should take their children for
- School will teach the children using

1.2. Answer the following questions.

- Who has issued this notice?
- Why is the government closing schools?
- When will the schools remain closed?
- Is the government worried about the children's learning? Give a reason.
- How can the university conduct examinations?

1.3. How do you learn when you do not have face to face class? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. After that, read the question in exercise 1.3. Think for a while about the alternative ways of learning. List them. Present them in the class. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

15 (Part II)

4. Learning Outcomes

- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

5. Evaluation

Answer the following questions.

- a. What does the government request the parents to do?
- b. How can the children learn when the schools are closed?

6. Instructions for the facilitator

First, show some samples of notices and ask; What is this? What is it for? Then, ask them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do exercise 1.1, in which they have to complete the sentences with the correct information from the text. Then, ask them to do exercise 1.2. Ask them to locate the required information in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



E



Let's read.

Card No. 70

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Growing up, I did not really think about my weight. I cheered in middle and high school and just did not think too much about it in college. Post-college, though, I started gaining weight. I ate out more, was stressed more consistently with work, and looked up one day and was not happy about my weight.

Even more, I have become more in tune with my body and how I feel. This really started when I did the Whole30. Following those 30 days, I could really tell when my body did not feel good and I was not thrilled about how much I did not feel great.

During this same time, I have started listening to the Almost 30 Podcast which has made me think about living a holistic lifestyle. I have already written about my transition to natural deodorant. The last branch of that holistic tree is becoming a vegan. My aunt and uncle started the trend of becoming a vegan in our family, my dad was next, and then me. People become vegan for lots of reasons. But for me, it was about eliminating foods out of my diet that my body does not like. It was about putting things into my body that would make me feel good and help me to live my best life.

Vegans do not eat products that have come from an animal. For me, that means I do not eat dairy and animal-based protein like eggs and meat. I will eat regular butter if I am at a restaurant and I do eat honey. Also, I point out those last two things to say all vegans do not have to be 'strict'. I believe like any other lifestyle change, this is about what works best for the individual and about living your best life.

People often ask me if this has been hard. Has it been difficult to cut those things out of my diet? I thought it would be, but I have been surprised at how easy it has been for me.

When I did Whole30, I learned that my body does not love dairy. Before those 30 days, I often went to bed with a stomachache and really thought it was normal. Well, it was not. I rarely have a stomach ache now, rarely have a headache, have more energy and do not have acid reflux as much. It is kind of crazy!

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- The writer was stress-free in her high school.
- The writer felt good while doing Whole30.
- The writer is a strict vegan.
- The writer felt difficulties in becoming a vegan.
- The writer eats nothing from the animals.

1.2. Answer the following questions.

- Who are vegans?
- When did the writer gain weight?
- Why did the writer become a vegan?
- When did the writer know that her body does not love dairy?
- What health problems did the writer have before she practised Whole30?

1.3. What do you think of becoming a vegan? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get the necessary feedback. After that, read the question in exercise 1.3. Think for a while and share your opinion with your friends. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

16 (Part II)

4. Learning Outcomes

- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

5. Evaluation

- a. Answer the following questions.
 - i. What causes overweight?
 - ii. How can we make our health better?
- b. Make a list of any 10 items that vegans do not eat.

6. Instructions for the facilitator

First, ask the learners; Are you overweight? What kinds of food do you eat? Then, ask them to find out the unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do exercise 1.1, in which they have to complete the sentences with the correct information from the text. Then, ask them to do exercise 1.2. Ask them to locate the required information in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



E		Let's read.	Card No. 71		1 Hr
			Level: 3		

1. Learning Activities

Read the text and do the tasks.

The History of Pens

The need for a pen developed as humans discovered papyrus. To write on papyrus, the Egyptians created the reed pen. They used hollow tubular marsh grass, especially bamboo as the body of the pen. One end of the tube was sharpened into the shape of a pen's nib and the tube was filled with writing fluid. The pen would be squeezed to allow the ink to flow out.

After centuries of using the reed pen, the quill pen was created in Seville, Spain. The quill pens were made from bird feathers like swans, turkeys, and geese. The feathers were dried to discard any oils present in them that would interact with the ink. The end of the feather was cut with a knife to sharpen it, making the tip of the pen. The quill could be used by dipping the feather in ink, which would fill up in the shaft as a reservoir. These pens were durable but they had to be sharpened with a knife frequently.

Before the quill, writing used to be in capital letters. But as the quill improved the smoothness and writing speed, more decorative and faster means of writing, including lowercase letters, were developed. The quill pen would go on to be used for nearly twelve centuries.

The quills were replaced when John Mitchell from Birmingham, England started developing machine-made steel-point pens or dip pens on a mass scale. These pens functioned the same way as quills but were much cheaper and sturdier. As writing became smoother and faster, constantly dipping the pens in ink got more and more frustrating. This led to the invention of the fountain pen.

The fountain pen was patented by Petrache Poenaru, a Roman inventor, in 1827. This pen had an ink barrel and did not need to be dipped in ink regularly. In 1884, American inventor Lewis Edson Waterman designed and patented the three-channel ink-feed fountain pen. It ensured a smooth flow of ink and made the pen into a truly transportable tool. The fountain pen underwent many inventions throughout the 20th century, like the use of replaceable and refillable ink cartridges, and the use of plastic, metal, and wood.

Although American inventor John J. Loud patented the earliest design for a ballpoint pen in 1888, he could never perfect the flow of ink for the writer. Decades later, Hungarian journalist Laszlo Biro, living in Argentina, started working on new designs for the ballpoint pen.

1.1. Match the types of pens in Column A with the correct information in Column B.

Column A

- reed pain
- quill pen
- dip pen
- fountain pen
- ballpoint pen

Column B

- had an ink barrel
- invented by J. Loud
- could write without ink
- made from a tubular grass
- improved writing speed
- developed in England

1.2. Answer these questions.

- When did people realise the need for a pen?
- What was used to make a quill pen?
- How long was the quill pen used?
- Why were the fountain pens easier to use than other pens in the past?
- Write the names of people who contributed to the design of the ballpoint pen.

1.3. What types of pens will be there in the future? Discuss with your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or browse the Internet and learn the meanings of those words. After that, do the comprehension activities in 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. After that, read the question in exercise 1.3. Think for a while and then share your ideas with your friends. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

16 (Part II)

4. Learning Outcomes

- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

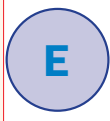
5. Evaluation

- a. Answer the following questions.
 - i. How was the tubular grass turned into a pen?
 - ii. Why were the quills dried before turning them into pens?
- b. Make a comparative table of different types of pens.

Type	Inventor/Place of invention	Features

6. Instructions for the facilitator

First, ask the learners; Do you have a pen? Is it a fountain pen? Is it a ballpoint pen? Then, ask them to identify unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do exercise 1.1, in which they have to match the pieces of information related to pens. Then, ask them to do exercise 1.2. Ask them to locate the information needed in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



Let's read.

Card No. 72
Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Safe driving is a mixture of discipline, experience and maturity - traits young people lack. If the minimum age to acquire a driving license is extended from 16 to 20 or even more, it might help to decrease the number of road accidents. The parents at home and the educational institutions should also play their roles by monitoring the youngsters. Schools and colleges can restrict students from riding until they turn 20. And parents shouldn't be in a hurry to buy their kids a motorbike or any other vehicle. The youths should be given access to vehicles only after they attain a sense of maturity.

At night, we often come across drivers who drink and drive. Since driving requires a great concentration, a slight mistake can cause severe injury or even death. The drivers themselves must be conscious of their drinking habits. If they are going to have a drink at a party or elsewhere, they can take some other people who know how to drive. That's something a responsible driver can do.

And from the perspective of the law, a person who drinks and drives must be punished and made aware so that s/he doesn't repeat it. Strict checking should be held at the checkpoints in the city areas, and enough number of traffic officers should be deployed to get hold of the culprits.

1.1. Match the meanings in Column A with the correct words in Column B.

Column A

- the ability to give full attention to something
- a way of thinking about or understanding something
- quality of being fully grown or behaving in a sensible way
- awake and aware of what is happening around
- people who are responsible for a problem or crime

Column B

- maturity
- concentration
- responsible
- perspective
- conscious

1.2. Answer the following questions.

- How can parents help in decreasing accidents?
- Why does the writer want the youths to drive vehicles only after the age of 20?
- What cause of road accident is mentioned in the second paragraph?
- What should be done to drivers who drink and drive?
- What is the main issue that the text highlights?

1.3. What can you do to control road accidents? Tell your friends.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or surf the Internet and learn the meanings of those words. After that, match the words with their meanings in 1.1. Then, do exercise 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. After that, read the question in exercise 1.3. Think for a while about what things you can do from your side to control road accidents. List them. Present them in the class. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

16 (Part II)

4. Learning Outcomes

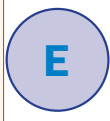
- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

5. Evaluation

- a. Answer the following questions.
 - i. When should the youths be given vehicles?
 - ii. Why should one not drive after drinking?
- b. Create a poster to create awareness for road safety.

6. Instructions for the facilitator

First, ask the learners; Do you have a bike? Do you ride carefully? Then, ask them to identify unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do exercise 1.1, in which they have to match the meanings with words. Then, ask them to do exercise 1.2. Ask them to locate the information needed in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



Let's read.

Card No. 73

Level: 3



1
Hr

1. Learning Activities

Read the text and do the tasks.

Pokhara international airport inaugurated

By Himalayan News Service

Published: 8:00 am Jan 02, 2023

POKHARA, JANUARY 1

Newly-built Pokhara Regional International Airport – the third international airport in the country – was inaugurated by Prime Minister Pushpa Kamal Dahal at a special ceremony held here today.

On the occasion, Dahal unveiled a plaque marking the official inauguration of the airport after arriving in Pokhara along with Deputy Prime Minister and Minister of Finance, Bishnu Paudel.

Extending his gratitude to everyone who played a role in conceptualising and completing the project, Dahal said the long-awaited moment by the people of Pokhara had finally come. Stating that connectivity is an integral part of bringing positive development in the region, he said, "The newly-built airport will contribute to the economic development of not just Pokhara, but the whole country as well.

Paudel also commended the locals of Pokhara for their sacrifices and patience for the completion of this project.

"With the completion of a new international airport in the region, the question remains on how we can make the most effective use of the airport. I urge the authorities to complete all the necessary processes responsibly to conduct international travel from the airport. There is also a need to link Pokhara with other areas of the country to increase tourism activities within the country and we are working towards proper upgradation and maintenance of roadways to ease connectivity among them. The government will focus on developing necessary physical infrastructure across the country to reach the targeted milestones in other sectors as well", he said. Regional Director of the Asia and Pacific Office of the International Civil Aviation Organization Tao Ma expressed his gratitude and appreciation to the government of Nepal for inviting him to the inauguration ceremony of PRIA.

1.1. Write 'TRUE' for true and 'FALSE' for false statements.

- There were three international airports in Nepal before Pokhara Regional International Airport.
- Bishnu Poudel was a minister when Mr. Dahal was the Prime Minister.
- Pokhara International Airport can bring economic change in Pokhara.
- All the necessary processes were completed when the airport was inaugurated.
- The necessary infrastructures for connectivity were built before the airport was built.

1.2. Answer the following questions.

- What is the source of this news?
- When did the Prime Minister inaugurate the airport?
- How does the country benefit from the airport?
- Why did the minister praise the locals of Pokhara?
- What does PRIA stand for?



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the text and make a list of the unfamiliar words. Consult the dictionary or browse the Internet and learn the meanings of those words. After that, do exercises 1.1 and 1.2. While doing so, first read the questions. Then, locate the information in the text. Then, only choose the answers. Show your answers to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

19 (Part II)

4. Learning Outcomes

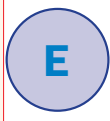
- Understand the description of events, feelings and wishes.
- Understand and extract relevant information from everyday materials.

5. Evaluation

- a. Answer the following questions.
 - i. How did the PM inaugurate the airport?
 - ii. Who spoke in the ceremony?
- b. Make a chart showing the advantages of an airport.

6. Instructions for the facilitator

First, ask the learners; Do you have a bike? Do you ride carefully? Then, ask them to identify unfamiliar words from the text. Consult the dictionary and find the meanings of the words. Similarly, ask them to do exercise 1.1, in which they have to match the meanings with words. Then, ask them to do exercise 1.2. Ask them to locate the information needed in the text. If they cannot find the answer, help them. Check their answers and provide feedback. Also, ask the students to do the task in exercise 1.3. Ask them to discuss in pairs and share their answers.



Let's write.

Card No. 74
Level: 3



1
Hr

1. Learning Activities

Read the paragraph below.

Importance of Education

Title

Topic
sentence

Education plays an important role in human life.

It helps us learn new things and improve our skills. We learn to read, write, and do basic maths. It also teaches us good manners. It changes our behavior towards others. Education also helps us to get better jobs and earn money. We get more respect when we are educated. Education also helps us to solve the problems in our lives. It increases our knowledge of the world. Without education, our life becomes difficult. We become jobless. We have to live in poverty. When all the people are educated, the country also develops. **Therefore, education is necessary for a better future.**

Conclusion

Answer the following questions.

- What is the title?
- What is the topic sentence?
- What is the concluding sentence?

Now, write a similar paragraph on 'Importance of Healthy Food' in about 100 words.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the sample paragraph. Answer the questions given under the text. Then, read the writing task. Collect ideas related to the topic. Write a definition, then list healthy foods. Then, talk about the disadvantages of unhealthy food. Write the conclusion. Show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Write short, simple paragraphs/essays on topics of interest.

5. Evaluation

- a. What are the parts of a paragraph?
- b. Write a paragraph on 'Computer' in about 100 words.

6. Instructions for the facilitator

First, show the sample paragraph. Ask the learners to go through it. Ask, what is the topic sentence. Which sentences are supporting details? Which is the conclusion? Then, introduce the topic that they are going to write on. Ask them to collect the required information through brainstorming. Tell them to develop a paragraph using those ideas. Ask them to highlight the topic sentence and conclusion.



E



Let's write.

Card No. 75

Level: 3



1
Hr

1. Learning Activities

Read the given news story.

Headline

Car thief caught trapped in target vehicle

Byline (name of author)

Jim Day, Staff Reporter
Wed Feb 25, 2009

Placeline

Lead

- catches reader interest,
- most important info
- introduces topic
- answers most of the 5W's


CANBERRA - A bungling Australian car thief was nabbed after accidentally locking himself in the vehicle he was trying to steal, police said Wednesday.

Police were called to a house in Adelaide after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53-year old man hiding inside the vehicle.

Quotation

"The man, while breaking into the car, had locked himself in the car and couldn't get out," South Australian police said, adding a second thief was found hiding in nearby bushes.

Body



Now, write a similar news story. Use the guidelines below.

- Bank robbers arrested
- Four arrested by police
- Robbed Nepal SBI Bank branch, Bastipur, Sidhuli
- Locals helped
- Robbed on Monday evening
- Guard seriously injured
- 31.95 million rupees robbed
- 18.10 million found at crime scene
- Search underway for remaining suspects



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the sample news. Study the parts of it. Learn how different parts are written. Then write a news story yourself using the given clues. Write all the parts. Show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcomes

- Write short, basic descriptions of events, past activities and personal experiences.
- Write a news story.

5. Evaluation

- a. What are the parts of a news story? List them.
- b. Recall a recent incident that has taken place in your locality and write a news story about it.

6. Instructions for the facilitator

First, show some news. Ask the learners to go through it. Ask, what is the headline? When was it published? Who has written? Then, introduce the topic that they are going to write on. Tell them to write a news story using the clues. Ask them to highlight different parts.



Let's write.

Card No. 76

Level: 3



30 mins

1. Learning Activities

Study how the given story is developed with the clues given below.

Clues:

A cat grows oldgets no food.....makes a plan to trap rats.....wears garland of flowers.....rings the bell.....hearing the sound rats come to him.....keeps eyes shut up.....a rat asks himhe replies he commits crime no more..... is devotee of God.....rats trust.....walk freely..... the number of rats decreases.....moral.....

Answer:

A Clever Cat and Foolish Rats

Once upon a time, there was a cat. It was very clever. It used to enjoy a great meal catching rats. As time passed, it grew old and was unable to catch the rats. It did not get food to eat. So, the clever cat planned to trap the rats. He put a garland of flowers on its neck and rang the bell. The rats came out to see when they heard the sound of the bell. They were surprised to see the cat. It looked like a saint. It was keeping its eyes shut. One of the rats asked him, "Why have you become like a saint?" The cat replied that he would commit no more crimes by killing the rats. He had become a devotee of God. The rats trusted him. They started walking freely without any fear of the cat. However, the number of rats decreased day by day.

Moral: Do not trust others easily.

Now, write a story with the help of the clues below.

A boy good at studyfalls in bad company facilitators and parents worried advise to studydoes not listen all good friends leave himfails examrealizes mistakecorrects himmoral.....



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, study the clues given under the learning activity. Then read the story developed using these clues. Study the parts of it. Learn how different parts are written. Compare them and learn how the clues are developed into a story. Then write a story yourself using the given clues. Write the title, body and the moral. Write the story in the past tense. Show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Write simple stories based on the given picture or text or both.

5. Evaluation

- a. Which tense is used while writing a story?
- b. Write a story you have heard or read recently.

6. Instructions for the facilitator

First, show some stories. Ask the learners to go through it. Ask the questions like: what is the title? What is the tense? What is the moral? Then, introduce the topic that they are going to write on. Tell them to write a story using the clues. Check their writing and provide feedback.



E



Let's write.

Card No. 77

Level: 3



30
mins

1. Learning Activities

Study the following set of instructions to plant flowers.



1. Get a flower pot.



2. Put soil in the flower pot.



3. Put seeds in the soil
in the flower pot.



4. Water the seeds.



5. Put the flower pot in the sunlight.

Now, write a set of instructions to prepare a cup of black tea.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, study the pictures and the instructions given under the learning activity. Learn how the instructions are given. Study the language. After that, study the task given to you. First, make a mind map for the steps of preparing the black tea. Then, write the instructions. Show your answer to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Write recipes and instructions.

5. Evaluation

- What kind of language is used while writing instructions?
- Write a set of instructions to send a message from Facebook Messenger.

6. Instructions for the facilitator

First, ask the learners to go through it. Discuss the language used. Talk about the steps. Then, introduce the topic that they are going to write on. Talk about the steps and language to be used. Ask them to write the set of instructions. Check their writing and provide feedback.



E



Let's write.

Card No. 78

Level: 3



30
mins

1. Learning Activities

Study the following letter.

sender's address

date

salutation

Janakpurdham , Dhanusha

24th March, 2026

Dear Aunt,

I hope this letter finds you in good health and high spirits. I got the gift you sent me on my birthday. My happiness reached no bounds. I want to express my heartfelt thanks for the wonderful birthday gift you sent me – the English dictionary.

The dictionary is a beautiful and practical gift. It will help me learning English. As you know, I want to learn new words and improve my language skills. For learning new words, making my writing better and improving my speaking skills, this dictionary will help me.

Every time I turn its pages, I will remember you. It will be my friend to learn English. I truly appreciate you. You really sent me the gift that I needed.

Thank you once again for your kindness. I feel lucky to have such a supportive and loving aunt like you.

With all my love,

Dinesh

closing

You also write a thank you letter who has gifted you something or helped you.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the sample letter. Study the parts of it. Learn how different parts are written. Then write a letter yourself. Write all the parts. Show your answer to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

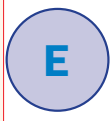
Write personal letters and simple official letters.

5. Evaluation

- a. What are the different parts of the letter?
- b. Suppose one of your friends has gifted you a book. Write a thank-you letter to him/her.

6. Instructions for the facilitator

First, ask the learners to go through the given letter. Discuss the language used. Discuss its parts. Then, introduce the topic that they are going to write on. Talk about the things that you need to include. Ask them to write the letter. Check their writing and provide feedback.



Let's write.

Card No. 79
Level: 3



30
mins

1. Learning Activities

Study the following leave application.

learner's address

date

I Chabahil, Kathmandu

20th April, 2026

To

The Facilitator,

Chabahil Learning Centre,

Chabahil, Kathmandu

Subject: Application for leave.

Dear Sir/Madam,

I am writing this application to request leave for one day. I cannot attend the learning centre on 20th April, January 2026, because I was suffering from a fever and headache. The doctor has advised me to take rest. So, I am unable to attend the class.

I will attend regularly from tomorrow. I will cover the missed lesson with the help of my friends. I kindly request you to grant me leave for the day. I shall be very thankful to you for your kind consideration.

Yours obediently,

Simran Tamang

salutation

subject

greeting

closing

You have to go to the village to attend a wedding ceremony. Now, write an application asking for leave for two days.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the sample application. Study the parts of it. Learn how different parts are written. Then write an application yourself in the given situation. Write all the parts. Show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Write personal letters and simple official letters.

5. Evaluation

- a. What are the different parts of the letter?
- b. Write a leave application to your facilitator asking for a day's leave.

6. Instructions for the facilitator

First, ask the learners to go through the given letter. Discuss the language used. Discuss its parts. Then, introduce the topic that they are going to write on. Talk about the things that you need to include. Ask them to write the letter. Check their writing and provide feedback.



E



Let's write.

Card No. 80

Level: 3



30
mins

1. Learning Activities

Study the following text.

An Account of School's Cultural Program

Our school organized a cultural day last Friday. The programme took place at the school's hall. The programme was held on the occasion of the school's anniversary. For this, we decorated our school with flowers, balloons and colorful papers. The school looked really beautiful. All the facilitators, students, parents and local people were there at the programme.

The programme began at 11:00 a.m. The programme began with the national anthem. Many students took part in the program. There were songs, dances, short dramas, and speeches. Many students performed dances. I also danced. The audience clapped when I finished my performance.

My dance was a traditional dance. I performed a sorathi dance. Some performed modern dances, too. All friends performed well. All the facilitators and parents felt proud of us.

The programme was four hours long. The principal ended the programme with his short speech. He thanked all of us. He distributed certificates and prizes to all the participants. national anthem.

I really enjoyed the programme. It was the first time I had danced in front of a big crowd. It was a great chance to show my talent. I really enjoyed it. I will always remember this programme. It has inspired me to move forward.

Now, write a similar account of an unforgettable event in your life.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the sample. Study it carefully. Learn how it is written, especially the language and the flow of the events. Then, write a similar text. Show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Write short, basic descriptions of events, past activities and personal experiences.

5. Evaluation

- a. What tense do you use while writing the account of events?
- b. Write a short account of how you celebrated your last birthday.

6. Instructions for the facilitator

First, ask the learners to go through the given text. Discuss the language used. Discuss how the events are arranged. Then, introduce the topic that they are going to write on. Talk about the things that you need to include. Ask them to write it. Check their writing and provide feedback.



E



Let's write.

Card No. 81

Level: 3



30
mins

1. Learning Activities

Study the following essay.

My Favorite Hobby

Everyone has a hobby. They enjoy doing it in their free time. My favorite hobby is reading books. I love reading because it helps me improve my language and learn new things.

First, reading helps me improve my language skills. When I read books, I learn new words and better sentence structures. This allows me to speak and write better in English. I also understand grammar rules more easily when I see them in different contexts in the books I read.

Second, reading is a great way to relax. After a long day at school or work, I like to sit in a comfortable chair and read a book. It makes me forget about my problems and take a break from the world. Sometimes, I read before going to bed to help me sleep better.

Third, reading helps me learn about different topics. I read books about history, science, and travel. Each book gives me new information and teaches me about the world. I enjoy learning about different cultures and places through the stories I read.

In conclusion, reading is my favorite hobby because it helps me learn, relax, and explore new ideas. It is a fun and useful activity that makes my life better. I hope to keep reading more books in the future.

1.1. Many people celebrate different festivals. They have their own favourite festival. What's your favourite festival? Write an essay on 'My Favourite Festival' in about 150 words.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read the sample essay. Study it. Learn how ideas are organized in the introduction, body and conclusion. Then do the task yourself. While writing, first collect the ideas, organize them into paragraphs and then write the essay. Show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Write short simple essays on topics of interest.

5. Evaluation

- a. What are the different parts of an essay?
- b. Which game do you like the most? Write an essay on 'My Favourite Game' in about 150 words.

6. Instructions for the facilitator

First, ask the learners to go through the given text. Discuss the language used. Discuss how the events are arranged. Then, introduce the topic that they are going to write on. Talk about the things that you need to include. Ask them to write it. Check their writing and provide feedback.



E



Let's write.

Card No. 82

Level: 3



30
mins

1. Learning Activities

1.1. Study the following.

- Full Stop (.)** : We use a full stop at the end of a sentence.
Example: I am a student. The children are playing football.
- Capital Letter (A-Z)** : We use a capital letter at the beginning of a sentence and at the beginning of a proper noun (names of people and places).
Example: I am from Birgunj. She is Muna.
- Question Mark (?)**: We use a question mark at the end of a question.
Example: Where are you from? Are you joking?
- Exclamation Mark (!)**: We use an exclamation mark to show happiness, pain, surprise, or fear.
Example: Wow!, Oh no!, Ouch!, Hurray!, What an idea!, What a beautiful place!
- Comma (,)**: We use a comma in a list, after greeting words, and in direct speech before quotation marks.
Example: I will buy a pen, a book, and a bag., Please, help me. Hello, facilitator. , I said, "I can do it."
- Apostrophe (')**: We use an apostrophe to show possession and in short forms.
Example: This is the mason's hammer. They're happy. She's busy.
- Quotation Marks (" ")**: We use quotation marks for spoken words when someone speaks.
Example: He said, "I'm busy."

1.2. Punctuate the following sentences.

- he needs some butter sugar flour and milk (4 corrections needed)
- They filmed chhakkapanja in kathmandu (3 corrections)
- why wasnt he happy to get the job (3 corrections)
- jasmin and harvind are missing (5 corrections)
- boys will be boys he said (5 corrections)
- would you please think about this (2 corrections)
- she went to get a job didnt she (3 corrections)

1.3. Identify ten punctuation errors in the following paragraph. Rewrite the paragraph by correcting the errors. Underline where you have made corrections.

It's winter now "Weve to come here to escape winter," said bikash. his father said, It's time to sit by fire. They lit a fire A boy smell something bad. He said to his father "Do you feel a strange smell" He replied, "Yes. What a bad smell it is"



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the partial support of the facilitator. First, read and learn the rules of using different punctuation marks. Then, do activities 1.2 and 1.3. Put the punctuation marks where necessary. Show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use punctuation marks correctly.

5. Evaluation

Punctuate the following sentences.

- a. The kids really enjoyed the party
- b. What are you doing next weekend
- c. I am going to meet sunita
- d. What a great idea
- e. Wow it's lovely
- f. Tamang is a good student.
- g. I think that is Rohans book

6. Instructions for the facilitator

First, show some sentences that do not use punctuation marks, like: Lets eat Grandma., I like cooking, my family and my pets. Put the punctuation marks and show the differences. Then, introduce the punctuation marks with examples and rules. After that, ask them to do the task. Once they finish, check their answers and provide feedback.



E



Let's use 'a', 'an' and 'the'.

Card No. 83
Level: 3



1
hr

1. Learning Activities

1.1. Study the following.

- Use 'a' before words that begin with a consonant sound.
Example: a cat, a book, a cap, a ewe, a utensil
- Use 'an' before words that begin with a vowel sound.
Example: an honest man, an hour, an orange
- Use 'a' or 'an' when introducing a singular countable noun for the first time.
Example: I saw a movie yesterday.
- Use 'a' or 'an' before professions when talking about someone's job in a general sense.
Example: He is a pilot. I am a facilitator.
- Use 'a' or 'an' when expressing a rate or ratio.
Example: It costs Rs. 50 a kilo.
- Use 'the' when you are talking about a specific item or items that are known to both the speaker and the listener.
Example: Close the door. (Both know which door.)
- Use 'the' when there is only one of something in a particular context.
Example: The sun rises in the east.
- Use 'the' before superlatives and ordinal numbers.
Example: Mt. Everest is the highest peak.
- We use 'the' musical instruments when we talk about playing them.
Example: She plays the madal really well.
- We use the definite article with countries whose names include words like kingdom, states or republic or countries which have plural nouns
Example: The United Kingdom, The United States, The Netherlands
- Don't use an article before uncountable nouns when referring to them in a general sense.
Example: I need milk.
- Don't use an article with names.
Example: Laxmi Prasad Devkota was a poet.
Kathmandu is a big city.

1.2. Complete the following sentences with the correct articles if needed.

- My father hasutensil shop.
- She is head of our department.
-Bagmati is a famous river.



- d. I'm reading Gorkhapatra.
- e. Rohan bought packet of milk. It costs Rs. 120 litre.
- f.moon is smaller thansun.
- g. I saw.....dog in the park.dog was beautiful.
- h. My mother is housewife.
- i. Elephant is biggest land animal.
- j. Mr. Lama ishonourable person.
- k. I need milk.

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, read and learn the rules of using 'a', 'an' and 'the'. Then do the activity. Complete the sentences with 'a', 'an' or 'the'. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use articles correctly.

5. Evaluation

Fill in the blanks with 'a', 'an' or 'the'.

- a.old man wanted to see you in the morning.
- b. She ate orange for her breakfast.
- c. My grandmother told me..... story.
- d. My son is.....M.A. student.
- e. Pass me slice of bread.
- f. There waselephant in the field. elephant was very big.

6. Instructions for the facilitator

First, give some examples in which 'a', 'an' or 'the' are used. Ask them to generalize when we use 'a' or 'an' or 'the'. Help them to generalize the Now, ask them to do the exercise. Check their rules. answers and provide feedback.



E



Let's use prepositions.

Card No. 84

Level: 3



1
hr

1. Learning Activities

Study the following.

- At: used for specific times (at 5 o'clock), holidays (at Christmas), and locations in a city (at the airport), to indicate a specific point or location (at the gate)
- In: used for months (in March), seasons (in winter), and longer periods of time (in the 21st century), to indicate something is inside a container or enclosed space (in the box)
- On: used for days (on Monday), dates (on June 1st), specific occasions (on New Year's Eve), to indicate something is located on a surface (on the table)
- By: used for a specific time (by 6 pm), to indicate a deadline (by Friday), and to mean near or beside (by the river)
- Near: used to indicate proximity (near the park), approximate time (near midnight), and similarity (near the truth)
- To: used to indicate movement towards a specific destination (to the beach)
- From: used to indicate movement away from a specific location (from the airport)
- Into: used to indicate movement towards the inside of something (into the house)
- Out of: used to indicate movement away from the inside of something (out of the car)
- Across: used to indicate movement from one side to another (across the river)
- Under: used to indicate something is located beneath something else (under the bed)
- Behind: used to indicate something is located at the back of something else (behind the chair)
- With: used to indicate the tool or instrument used to act (with a hammer)
- For: used to indicate the purpose or reason for an action (for the sake of), time duration (for five days)

1.1. Complete the following sentences with the correct preposition.

- a. I hung the picture (above, on) the clock on the wall.
- b. Is Jane (at, in) home? No, she is (on, at) the library.
- c. Mary is sitting (in, on) the sofa (at, in) the living room.
- d. Don't forget to put your return address (in, on) the envelope.
- e. He sat (near, against) the campfire.
- f. He arrived (in, at) Switzerland last week.
- g. Would you rather write (by, with) a pen or pencil?
- h. The first speech will be given (by, of) Mr. Steele.
- i. Do you like to travel (by, in) bus?
- j. This cake is (for, to) lunch.
- l. The shops stay open (on, in) Mondays (until, for) 9:00p.m.
- m. Mary has been in the United States (for, during) a year.
- n. John has lived in Pokhara (for, since) two years.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, read and learn the rules of using different prepositions. Then do the activity. Complete the sentences with correct prepositions. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use prepositions correctly.

5. Evaluation

Use the correct prepositions to complete the following sentences.

- a. We are very excited our trip to Spain next week. (at, with, about, over)
- b. I am very fond drinking green tea. (for, of, about, at)
- c. Almost all politicians were involved the scandal. (in, at, with, from)
- d. I am looking forward having a meeting with you next week. (with, at, to, from)
- e. At the moment, she is recovering her injuries. (at, of, from, with)
- f. I'm dreaming becoming a famous scientist one day. (for, with, about, into)

6. Instructions for the facilitator

First, give some examples in which prepositions are used. Ask the learners to identify the prepositions and also the context in which those prepositions are used. Ask them to generalize common rules of using prepositions. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's learn the tenses.

Card No. 85

Level: 3



1 hr

1. Learning Activities

Study the following.

	Simple	Continuous	Perfect	Perfect Continuous
Present	<p>Sub + V1 + obj.</p> <ul style="list-style-type: none"> • She is drives a car. • She goes to school. 	<p>Sub + is/am/are + V + ing + obj.</p> <ul style="list-style-type: none"> • She is driving a car. • She is going to school. 	<p>Sub + has/have + V3 + obj.</p> <ul style="list-style-type: none"> • She has driven a car. • She has gone to school. 	<p>Sub + has/have + been + V + ing + obj + since/for.</p> <ul style="list-style-type: none"> • She has been driving a car. • She has been going to school.
	Past	<p>Sub + V2 + obj.</p> <ul style="list-style-type: none"> • She drove a car. • She went to school. • She did not go to school. 	<p>Sub + was/were + V + ing + obj.</p> <ul style="list-style-type: none"> • She was driving a car. • She was going to school. • She was not going to school. 	<p>Sub + had + V3 + obj.</p> <ul style="list-style-type: none"> • She had driven a car. • She had gone to school. • She had not gone to school.
Future		<p>Sub + will/shall + V1 + obj.</p> <ul style="list-style-type: none"> • She will drive a car. • She will go to school. 	<p>Sub + will/shall + be + V + ing + obj.</p> <ul style="list-style-type: none"> • She will be driving a car. • She will be going to school. 	<p>Sub + will/shall + have + V3 + obj.</p> <ul style="list-style-type: none"> • She will have driven a car. • She will have gone to school.

Exercise

1.1. Choose the correct verb forms from the brackets to fill in the gaps.

- The earth round the sun. (move, moves, moved)
- My friends the film yesterday. (watch, watched, have watched)
- It started to rain while we tennis. (are playing, had played, were playing)
- I English for five years. (have been studying, study, am studying)



- e. The train before we reached the station. (leave, will have left, had left)
- f. Don't disturb me. I to the news. (listen, listened, am listening)
- g. Fortune the brave. (is favouring, will favour, favours)
- h. I the letter before you arrived. (had written, wrote, will write)
- i. He us next week. (will have met, will have been meeting, will be meeting)
- j. Perhaps we Ilam next month. (visit, will visit, visited)

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, read and learn the rules of using tenses. Then do the activity. Complete the sentences with correct form of the verbs. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share what you have learned with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use tenses correctly.

5. Evaluation

Change the following sentences as indicated in the brackets.

- a. I will talk to him. (Change into simple past.)
- b. I waited for an hour. (Change into present perfect.)
- c. He has done a lot for me. (Change into simple past.)

6. Instructions for the facilitator

First, give some sentences and ask the learners to identify the tenses. Discuss the structure and uses of those tenses. Ask them to generalize common rules of using tenses. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's connect the sentences.

Card No. 86

Level: 3



1
hr

1. Learning Activities

1.1. Study the following sentences.

- It looks difficult but it is easy.
- Although it was raining, we went out.
- In spite of /Despite her old age, she is very active.
- He sold his bike in order to buy a car.
- Kelvin switched on the light, so that he could see the room.
- I stayed at home because of the rain.
- She hadn't studied well. However, she scored a good grade.
- He was absent because he was sick.
- He came late, therefore, the facilitator punished him.

1.2. Complete these sentences with but/because/because of/so that/in order to/therefore/although.

- I can't eat anymore.....I've already eaten a lot.
- He could not come.....he was busy.
-he was sick, he came to the learning center.
- I went to the city.....I could meet my friend.
- Sima was busy, she came to see me.
- The shopkeeper is talking politely impress the customer.
- I work a lot I do not get good grades.

1.3. Combine the following pairs of sentences using the connectives given in the brackets.

- She is very rich. She lives a simple life. (although)
- He is ill. He wants to meet me. (in spite of)
- She works carefully. She makes many mistakes. (although)
- I went to the grocery. I could buy some rice. (so that)
- She has got good grades in SEE. She has not passed the entrance test. (however)
- He ran away. He was afraid. (because)
- We did not go out. It was raining heavily. (because of)



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, read the sentences in activity 1.1. Focus on the connectives used. Learn the situation in which a particular connective is used. Then, do the activity. Complete the sentences with the correct connective in 1.2. Then, join the sentences using the given connective in activity 1.3. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use connectives correctly.

5. Evaluation

Combine sentences using the words given in the brackets.

- It was hot. We went to play football. (although)
- She bought a book. She bought a pencil. (and)
- He likes dancing. He doesn't like singing. (but)

6. Instructions for the facilitator

First, ask the learners to study the sentences. Ask them to focus on the connectives and discuss their uses. Ask them to generalize common rules of using those connectives. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's add question tag.

Card No. 87

Level: 3



1
hr

1. Learning Activities

1.1. Learn some basic rules for tag questions.

1. Usually, if the main clause is positive, the question tag is negative, and if the main clause is negative, the tag question is positive.

For example:

- It's cold (positive), isn't it (negative)?
 - It isn't cold (negative), is it (positive)?
2. If the main clause has an auxiliary verb in it, we use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple), do / does / did is used (just like when you make a normal question).

For example:

- I'm in charge of this work, aren't I?
- They've gone away for a few days, haven't they?
- I said that, didn't I?

3. After imperatives, 'will you?' is often used.

For example:

- Do sit down, will you?
- Shut up, will you?

4. With a sentence with 'Let's', we often use 'shall we?'

For example: Let's have a party, shall we?

1.2. Add suitable question tags to the following sentences.

- a. It's raining outside,?
- b. You are a student,?
- c. The children will play the game,?
- d. We must obey the rules,?
- e. He will never come,?
- f. Milan works on a farm,?
- g. I didn't hurt you,?
- h. You are listening to me,?



- i. I need to get up early tomorrow,?
- j. We often watch TV in the afternoon,?
- k. Jina and Maruti don't like maths,?
- l. Prem played handball yesterday,?
- m. I'm busy,?
- n. Come here,?

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, read the examples and rules. Learn the rules. Then, do the activity. Complete the sentences with the correct tag questions. After you complete the task, show your answer to the facilitator and get feedback. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use correct tag questions.

5. Evaluation

The tag questions used for the following sentences are wrong. Correct them and write.

- a. We are late, do we?
- b. He can't swim, does he?
- c. She was a student, isn't she?
- d. Manish works hard, does Manish?
- e. Come here, don't you?

6. Instructions for the facilitator

First, provide some examples of tag questions. Ask them to generalize common rules of adding tag questions. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E		Let's report the sentences.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Card No.</td> <td style="padding: 2px;">88</td> </tr> <tr> <td style="padding: 2px;">Level:</td> <td style="padding: 2px;">3</td> </tr> </table>	Card No.	88	Level:	3	<p style="margin: 0; text-align: center;">1 hr</p>
Card No.	88							
Level:	3							

1. Learning Activities

1.1. Study the following tables.

A. Reporting assertive statements

Tense	Direct Speech	Indirect Speech
present simple	"I like ice cream."	She said (that) she liked ice cream.
present continuous	"I am reading."	She said she was reading.
present perfect	"I haven't seen Julie."	She said she hadn't seen Julie.
past simple	"I bought a car."	She said she had bought a car.
past continuous	"I was watching a movie."	She said she had been watching a movie.
past perfect	"I had read it."	She said she had read it.
will	"I'll call you."	She said she would call me.

B. Reporting questions

Direct Speech	Indirect Speech
"Where is the post office?"	She asked me where the post office was.
"What are you doing?"	She asked me what I was doing.
"Who was that man?"	She asked me who that man had been.
"Do you love me?"	He asked me if I loved him.
"Have you ever been to Ilam?"	She asked me if I had ever been to Ilam.
"Are you living here?"	She asked me if I was living there.

C. Reporting requests and commands

Direct Speech	Indirect Speech
"Please help me".	She asked/requested me to help her.
"Please don't smoke".	She asked/requested me not to smoke.
"Could you pass water?"	She asked/requested me to pass water.
"Go to bed!"	He told the child to go to bed.
. "Don't smoke!"	He told us not to smoke.

D. Changing time expressions

Direct Speech	Indirect Speech
now, today, yesterday	then, that day, the day before
last night	the night before
last week	the week before / the previous week
tomorrow	the next day / the following day

1.2. Change the following sentences into indirect speech.

- a. Mimi said, "I have been writing this letter."
- b. I said, "Sam's driving the car now."
- c. My uncle said, "I am cooking lunch."
- d. My brother said, "I had already eaten that pizza."
- e. Mohini said, "Switzerland is a very beautiful country."



- f. Ruben said, "It is very cold outside."
- g. Luke said, "I can do this homework."
- h. Aswini said to her mother, "I have passed the test".
- i. The boy said, "My father is sleeping."
- j. The traffic police said to us, "Where are you going?"
- k. Anish said to Sid, "Please lend me the book."
- l. I said to Alka, "How long will you stay here?"
- m. My mother said to me, "Help me carry this bag."
- n. I said to Daniel, "Are you reading this book?"

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, read the examples and rules in 1.1. Learn the rules. Then, do the activity. Change the sentences as instructed. Pay attention to the verb, pronoun and adverbs while changing them. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Change sentences into indirect speech.

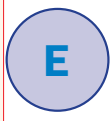
5. Evaluation

Change the following sentences as indicated in the brackets.

- a. She said, "I am going to the park." (Change into indirect speech.)
- b. Prem said, "I have finished my homework." (Change into indirect speech.)
- c. The teacher said to me, "Read the book." (Change into indirect speech.)
- d. Mark said that he was reading a great book. (Change into direct speech.)
- e. Sophie said that she didn't like broccoli. (Change into direct speech.)

6. Instructions for the facilitator

First, provide some examples of direct and indirect speech. Ask them to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



Let's change the voice.

Card No. 89

Level: 3



1
hr

1. Learning Activities

1.1. Study the following tables.

Active voice	Passive voice
I do regular exercise.	Regular exercise is done by me.
I am reading a book.	A book is being read by me.
She has written a poem.	A poem has been written by her.
The police caught the thief.	The thief was caught by the police.
Were the boys playing football?	Was football being played by the boys?
They had solved the problem.	The problem had been solved.
Let him do it.	Let it be done by him.
I will phone her.	She will be phoned by me.
He will have bought a car.	A car will have been bought by him.
Who wrote the essay?	By whom was the essay written?

1.2. Change as indicated in the brackets.

- Mina digs the field. (Change into passive.)
- They are learning English. (Change into passive.)
- This bottle can be easily opened. (Change into active.)
- The animals were fed. (Change into active.)
- My parents have helped me. (Change into passive.)
- Namita had bought a new house. (Change into passive.)
- I will offer him a job. (Change into passive.)
- Let him catch the ball. (Change into passive.)



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, read the examples in 1.1. See how the sentences are transformed. Generalize the rules. Then, change the sentences as instructed. Pay attention to the verb, pronoun and adverbs while changing them. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Change the voice.

5. Evaluation

Change the following sentences as indicated in the brackets.

- a. Jane sings songs. (Change into passive voice.)
- b. They built a house. (Change into passive voice.)
- c. I can write a letter. (Change into passive voice.)
- d. English is spoken by us. (Change into active voice.)
- e. Football is played by them. (Change into active voice.)

6. Instructions for the facilitator

First, provide some examples of active and passive voice. Ask the learners to compare the sentences and identify the change. Ask them to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E		Let's learn the conditionals.	Card No. 90		1
			Level: 3		hr

1. Learning Activities

1.1. Study the following table.

Type	Structure	Use	Example
Zero	If + present simple (v1/v5) + present simple (v1/v5)	To state facts	If you heat water, it melts.
First	If + present simple + will +v1	To express possible future events	If you invite, I will come.
Second	If +past simple (v2)	To express unlike possibility	If I were a bird, I would fly.
Third	If + past perfect (had +v3) + would have + v3	To express imaginary situation that didn't happen	If he had driven safely, he wouldn't have had the accident.

1.2. Match the sentence halves and make complete sentences.

Column A	Column B
a. If you do exercise daily,	I'll come.
b. If you go to bed late,	we won't go for a walk.
c. If it rains tomorrow,	you will be fit.
d. If you eat too much,	you can't get up early.
e. If you invite me,	you will be fat.

1.3. Complete the sentences with the correct form of the verb in the brackets.

- If you (tell) me earlier, I would have dressed up.
- If I knew how to use a computer, maybe they (pay) me more.
- If I had known the news, I (tell) you.
- If I (have) a million dollars, I would give most of it away and retire.
- Your dream of becoming a baseball player will come true if you (try) hard.
- If it were not for my family, I (give up) this job.
- You (save) your father a lot of worry if you simply write him a letter.
- Tom (eat) more if he'd had time.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, study the table in 1.1. Learn the types, structures and examples of the conditional sentences. Then, do activity 1.2. Match if clauses with main clauses. After that, do exercise 1.3. You have to use the correct form of the verb given in the brackets. For this, you have to identify the type of the conditional sentence. So that it can be easy for you. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use the conditional sentences correctly.

5. Evaluation

Complete the following sentences.

- If you sleep more,
- If I have a lot of money,
- If I were a superhero,
- If I had seen you,
- If you help me,

6. Instructions for the facilitator

First, provide some examples. Ask the learners to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



Let's use the correct verb.

Card No. 91
Level: 3



1
hr

1. Learning Activities

1.1. Study the following tables.

	Singular subjects	Plural subjects
First person	I play.	We play.
Second person	You play.	You all play.
Third person	He plays. She plays. It plays.	They play.

Did you notice that in the third person singular, an 's' is added to the verb form?

Other rules:

1. When subjects are linked with and, use a plural verb.
Mina and Ram are friends.
2. When subjects are linked with or, either...or, nor, neither...nor, the verb takes the form of the closest subject.
Either the facilitator or the students are coming.
Neither the children nor their father likes junk food.
3. Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.
The politician, along with the newsmen, is expected shortly.
4. Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.
Three miles is too far to walk.
Five years is a long time.
Ten dollars is a high price to pay.
5. The words and phrases 'each,' 'each one,' 'either,' 'neither,' 'everyone,' 'everybody,' 'anyone,' 'anybody,' 'nobody,' 'somebody,' 'someone,' and 'no one' are singular and require a singular verb.
Each of the boys was present.
Neither of the students completes the project.
Everyone likes flowers.

1.2. Underline the correct verb in these sentences.

- a. One of the boys (was, were) late.
- b. Each of the apples (was, were) ripe.
- c. Everyone (is, are) happy today.
- d. One of my favorite foods (is, are) momo.



- e. Neither you nor your friends (play, plays) the game correctly.
- f. Each player (try, tries) to win the game.
- g. Neither he nor she (walk, walks) to school.
- h. Somebody (is, are) going to be surprised!
- i. Either the students or their facilitator (is, are) coming.
- j. (Do, Does) anybody have a book?

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, study the examples and rules in 1.1 and learn subject verb agreement. Then, do activity 1.2. You have to choose and underline the verb that matches the number of the subject (singular or plural). After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use the verb according to the subject.

5. Evaluation

Choose the correct verb and complete.

- a. Someone (has, have) to do the work.
- b. Nima and Monika (was, were) there.
- c. Where (is, are) you going?
- d. There (is, are) some birds.
- e. Each of the learners (has, have) done homework.

6. Instructions for the facilitator

First, provide some examples. Ask the learners to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's make questions.

Card No. 92

Level: 3



1
hr

1. Learning Activities

1.1. Study the following tables.

Statements	Questions
She is studying grammar.	Is she studying grammar?
They have done their homework.	Have they done their homework?
Mina will arrive tomorrow.	Will Mina arrive tomorrow?

We form yes-no questions with an auxiliary verb (be, do, or have) + subject + main verb or with a modal verb + subject + main verb.

Statements	Questions
We play cricket on Sundays.	Do you play cricket on Sundays?
Nita cooked food.	Did Nita cook food?
A bird flies in the sky.	Does a bird fly in the sky?

When there is no auxiliary verb, we use the auxiliary verbs; do, does, did.

1.2. Act out the following conversations.

- A: When is your birthday? B: It's on 2nd Asar.
A: What is your favourite food? B: Noodles.
A: Where is he going? B: He is going to Pokhara.
A: How old is your father? B: He is forty

Notes:

- Wh-questions begin with what, when, where, who, whom, which, whose, why and how. We use them to ask for information.
- We usually form wh-questions with wh- + an auxiliary verb (be, do or have) + subject + main verb or with wh- + a modal verb + subject + main verb.

1.3. Change the following sentences as indicated in the brackets.

- My aunt is coming. (Who question)
- Peter ran home because a dog bit him. (Why question)
- Mum bought this dress in Kathmandu. (Where question)
- You are looking at my sister. (Yes/No question)
- Mira listens to music. (Yes/No question)



- f. The water is boiling. (Yes/No question)
- g. Mary could play the piano. (Yes/No question)
- h. She slept well in the tent. (Yes/No question)
- i. I like cheap clothes. (What question)
- j. Maggie will call you next week. (When question)

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, study the examples and rules in 1.1 and learn how questions are formed. Then, do activity 1.2. You have to act out the conversation in which you'll learn to ask and answer questions. Then, do activity 1.3. You have to change the sentences into questions as indicated in the brackets. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Form questions.

5. Evaluation

Change the following sentences into both Wh- and Yes/No questions.

- a. Priya is a student.
- b. I play badminton.
- c. Muna went to the market.
- d. Bimal will come tomorrow.
- e. She came late because of traffic.

6. Instructions for the facilitator

First, provide some examples. Ask the learners to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's change into negative.

Card No. 93

Level: 3



1
hr

1. Learning Activities

1.1. Study the following.

A. We make negatives by putting not after an auxiliary verb:

They are not working hard. (They aren't working hard.)

They will not work hard. (They won't work hard.)

They had not worked hard. (They hadn't worked hard.)

They have not been working hard. (They haven't been working hard.)

B. We use do/does + not (for simple present) or did + not (for simple past) to make negatives if there is no auxiliary verb.

They work hard.	They do not (don't) work hard.
He works hard.	He does not (doesn't) work hard.
They worked hard.	They did not (didn't) work hard.

1.2. Change the following sentences into negatives.

- Pritam likes horror movies.
- We grow rice.
- You love me.
- They work at home.
- I went home last night.
- David will be there soon.
- We have some children.
- Julie listened to music.
- They had lived close to our house.
- She worked abroad.
- I don't get up early.
- He is coming.
- Help him.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, study the examples and rules in 1.1 and learn how we change the sentences into negatives. Then, do activity 1.2. You have to change the sentences into negatives. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Change the sentences into negatives.

5. Evaluation

Change each sentence of the following paragraph into negative. Kalo parne The story is interesting. Newton was sitting under an apple tree. An apple fell onto the ground. He began to wonder why it fell onto the ground. He thought for a long time. He produced his theory of gravitation. Each body attracts the other.

6. Instructions for the facilitator

First, provide some examples. Ask the learners to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's use modal verbs.

Card No. 94

Level: 3



1
hr

1. Learning Activities

1.1. Study the following rules.

Use of some common modal verbs:

1. can/could

- to express permission: You can go now. (= I permit you to go)
- You cannot touch the flowers. (= I don't permit you to touch the flowers)
- to express ability: He can speak Sanskrit. (= He is able to speak Sanskrit)
- to express possibility: Anyone can make mistakes.

2. may/might

- to express or to seek permission: [in a formal way] May I come in, Sir? (= seeking permission)
- to express possibility: He may come today.
- to express a wish: May he live long!

3. would

- to express a habitual activity in the past: She would sit in the sun and talk all day.
- to make a polite request (with the second person): Would you pass me the paper?
- to make a wish: I wish she would help me.

4. should

- to express obligation or advice: We should respect our elders.

5. must

- to express compulsion: A student must obey the facilitator.
- to express duty or a very strong obligation: We must work for the country.
- to express determination: You must become a doctor.
- to express certainty or strong belief: She must arrive today.

6. mustn't/have to

- to express prohibition: You mustn't break traffic rules.
- have to express necessity: I have to cook a meal today.

1.2. Complete the following sentences choosing the correct modal verb from the brackets.

- You finish this work before leaving home. (can, must, might)
- I use your pen, please? (Should, May, Must)
- She be at the home; the lights are on. (must, might, could)
- You not tell anyone about this secret. (must, can, should)



- e. If you study well, you pass the exam. (can, should, must)
- f. I speak the Chinese language. (can, must, might)
- g. You wear a helmet while riding a bike in Nepal. (must, can, may)
- h. He is strong. Heclimb up a tree. (can, may, will)
- i. He not have stolen your pen. He is very honest. (can, must, may)
- j. You not have stolen your pen. He is very honest. (can, must, will)

2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, study the examples and rules in 1.1 and learn the use of modal verbs. Then, do activity 1.2. You have to choose the correct modal verb from the brackets and complete the sentences. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use modal verbs correctly.

5. Evaluation

- a. Make 3/3 sentences using the following modal verbs
 - i. Can
 - ii. Must
 - iii. Should
- b. Write a paragraph describing yourself using modal verbs.

6. Instructions for the facilitator

First, provide some examples. Ask the learners to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's use causative verbs.

Card No. 95

Level: 3



45
mins

1. Learning Activities

1.1. Study the following.

i. make: used to force/cause someone to do something.

Structure: S + make + agent + base form/V1

S + is/am/are/was/were + made + V3 (passive structure)

Examples: Last week we watched a movie. It made us all cry.

In the party, Rohini was made to dance.

ii. let: used to allow or permit someone to do something.

Structure: S + let + agent + base form/V1

S + is/am/are/was/were + let + V3 (passive structure)

Examples: Prithvi let her daughter go to a movie.

I was let to write the report.

iii. have: used to ask or request someone to do something.

Structure: S + have + agent + base form/V1

S + have + Obj. + V3

Examples: He had a cobbler polish his shoes.

Gitaram has his house painted. It looks nice.

iv. get: used to persuade or convince someone to do something or cause something to happen.

Structure: S + get + agent + to + base form/V1

S + get + Obj. + V3

Examples: She got her friend to help with her assignment.

I got my door opened.

1.2. Use the correct form of the verb given in the brackets.

- I don't let my children _____ video games. (play)
- The police made him _____ for the damage he caused. (pay)
- Rob will get his house _____ next weekend. (paint)
- Muna got her husband _____ her a saree. (buy)
- Sam made me _____ the grocery. (carry)
- Please, try not to make her _____. (cry)
- This quiz can make you _____ causative verbs better. (understand)
- Laura never has people _____ her what to do. (tell)
- My friends have me _____ bring some snacks for them. (help)
- Reading makes you _____ asleep easier. (fall)



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, study the examples and rules in 1.1 and learn the structures and uses of causative verbs. Then, do activity 1.2. You have to use the correct form of the verb given in the brackets according to the causative verb used in the sentence. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use causative verbs.

5. Evaluation

- a. Answer the following questions.
 - i. What verb do you use after 'make'?
 - ii. When do we use the infinitive after 'get' verb?
- b. What things did you make others do yesterday? Write a paragraph using made, had and got.

6. Instructions for the facilitator

First, provide some examples. Ask the learners to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.



E



Let's use the relative clause.

Card No. 96

Level: 3



45
mins

1. Learning Activities

1.1. Study the following.

- The room **where** we stayed was very nice.
- The day **when** I met my best friend was unforgettable.
- My sister, **who** is a doctor, lives in New York.
- That's the book **which** I like the most.
- This story is about a man **whose** son dies in a war.
- She is the girl **whom** I saw at the park yesterday.
- I do not know **why** he became angry.

Note: We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things. Use the relative pronouns as given below.

- Who (person in subject)
- Whom (person in object)
- Whose (possession)
- Where (place)
- When (time)
- Which/ that (things/ animals)
- Why (reason)

1.2. Fill in the gaps with the correct relative pronouns.

- This is the house..... I was born.
- She is the woman always helps the poor.
- This is the girl wallet was stolen.
- Sunday was the day..... we went fishing.
- These are the books you gave me yesterday.
- I do not know..... he is absent today.
- Pukar, topped the class, got many awards.
- Mina didn't see the tiger was coming towards her.
- Do you know the shop I bought this bag?
- Punita is the girl the facilitators always trust.



2. Instruction to the learners

Take this card and read the instructions given under learning activities. You have to complete the activities with the support of the facilitator. First, study the examples and rules in 1.1 and learn how relative pronouns connect the sentences. Then, do activity 1.2. You have to use the correct relative pronouns to complete the sentences. After you complete the task, show your answer to the facilitator and get feedback from him/her. Share your learning experience with peers and the facilitator. After completing the task, return the card to its designated place.

3. Unit

(Part II)

4. Learning Outcome

Use relative clauses.

5. Evaluation

Join the following sentences using a relative clause.

- a. Where are the shoes? I bought them yesterday.
- b. The book is very interesting. I borrowed it from the library.
- c. This is the house. I was born here.
- d. Monika is a girl. Her mother is a social worker.
- e. Ashok is a student. He topped the class.

6. Instructions for the facilitator

First, provide some examples. Ask the learners to generalize common rules with the help of the examples. Help them to generalize the rules. Now, ask them to do the exercise. Check their answers and provide feedback.