

Teacher's Guide

English 8

Government of Nepal
Ministry of Education, Science and Technology
Curriculum Development Centre
Sanothimi, Bhaktapur

Publisher

Ministry of Education, Science and Technology

Curriculum Development Centre

Sanothimi, Bhaktapur

© Publisher

All rights reserved, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, recording or otherwise, without the written permission of the publisher.

First Edition: 2024

Printed by:

Preface

Curriculum, textbook and teacher's guide are the minimum tools and resources to be used by a teacher. These resources enable the teachers to execute teaching learning activities smoothly in the classroom. This teacher's guide has been developed to assist the teachers teaching English in Grade Eight. It is fully based on the contents and tasks of Grade Eight English textbook developed by the Curriculum Development Centre. It contains a detailed description of how an English teacher is expected to carry out English language learning activities in the classroom with reference to the English textbook for Grade Eight published by CDC.

This teacher's guide was developed by a team of English language practitioners that include Mr. Matrika Subedi, Mr. Puspa Raj Paudel, Ms. Shrijana Dahal, Ms. Kunti Adhikari and Mr. Nabin Kumar Khadka. The Director General of Curriculum Development Centre, Mr. Baikuntha Prasad Aryal and Ima Narayan Shrestha provided significant guidance and insight in the process of developing the Teacher's Guide in this form. The subject committee chairperson, Prof. Dr. Bal Mukunda Bhandari, and the subject committee members; Dr. Bamdev Adhikari, Dr. Netra Prasad Sharma, Mr. Tukaraj Adhikari, Mr. Basant Raj Dhakal and Mr. Nawaraj Sapkota contributed significantly on the development of this book. The Curriculum Development Centre extends sincere gratitude to all of them.

The activities suggested in this book are samples for teachers to teach the contents from the textbook. Teachers can use additional activities and create their own activities to suit the objectives of the lesson. Learning becomes effective if students are engaged in language learning tasks through various means of interactive techniques such as discovery, discussion, question answer, problem solving, brainstorming and so on. It is expected that this book will help teachers encourage students to develop a habit of learning by doing, to acquire confidence in learning English, and to be creative in class. The Curriculum Development Centre always welcomes constructive feedback for the betterment of its publications.

Curriculum Development Centre
Sanothimi, Bhaktapur

Table of Contents

| Contents | Page No. |
|---------------------------|-----------------|
| About the Teacher's Guide | 1 |
| Unit 1 | 5 |
| Unit 2 | 17 |
| Unit 3 | 32 |
| Unit 4 | 45 |
| Unit 5 | 58 |
| Unit 6 | 71 |
| Unit 7 | 86 |
| Unit 8 | 98 |
| Unit 9 | 113 |
| Unit 10 | 129 |
| Unit 11 | 140 |
| Unit 12 | 157 |
| Unit 13 | 172 |
| Unit 14 | 183 |
| Unit 15 | 199 |
| Unit 16 | 212 |
| Unit 17 | 225 |
| Unit 18 | 239 |
| Unit 19 | 256 |
| Audio Transcription | 269 |

About the Teacher's Guide

Introduction

This teacher's guide is a self-help book for teachers particularly teaching English in Grade Eight. It has been prepared to help teachers teaching English for Grade Eight effectively and it has been structured in such a way that teachers find comprehensive guidelines in it to deal with all the activities of the English textbook. This book includes lesson outlines with step-by-step direction to teach each and every activity. Each activity focuses on developing specific skills and knowledge and the book offers a variety of activities to facilitate the tasks of the textbook and sustain the interest and motivation of the students. It is, however, true that teacher is the key actor to deliver the curricular contents in the classroom; the activities suggested here in this book are only the examples. A teacher can adopt or adapt these activities as per the classroom context and students' needs.

Basic considerations for learning facilitation and using the teacher's guide

Organisation of the teacher's guide

Each unit of the teacher's guide starts with a unit introduction. There's a table which reflects the topics and the activities included in the unit of the English textbook of Grade Eight. The procedures for dealing with each section and task of the textbook have been suggested along with the objectives and materials. The words: activity, task and exercise have been used interchangeably in this teacher's guide.

Interrelationship among curriculum, textbook and teacher's guide

The teachers need to study the curriculum and textbook to see their interrelationship and deliver the lesson as per the intention of the curriculum. This teacher's guide is fully based on the English textbook for Grade Eight. It helps in dealing with all the tasks of each unit in the textbook. The activities in this teacher's guide are presented in the same order of the textbook, i.e. unit-wise, section-wise and task-wise. The words: unit, topic, sub-topic/section, task and exercise written in this guide represent the respective parts of the textbook.

Principles of learning facilitation

English classrooms should have a happy atmosphere where students hear and speak the language in a natural manner through a variety of activities. All four skills will come together but students will start learning things orally and aurally before reading and writing. There will be many opportunities for students to talk to each other in pairs or groups or in front of the whole class. Praise your students for their efforts and achievement so that it will help each child to make progress. From the beginning, creativity and student's independent use of the language should be encouraged.

The teaching of English should be guided by the following principles:

- Learners should get ample exposure to the target language.
- Learners should use the target language as much as possible.
- Learning environment should be anxiety free.
- Errors should be taken as natural outcomes in the learning process.
- Learners should develop a positive attitude towards the target language.
- Student talking time (STT) must be maximized in the classroom.

- Learners should take responsibility of their own learning.
- Different learners learn in different ways and the teachers need to deliver their lesson accordingly.

Communicative tasks

An attempt has been made to make activities more learner-friendly, more communicative, more inductive and more participatory. For the better learning of the second language, the learners should be provided with an ample opportunity to use language for meaningful communication in real-life context. Therefore, involving them in communicative tasks is very important. Communicative activities like; information gap-activities, role play, simulation, dramatization, language games, picture describing, group work and pair work should be used as far as possible.

Providing a correct language model

The language used by the teacher works as a model for students. Therefore, teachers should use the correct language in the classroom.

Involving multiple senses of the learners

The learners should be provided with an opportunity to use multiple senses in learning. They should be given an opportunity to touch, feel and play. The activities should ensure active participation of learners and enhance their creativity. There should be the use of visuals such as; pictures, drawing, images, and videos in all lessons. The learners need to be involved in simple craft activities.

Integration of different skills

Learning activities should incorporate all the language skills. In addition to this, learning activities should enhance various soft skills such as intrapersonal skills like self-management, self-discipline, responsibility, courage, etc. and interpersonal skills such as communication, co-operation and sympathy. Such activities contribute in acquiring different multi-literacy skills and the skills required to be a good citizen.

Addressing diversity and promoting inclusiveness

Diversity among the learners is a common feature of almost all classrooms in Nepal. While making instructional plans, socio-linguistic background, disabilities and multiple intelligences of the students should be considered, and inclusiveness should be ensured thereby. Based on these varied context, teacher need to follow inclusive classroom behavior. The following strategies can be helpful for addressing diversity in English language classroom:

- Bringing variety in the content, tasks and activities
- Maintaining correct pacing of learning in activities
- Putting learner's interest at the centre of lesson planning
- Using collaborative activities like pair work and group work
- Allowing learners' choice in tasks or materials they use
- Allowing different individual responses, based on learners' own experience, opinions or imagination
- Using mandatory plus optional strategy in assigning tasks and activities

Assessment as, for and of learning

Evaluation should be considered as an integral part of teaching-learning activities. It should be a medium for the improvement of learning. It should not be used merely for assessing what has been learnt and what not. There should be balance among assessment as, for and of learning.

Provision for remedial teaching

The basis for the evaluation of a student should be the outcomes that one should achieve after the delivery of a lesson or unit. Learners who seem to be performing low should be given an opportunity to improve in their own pace with the help of the remedial learning activities. Remedial teaching can take the form of re-teaching, modification in instructions, and change in the activities and so on.

Linking learning with the prior knowledge of students

The learning facilitation process should begin with some pictures and examples to connect the learner's experiences or events. The prior knowledge of the learners should be used in the learning process. Discussion should be carried out to elicit information from the students so that new learning can be built upon their previous knowledge.

Opportunity for expression

Students should be provided with ample opportunities to think, discuss, express and compare the content with their experiences.

Considering the interest of the child

The interest of the learners should be considered while selecting and conducting learning activities. The activities which arouse learners' interest should be used.

Assessing and reviewing students' progress

After teaching a specific lessons or a unit, the progress made by the students should be assessed. Assessment process should be made as informal as possible to make it non-threatening for the learners and learning activities need to be reviewed after the assessment. The record of the assessment should be maintained properly in students' portfolios.

Bringing variety in activities

Variety should be brought in the learning process and activities. The activities in which students can learn through experience should be chosen. All the students do not learn in the same way. Some learn better by listening, some by watching, and some by moving and so on. Therefore, there should be variety in classroom activities.

Providing opportunities for making presentations

The students should be provided with the opportunity to present their tasks, materials, their learning experiences and creative arts in the class. This aspect has to be focused on various activities and tasks.

Using dictionary

Dictionary is a very important resource for learning language, especially in vocabulary learning. Various aspects of the words can be taught by using the dictionary. Therefore, the teachers should consult the target language dictionary and encourage students to do the same.

Using fun activities

Learning English should be fun as far as practicable. For this, the learners should be involved in various interesting activities such as chants, rhymes, action songs, dramatization, role play and language games.

Using audio for listening task

The English textbook for Grade Eight has a listening task in each unit. Using audio is mandatory for the listening task. Teacher can access the audios from the CDC website: www.moecdc.gov.np

-o-

Unit 1

This unit is based on the language function 'Asking for information and repeating information'. The whole unit centers around this language function and different tasks are designed for four language skills and aspects including the project work. The table below presents a short glimpse of the items in the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|-------------------------------------|---|
| 1. | Getting started | Talk in detail about the pictures that show Neetu's activities in a day. |
| 2. | Reading I: A Tour to Central Zoo | Match the words with their meanings. Answer the given questions. |
| 3.. | Pronunciation | Identify the word stress. |
| 4. | Speaking | Act out the conversation (with 'would' and 'could' highlighted). Make conversation with 'would', 'could' and 'can'. |
| 5. | Grammar I | Change the sentences into yes/no questions. Fill in the sentences with 'can', 'could', and 'would'. |
| 6. | Listening | Answer the pre-listening questions. Complete the given table. Talk about students' timetables as in the audio. |
| 7. | Reading II: A Request Letter | Unscramble the words and match the meaning with the words. Answer the given questions. Talk about their own problems that have affected their study. |
| 8. | Grammar II | Fill in the sentences with correct information from the reading text. Make sentences of simple present as in the example. Complete the given paragraph with the simple present tense. |
| 9. | Writing | Interpret the given timetable. Fill out the hostel registration form with their personal details. |
| 10. | Project Work | Design an ideal timetable for their school. |
| 11. | Extra Bit | Common abbreviations used in a dictionary. |
| Total time for the unit | | 9 Hours |

The task-wise sample classroom procedures are presented hereafter. Teachers can use these activities or adapt and use the activities as per their learning needs.

1.1. Getting started

This task introduces the language function of asking for information through pictures showing Neetu's activities in a day.

Objectives

- To ask and answer questions based on the given pictures

b. To use the simple present tense correctly

Follow these steps.

- a. Clarify students that the pictures in the textbook show Neetu's activities in a day. Tell them that they have to ask questions and answer them based on the pictures of Neetu's activities given in the textbook.
- b. Show the first picture. Invite one of the students in front of the class and have a conversation. When finished, exchange your roles.
A: When does Neetu get up every day?
B: She gets up at 6 in the morning.
- c. Now, form pairs and ask the students to have similar conversations. One student asks questions about the given activities and the other answers. Exchange the roles when once done.
- d. Monitor and help students while the students are performing the task.

Sample conversations

A: When does Neetu have breakfast every day?

B: She has her breakfast at 6 am.

A: What time does Neetu go to school?

B: She goes to school at 10 o'clock.

A: What time does Neetu get back to home after school?

B: She gets back to home from school at 4 o'clock.

A: When does Neetu have her meal at the evening?

B: She has her evening meal at 8 o'clock.

A: When does Neetu go to bed every day?

B: She goes to bed at 10 pm at night.

- e. Finally, ask one or two students to discuss all the pictures describing Neetu's activities.
- f. Summarise the activity.

1.2. Reading I: A Tour to Central Zoo

The reading in this section is a notice which presents a different type of reading stimulus to the students.

Objectives

- a. To learn these words: board, explore, grand, mammals, amphibians, guidelines
- b. To read the text and do comprehension tasks

Follow these steps.

Pre-reading activities

- a. Present the pre-reading questions. Hold a discussion based on the given questions: Have you ever been on an educational tour? Where and when did you go? What did you do during the tour?

- b. Listen to students' responses; use non-verbal cues to show that you are listening to them. Give feedback for their responses.
- c. Share your own experience of going on an educational tour.
- d. Now, ask the students to see the text. Ask them to identify the type of the text. Provide feedback if they can guess it correctly.

While reading activities

- a. Ask the students to pay attention to the red-coloured words. Ask them to say them aloud and write them on the board.
- b. Get individual students to pronounce the words. If they cannot pronounce them, assist them. You can bring authentic pronunciations from dictionaries like <https://www.oxfordlearnersdictionaries.com/>
- c. Now, ask them to guess the meaning of the words. If they cannot guess correctly, provide contextual sentences. Additionally, provide visual cues, examples, definitions, etc. to support the meaning.
- d. Ask them to do **Task A** in which students should match the words in **column A** with their meanings in **column B**.
- e. While they are engaged in the task, go around the class and monitor them.
- f. Have some students read their answers aloud and provide feedback. You can display the correct answers on the board or chart too.

| | | | | |
|----------------|--------|-------|-------|-------|
| Answers | | | | |
| a. iii | b. iv. | c. i. | d. v. | e. ii |

- g. Now, get some students to read the text aloud. Ask other students to point to the lines.
- h. Hold a discussion in the form of a question and answer.
- i. Now, lead students to **Task B**. Ask the students to read the notice and answer the questions.
- j. When they complete it, ask them to exchange their notebooks with their friends for peer correction.
- c. Finally, tell the correct answer and let them compare and correct their answers.

| |
|---|
| Answers |
| a. The students need to arrive at school at 9 am. |
| b. It will take 30 minutes for them to reach the zoo from their school. |
| c. I think the teacher will take students' attendance twice to verify the student number or to make sure that no one is lost during the tour. |
| d. I think the students will explore the zoo in animal groups because they can visit their respective group of animals in detail and share their ideas later. |
| e. The students should contact Mrs. Karki if they have any problem during the tour. |

Post-reading activity

- a. Tell students that they might have been on an educational tour from their school.
- b. Ask them to note down the most exciting activity they had during the tour.
- c. Ask them to share to it first in pairs and then to the whole class.

- c. Listen to him/her and ask others to listen to it carefully. And, provide compliments for their effort.
- d. You can share your experiences, too.

Sample sharing

Last year, our school took us on an educational tour to different parts of Chitwan. It was a two-day tour. Altogether thirty students of Grade 7 were there including two teachers.

The most exciting activity I did in Chitwan was elephant riding. As soon as I went near a giant elephant, I was really frightened. But, it did nothing! One by one, six of us rode on it. The mahout was there to drive the elephant and tell us about different things there. I really liked the way he had expressed so many ideas about everything. It was nearly an hour's ride, but the memories are unforgettable.

1.3 Pronunciation

This pronunciation activity is about word stress.

Objective

To pronounce the words with the correct stress.

Material

Recorded pronunciation of the words or pronunciation of words from an online dictionary

Follow these steps.

- a. Ask students to read all the words.
- b. Pronounce or play the words randomly and ask them to notice the words being pronounced.
- c. Ask them to pronounce the words again and again until everyone masters the correct pronunciation. You can get individual as well as group practice.
- d. Ask them to form pairs and get them to practise pronouncing the words. Monitor and make sure that everyone is engaged in the task.

Pronunciation of the words

| | | |
|-------------------------|------------------------|------------------------|
| a'ttendance /ə'tendəns/ | a'rrange /ə'reɪndʒ/ | 'mammal /'mæml/ |
| 'reptile /'reptɪl/ | a'rriival /ə'raɪv/ | ex'plore /ɪk'splɔ:(r)/ |
| a'rrive /ə'raɪv/ | am'phibian /æm'fɪbiən/ | re'turn /rɪ'tɜ:n/ |
| in'form /ɪn'fɔ:m/ | | |

1.4 Speaking

In this section, the students get a chance to practise the language function 'asking for information and repeating information'.

Objective

- a. To ask for information and repeat information
- b. To create dialogues

Follow these steps.

A. Act out the following dialogue in pairs. Notice the use of would and could.

a. First ask some students about their daily activities and ask questions to repeat the information provided. For example:

You: Where did you go last Saturday?

Students: I went to Darjeeling.

You: Sorry, I could not catch you. Where did you go?

Students: Oh, it's Darjeeling.

b. Now, ask one of the students to come in front of the class and act out the dialogue in **Task A**. Switch your roles when finished.

c. Discuss the key structures used in the dialogue to ask for and repeat information.

d. Elicit, from students, what other structures could be used for the same. Write the students' responses on the board.

e. Tell them that we have to use different language structures; formal and informal according to the situation and the participant we are talking to. Give examples of suitable language expressions to clarify the idea.

B. Work in pairs. Study the following situations. Now, ask and answer the questions. Begin the questions with could, would and can.

a. Divide students into different groups or pairs and assign each group or pair a specific situation a - g.

b. Get them to create and finalise suitable dialogues for each of the situations given.

c. When everyone is ready, ask two members of each group/pair to perform dialogues. Get other students to observe and provide necessary feedback on their performance.

Sample dialogue

a. You want to know your teacher's mobile number.

Student: Excuse me, ma'am, would you please give me your mobile number?

Teacher: Of course. It's 9876543210.

Student: Could you please repeat that once again? I couldn't catch it.

Teacher: Oh, it's 9876543210. Is it okay now?

Student: Thank you, sir. I got the it.

b. You want to know how much a cup of coffee costs.

A: Namaste, I want a cup of coffee. Can you tell me how much it costs?

B: Sure. It cost Rs. 40 per cup of coffee.

In the similar way, the dialogues can be performed. Be ensured that students will ask questions using 'can', 'could' or 'would'.

1.5 Grammar I

This is the first grammar activity. Here, the students will learn to make yes/no questions and use 'can', 'could' and 'would' correctly.

Objectives

- a. To make yes/no questions with the help of the statements given
- b. To use the correct modal verbs (can, could and would)

Follow these steps.

A. Change the following statements into yes/no questions.

- a. Ask some yes/no questions orally and elicit answers. For example, Tina, did you play chess yesterday?
- b. Ask the students to make similar questions.
- c. Write students' questions on the board. Write their answers, too.
- d. Discuss the general rules for the formation of yes/no questions; use of auxiliary verbs as the question word, subject-verb inversion, be verb as the main verb, etc.
- e. Do one as an example on the board and explain the detailed process.
- f. Get the students to be in pairs and ask them to do **Task A**.
- g. Monitor and provide help if needed.
- h. Finally, ask the pairs to exchange their answer sheets for peer correction.

Answers

- a. Could they rescue the victims?
- b. Can Linda win the match?
- c. Can your mother drive a car?
- d. Could you help me?
- e. Would he suggest a solution to a problem?
- f. Would they do social work?
- g. Would your father take us to the park?
- h. Could you come to meet me?

B. Fill in the blanks using **can**, **could** and **would**. Use negation if necessary.

- a. Present some sample sentences with the modal verbs (can, could and would) highlighted.
- b. Ask them to make similar sentences.
- c. Discuss the uses of the modal verbs.

can: used for present ability, request, grant permission, etc.

could: used for past ability, possibility, make suggestions and requests, etc.

would: used to talk about the past, about the future in the past, express the conditional mood, etc.

- d. Now, give some more example sentences with their uses. For example: I could climb a tree when I was 10. (Past ability)
- e. Set the task as an individual activity and monitor while the students are doing it.
- f. Finally, do mass correction and ask the students to check their answers.

Answers

- a. couldn't b. Can c. could, can't d. would e. could

Post listening activities

- a. Make sure everyone understands what s/he is supposed to do.
- b. Ask one of the students to come in front of the class and perform a similar kind of activity; asking and answering questions about his/her daily activities.
- c. Now, form pairs and ask the students to talk about their daily activities. One has to ask questions and another answers them. When they complete, ask them to exchange their roles.
- d. Monitor while the students are engaged in the activity.

1.7 Reading II

This second reading is a request letter written by Grade 8 students to the head teacher of Adarsha Secondary School.

Objectives

- a. To learn these words: grateful, overjoyed, admirable, accomplishing, lacking, equipment, insufficient, software, vast, necessities
- b. To read the letter and do the comprehension task

Follow these steps.

Pre-reading activities

- a. Ask the pre-reading questions: What is the type of text given below? What do you think it is about?
- b. Encourage all students to answer the questions. To answer, they have to look at the overall format or the text. Elicit: It is a letter. It is about a request for increasing computer lab facilities at school.
- c. Don't judge. Give compliments for their efforts.

While reading activities

- a. Read the text for the first time for the model. Ask them to point to the lines being read.
- b. Ask some students to read the text. Make sure that they pronounce the words correctly.
- c. Now, ask them to make a list of the words that are unfamiliar to them. They may include the words in red, too.
- d. Deal with the words. You can prepare flash cards or give the students with dictionaries to find the meanings. Remind them about the contextual meaning of the words.
- e. Discuss the meanings. Focus on their forms, pronunciation and meaning.
- f. Again, hold a question-answer session based on the letter. Ask different textual information questions that may help to summarise the text. For example:
 - Where is the school located?
 - Why is this letter written?
 - What new change has been made in Adarsha Secondary School recently?
- g. Finally, give concluding remarks based on the text.
- h. Now, lead them to **Task A**. It is about unscrambling the words from the letter given in the textbook.

- i. Conduct this as a competition. Write the words and their meanings on different pieces of paper and keep them in separate folders. Make folders suitable to the number of groups. For example, if you are going to make three groups, make three folders.
- j. Divide the students into groups containing five students each. (It can be done individually, too.)
- k. Invite the groups in front of the class and ask them to pick a meaning each and find the respective word for it.
- l. Get the students to unscramble the word. The group that completes the task the earliest will be the winner.
- m. Finally, give your feedback.

| | | | | |
|--------------|------------|--------------|---------|-------------|
| a. admirable | b. lacking | c. equipment | d. vast | e. software |
|--------------|------------|--------------|---------|-------------|

- n. Next, ask the students to read the text once more. Pair up the students to write answers.
- o. Move around the class and check whether every student is doing the task. Help students in need.
- p. Get some students to share their answers. Let others judge their answers. Provide necessary feedback.

Answers

- a. Grade 8 students of Adarsha Secondary School, Kusma, Parbat wrote the letter.
- b. The letter is addressed to the headteacher.
- c. The students of Grade 8 are grateful to the headteacher because a computer lab has been established in the school recently.
- d. The students are happy seeing the computer lab/thinking that the lab provides them with the most up-to-date learning devices.
- e. The three issues the students talk about are:
 - i. insufficient number of computers,
 - ii. only a few computers have the required software installed, and
 - iii. the lab does not have an internet connection.

Post reading activities

- a. Ask the students to think and write about a problem they are facing at their school. They can make a list of the problems they have.
- b. Let them share their problems and write them on the board. Encourage them to share the effect caused by the problem as well.
- c. You can ask the students to write a request letter to their school administration as in **Reading II** incorporating the problems they have faced.

1.8 Grammar II

This grammar section is about the use of simple present tense.

Objective

Use the simple present tense correctly.

Follow these steps.

A. These sentences are from the letter. Complete them with the missing words.

- a. Ask the individual students to go through the letter once more and find the missing words for the given sentences.
- b. Check whether everyone is doing the task.
- c. As soon as everyone completes it, get them to share their answers one by one. Ask others to evaluate whether the answers are correct or not.

Answers

a. are b. provides c. helps d. have e. limits

- d. Now let the students study the verb form. Elicit that these sentences have the present simple form of the verbs. So this grammar lesson is about simple present tense.
- e. Ask students to form more sentences in simple present tense. Derive the structures from the examples.

B. Rearrange the jumbled words to form correct sentences in the simple present as shown in the example.

- a. Ask students to observe the example carefully.
- b. Hold a necessary discussion based on the example. Elicit that it follows the structure of simple present tense.
- c. Do another one (in a) to consolidate their understanding.
- d. Now, ask individual students to do the task.
- e. Go around the class, monitor them, and provide assistance for the needy ones.
- e. After they complete the task, get them to share their answers and provide feedback.

Answers

- a. He works in a department store.
- b. Suman does his laundry at the weekend.
- c. My friends and I go to the cinema once a month.
- d. My neighbour never gives me a nice gift.
- e. Akash always loves playing the guitar.
- f. My mother is a doctor.
- g. She always drives her scooter too fast.
- h. People **do** a lot of work during the day.
- i. Where does your brother work?
- j. What time does your sister get up every day?

C. Complete the following text using the present simple form of the verbs in the brackets.

- a. Ask the students to read the text with the blank spaces.
- b. Do one as an example. Remind them that they have to use only the simple present tense.
- c. Form small groups or pairs and ask them to do the exercise.
- d. Go round the class and check whether every student is engaged or not.
- e. When they complete, do a mass correction.

Answers

starts, has, likes, has, believes, keeps, makes, tidies, gets, is, start, have, love, rehearse, are, want, do not have, does not like, are

1.9 Writing

This writing section includes two tasks; interpreting a timetable and filling up a hostel registration form.

Objectives

- a. To interpret a timetable
- b. To fill up a registration form with personal details

Follow these steps.**A. Study the sports timetable below and interpret it.**

- a. Ask the students to observe the details given in the timetable carefully. Tell them that they have to interpret the information in sentences.
- b. Present a sample of interpretation for the information given for May 3.
- c. Discuss the overall format, language and tips for writing an interpretation effectively.
- d. Now, assign the task as homework. Check their writing the next day and provide feedback.

Sample answer**Janata Secondary School****Inter-house Football Tournament**

The given table presents the schedule of the activities that Janata Secondary School is going to conduct on the 3rd, 4th and 5th of May. In addition to the football match, there is going to be a cultural performance as well.

According to the timetable, each day is divided into two parts; from 10.00 to 12.00 am and 1.00 pm onwards. The tournament begins on the 3rd of May with the opening ceremony followed by the registration of teams and players. This happens in the first part of the day. On the same day, there is a match between Sagarmatha House and Manaslu House which takes place in the second part of the day; i.e. 1.00 pm onwards.

On the second day, May 4th, there is a cultural performance by Grade 8 students in the first part of the day. And, in the second part, there is a football match between Machhapuchhre House and Annapurna House.

Similarly, on the third day, i.e. May 5th, the final match of the football tournament will be held at the beginning. Finally, in the second part of the same day, prizes will be distributed and there will be a closing ceremony.

B. The form below is an application for hostel registration. Fill it in with your personal details.

- a. Ask the students if they have ever filled in any kind of form. If they have, let them share their experience.

- b. Share your related experience too.
- c. Set the task as homework. Tell them that they have to supply their personal information correctly. They can ask their parents or guardians for support if they need it.
- d. Check their homework the next day and provide individual feedback.

1.10 Project work

This project work requires the students to work together to create an ideal timetable for their class.

Objective

To make an ideal timetable for their class

Follow these steps.

- a. Tell them that they have to design an ideal timetable for their class for a week. Clarify that they have to include the subjects of study, the time and the days of they would like to study.
- b. Remind them about the components of a timetable. They can refer back to writing task (A) for the same.
- c. Divide the students into groups and give suitable names, too.
- d. Ask them to prepare the timetable on chart papers and make it as attractive as they can.
- e. Allow the groups to decide the deadline for the submission of the task.
- f. As they bring it to the class, display it on the walls and let them review their tasks.
- g. Finally, get them to judge for the best one.

1.11 Extra bit

This section contains some of the common abbreviations used in a dictionary. Let them read and enjoy it.

ΩΩΩ

Unit 2

This unit deals with the language function “Asking for, giving and denying permission”. The unit includes various reading, writing, listening and speaking tasks and activities related to this function. The table below outlines a brief overview the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|------------------------------------|---|--|
| 1. | Getting started | Talk about pictures (what permission the people in the picture might be asking for). |
| 2. | Reading I: A Father’s Letter to His Son | Pre-reading questions Solve the crossword puzzle. Identify the speakers who made the given remarks and their purposes. Answer the questions. Post-reading question |
| 3. | Pronunciation | Variation in the pronunciation of the ‘-ed’ suffix |
| 4. | Speaking: Asking for, giving and denying permission | Match the permissions with the responses. Ask for permissions and respond to them. |
| 5. | Grammar I: Yes/No question | Match the statements with their correct question forms. Change the statements into yes/no questions. Write honest answers to the given yes/no questions. |
| 6. | Writing I: Completing a skeleton story | Develop stories based on the given outlines. |
| 7. | Reading II: Changing World | Pre-reading questions Complete the sentences using the given words from the poem. Answer the questions. Post-reading question. |
| 8. | Listening: Asking for and giving permission | Pre-listening activity Write true or false for the given statements. Answer the questions. Post-listening activity |
| 9. | Writing II: Writing an email | Study the given email. Write a reply email. |
| 10. | Project work: Composing a poem | Compose a poem on a topic of your interest and share it in the class. |
| 11. | Extra bit | Expressions used in asking for, giving and denying permission. |
| Estimated time for the unit | | 9 hours |

The following section includes the classroom activities for each task. Teachers can adopt or adapt the tasks and activities suggested here as per the needs of their students and the specific learning contexts.

2.1 Getting started

This section encourages the students to guess what permissions the people might be asking for based on the situations given in the pictures.

Objectives

- a. To talk about the given pictures to identify the people and contexts
- b. To guess what permission the people might be asking for

The teachers could follow these steps.

- a. Get the students to discuss in pairs. Ask them whether they take permission from their parents, guardians and teachers to do something at home and school.
- b. Now, get them to look at the pictures one by one.
- c. Discuss who the people in the pictures are and where they are. Take their responses. (Elicit: First picture- at home, a child; Second picture- a classroom, a teacher and students; Third picture- at home, sibling; Last picture- at home, siblings)
- d. Ask them how they take permission to do things at home. (Elicit: May I watch TV? May I use your cell phone, father?)
- e. Listen to their responses. Don't interrupt or correct them. Encourage them to speak.
- f. Get a pair of students to come to the front of the class. Get them to ask and answer questions based on the first picture.

For example:

A: What might the boy want to do?

B: The boy might want to get permission to come inside the classroom?

A: What do you think he says?

B: He says, 'May I come in, Madam?'

- g. Ask them to have similar conversations in pairs based on the other pictures.

Possible permissions they might have asked

May I come in?

May I ask a question, sir? May I answer, sir?

May I get the goods delivered?

May I close the door?

- h. Monitor them when they are engaged in the activity and give feedback if essential.
- i. Appreciate them for their active participation in the activity.

2.2 Reading I: A Father's Letter to His Son

This is the first reading text in the unit. It is a story entitled 'A Father's Letter to his Son'.

Objectives

- a. To learn the words: *refused, insisted, stuff, sunglasses, mufflers, berth, depart, departure announcement, handed, compartment, adjacent, lit up and vanished*

b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students to observe the given pictures carefully.
- b. Ask them where the boy is in the first picture. (Elicit: In the first picture, the boy is in his house looking outside the window.)
- c. Ask them what they see in the second picture. Also, get some students to share their experiences of travelling by trains.
- d. Ask them to underline all the unfamiliar words in the text, including the words in red and write them on the board: *refused, insisted, stuff, sunglasses, mufflers, berth, depart, departure, announcement, handed, compartment, adjacent, lit up* and *vanished*. Pronounce these words correctly and ask them to repeat after you.
- e. Read the sentences with these words from the textbook and ask them to guess the meanings of these words.
- f. Show the word cards containing the words and their meanings to help them understand the meaning of these words.
- g. Develop in students the feeling that you are paying attention to them by making eye contact, nodding the head and smiling at them.

While-reading activities

- a. Provide a model reading of the text at a normal speed and ask students to point to the words/lines as you read.
- b. Ask some of them to read the text aloud and ask the rest of the others to listen to them carefully and follow along in their textbooks.
- c. Ask the students to read the story in pairs and note down the five major events in the story. Let the pairs share the events they enlisted. Do not restrict them on the exact events or sentences. Let them do freely so that they can get the story.
- d. Tell the summary of the text and their presentations.
- e. Ask them to read the instructions for **Task A**. Be confirmed that they understand the task.
- f. Ask them to read the given meanings carefully. Make them clear if essential.

ACROSS

2. next to something: A
7. gave something to somebody: H
9. a pair of glasses to protect eyes from the Sun: S

DOWN

1. a place to sleep on a train or ship: B
3. to leave a place: D
4. a section on a train: C
5. a thick piece of cloth to keep your neck warm: M
6. disappeared suddenly: V
8. to demand something forcefully: I

9. a group of objects: S
- h. Ask individual students to find the words to be filled in the crossword puzzle for the given meanings. Tell them that they can only consult the words/phrases in red. Facilitate the students to find the words easily telling them that the first letter of the word has been given at the end of each meaning. Go around the classroom to see if any students need help to solve the crossword puzzle.
- i. When everyone completes the task, tell the words one by one and ask them to check their answers.

| |
|--|
| <p>ACROSS</p> <p>2. next to something: ADJACENT</p> <p>7. gave something to somebody: HANDED</p> <p>9. a pair of glasses to protect eyes from the Sun: SUNGLASSES</p> <p>DOWN</p> <p>1. a place to sleep on a train or ship: BERTH</p> <p>3. to leave a place: DEPART</p> <p>4. a section on a train: COMPARTMENT</p> <p>5. a thick piece of cloth to keep your neck warm: MUFFLER</p> <p>6. disappeared suddenly: VANISHED</p> <p>8. to demand something forcefully: INSIST</p> <p>9. a group of objects: STUFF</p> |
|--|

- j. Now, ask students to go through the remarks in **Task B**. If necessary, ask them to read the story again and underline those remarks. Get them to work in pairs. Give them some time to decide who made them and for what purpose.
- k. Ask a pair of students to come to the front of the class. Ask one of the students to read the first remark and the next one to say who made the remark and for what purpose.
- l. Ask them to switch their roles. Give opportunities to as many students as possible to ask and respond. Identify and include the struggling students in the activity. For helping the struggling students, you can give them extra time or simplify the instructions or tasks as per the classroom context and need. Provide feedback where necessary.
- m. Appreciate them for their active participation.

| Answers | | |
|--|------------------|--|
| Sentences | Speaker | Purpose |
| a. Is it okay if I go on my own? | The boy | Asking for permission to go alone |
| b. Please let me go by myself. | The boy | Requesting to be allowed to go alone |
| c. May I take them please? | The boy | Asking permission to take them |
| d. Okay but always go swimming with your grandparents. | The boy's mother | Giving permission but emphasizing the importance of swimming with his grandparents |

| | | |
|--|---------|---|
| e. Would it be alright if I took sunglasses and mufflers for them? | The boy | Asking for permission to take sunglasses and mufflers |
|--|---------|---|

- n. Now, ask students to go through the questions from a-f given in **Task C**. Ask them to read the story again and underline the answers in their textbooks and write in their exercise books.
- o. Go around the class to see if all of them are involved in the assigned task.
- p. Check their answers and provide feedback. You can provide feedback

Answers

- a. The boy wanted to visit his grandparents' house.
- b. The boy would live with his grandparents for fifteen to twenty days.
- c. The parents did not want to let him go alone at first because they were concerned for his safety.
- d. Yes, I think the boy was loving and caring because he wanted to take sunglasses and mufflers for his grandparents.
- e. Before the announcement, the boy told his father that he remembered everything and kindly requested him not to worry.
- f. The boy felt relaxed at last because he received reassurance and a sense of companionship through his father's letter.

Post-reading activity

- a. Get the students to work in pairs. If there is a single student, you can become his/her pair and work together.
- b. Ask them to discuss what they would ask with their parents to take with them if they were in the place of the boy. (Elicit: warm clothes, food items, fruits etc.)
- c. Get them to switch their roles.
- d. Collect their responses and write them on the board.

2.3. Pronunciation

In this section, students will identify the variations in the pronunciation of '-ed' suffix in different words.

Objectives

- a. To pronounce the '-ed' suffix correctly
- b. To categorise the words based on the variation of pronunciation of the suffix '-ed'

Materials

Recorded pronunciation of the given words.

Follow these steps.

- a. Learn to pronounce the given words correctly. You can consult a dictionary (online or offline) for this.
- b. Write the following words on the board: asked, loved, insisted, agreed, lived, worried, wanted, said, smiled, handed, stopped, scared.

- c. Play the record of the words or pronounce the words one by one with variation in pronunciation of ‘-ed’ suffix. Pronounce them slowly and clearly, and have students listen and repeat after you.
- d. Ask them to notice the variation.
- e. Now ask them to pronounce the words independently and monitor them. Have patience and provide plenty of practice opportunities.
- f. Ask them to write the words under the given headings based on the final sound they make; i.e. /t/, /d/ and /ɪ d/. When they complete the task, check and provide necessary feedback.

| /t/ | /d/ | /ɪ d/ |
|-----------------|-----------------|-----------------------|
| asked /ɑ:skt/ | loved /lʌvd/ | insisted /ɪn'sɪstɪd / |
| stopped /stɒpt/ | lived /lɪvd/ | agreed /ə'gri:d/ |
| | smiled /smaɪld/ | worried /'wɒrɪd/ |
| | scared /skeəd/ | wanted /'wɒn.tɪd/ |
| | said /sed/ | handed/hændɪd/ |

2.4 Speaking

This activity is based on the language function ‘Asking for and giving, and denying permission’. It includes two tasks: Matching questions with their correct responses and working in pairs by taking turns to ask for permission and responding to them.

Objectives

- a. To match the questions with their responses
- b. To ask for permissions and respond to them

Follow these steps.

A. Work in pairs. Match the questions in A with correct responses in B. Then, act them out with your partner.

- a. Get the students to work in pairs.
- b. Get them to discuss the questions and responses in columns A and B. Ask them to match the questions with their responses.
- c. Go around the class, monitor the activities of the students and give feedback if essential.
- d. Get some pairs to come to the front of the class. Let them match the questions with their responses.
- e. Ask the rest of the students to correct their answers if they are wrong.
- f. Now, ask them to study the structures of the questions. Ask them why these questions are used. Elicit: They are used for asking for permissions. The answers they matched are used for giving or denying permissions. Various structures can be used for this language functions.
- g. Ask students to ask for permissions for different purposes to clarify the structures.

| Answers | A | B |
|--------------------------------|---|---------------------------------------|
| a. Can I go out, please? | | -Yes, you can. |
| b. May I use your pen, please? | | -I am sorry. I am doing my classwork. |

- | | |
|---|---|
| c. Would you mind if I used your telephone? | -No Problem. You can use it. |
| d. Is it okay if I sit here? | -Yes. No one is sitting here. |
| e. Do you mind if I read it loudly? | -Not at all. I don't like loud reading. |
| f. Is it alright if I switch on the fan? | -Yes, it's hot in here. |

B. Work in pairs. Study the situations below. Take turns to ask for permission and respond to them.

- Ask students to work in pairs.
- Have one student of the pair ask a question in the example and the other to respond. Be informed that they should use a variety of structures as in **Task A**.
- Ask them to change the roles and practise.

Kedar: May I use your compass?
Nima: I'm sorry. I'm using it.
- Get them to work in pairs for other given situations similarly.
- Go around the class, monitor the activities of the students and give feedback if essential.

Samples

- A: Would you mind if I used your computer.
B: No problem. You can use it.
- B: May I ask you to take my photo?
B: Of course. Please be in that place.
- A: May I have a glass of juice?
B: Sure, you can.
- A: Is it alright if I take your notebook for an hour?
B: I'm sorry. I am doing my homework.
- A: Would you mind if I drink water here?
B: Not at all. You can drink here.
- A: May I take some rest?
B: No problem. You can take rest for some time. It is a break time.

- Praise their efforts and help them where necessary.

2.5 Grammar I

This grammar task introduces the use of 'yes/no' questions to the students.

Objective

To use yes/no questions

Follow these steps.

A. Match the statements in column A with their correct questions in column B.

- Write any two statements on the board.
- Explain how statements are changed into questions with examples.
- Ask students to tell some questions of their own. Write them on the board and ask the students to change them into statements.

d. Ask them to generalize the rules.

Identify Verb and Subject: Determine the main verb and subject in the statement.
Invert Subject and Auxiliary Verb: Change the positions of the subject and the auxiliary verb. If there's no auxiliary, use 'do', 'does', or 'did'.
Adjust Verb Form: Ensure the main verb is in the correct form after adding 'do', 'does', or 'did'.
Add a Question Mark: End with a question mark.
 Example: "She likes apples." - "Does she like apples?"

e. Divide them into groups of four.

f. Now, ask them to match the statements with their correct questions.

g. Visit around the class, monitor their activities and provide feedback if essential.

h. Select students from different places in the classroom and of varied cognitive level, and invite them to the front of the class and ask them to share their works turn by turn.

i. Ask the rest of the students to correct them if they are wrong.

j. Provide feedback on students' work and praise their efforts.

| Answers | |
|------------------------------|--------------------------------|
| Column A | Column B |
| a. I am late. | Am I late? |
| b. I can help you. | Can I help you |
| c. She is sleeping. | Is she sleeping? |
| d. We have met before. | Have we met before? |
| e. You work at home. | Do you work at home? |
| f. It costs Rs. 10. | Does it cost Rs. 10? |
| g. She went home. | Did she go home? |
| h. They left for the cinema. | Did they leave for the cinema? |

B. Change the following statements into yes/no questions.

a. Ask students to work in pairs. Remind them what they did in **Task A**.

b. Make the question of the first statement on the board. Involve students while changing the statement into the question.

For example:

He loves this town.

Does he love this town?

c. Ask them to change the rest of the statements into questions. If essential, discuss again how statements are changed into questions as discussed earlier in **Task A**.

d. Visit around the class and monitor their activities.

e. Provide assistance if essential and praise their efforts.

| S.N. | Statements | Yes/No questions |
|------|----------------------------|-------------------------------|
| a. | He loves this town. | Does he love this town? |
| b. | They always play football. | Do they always play football? |

| | | |
|----|--|---|
| c. | She can fly aeroplane. | Can she fly aeroplane? |
| d. | There are some smart students in the school. | Are there any smart students in the school? |
| e. | They went to the river yesterday. | Did they go to the river yesterday? |
| f. | She spends her money on books. | Does she spend her money on books? |
| g. | He decided to leave the town. | Did he decide to leave the town? |
| h. | She goes to bed early. | Does she go to bed early? |
| i. | They should rewrite their homework. | Should they rewrite their homework? |
| j. | He was born in India. | Was he born in India? |

C. Write honest answers to these questions.

- Ask students to read the instruction and help them to understand it.
- Get them to write answers in their exercise books.
- Check their answers by visiting their places in the classroom.
- Provide feedback if essential and appreciate their efforts.

2.6 Writing I

This is the first writing task of the unit in which the students have to develop a story based on the given outlines.

Objective

To write a story with the help of the given outlines

Follow these steps.

A. Develop a story based on the outlines given below. Write a suitable title too.

- Get one of the students to read the instruction. Ask them if they understood the instruction. If not, help them to understand.
- Invite a student to the front of the class and ask him/her to read the prompts. Send her/him back to her/his seat.
- Divide the class into the groups of four and get them to work in groups.
- Ask them to develop a story based on their understanding after going through the given outlines.
- Invite the group representative of each group to the front of the class and ask them to present their stories written in groups.
- Provide feedback and appreciate their efforts.

A sample story

A Poor Shoemaker and his Wife

Once upon a time, a poor shoemaker and his wife lived in a small house in a village. As they were poor, the shoemaker was unable to buy leather to prepare shoes. He underwent a terrible condition. He had tough days to earn his daily bread. He always dreamed of living a prosperous life happily. He ran out of money. However, he had a small piece of leather to

sew shoes. He had left the piece on the table. Surprisingly, when he got up in the morning, he found fine pairs of shoes. He was surprised to see and sold them in the market. With the money he got after selling the shoes, he bought more leather and cut it out to make more pairs and left it on his work-table. In the morning, he found many pairs there. He sold them at good prices and became rich. He continued the work for some weeks and earned a good amount. He bought a beautiful house. He came to know about the elves who were helping them. He wanted to gift them beautiful shoes. So, he left many pairs of beautiful shoes for them. To his surprise, the elves never came back again.

B. Write a story that ends in ‘She finally realised her mistake.’

- a. Read the instruction aloud and discuss it for some time. Involve students in the discussion.
- b. Encourage them to be creative.
- c. Ask them to brainstorm the plot on their own.
- d. Encourage some students to share their ideas about the plot.
- e. Ask some of the students to give their opinions on possible events on which the story can be written ending with the sentence ‘She finally realised her mistake.’
- f. You can talk about possible events.
- g. Set this task as an individual work. Get them to write a story.
- h. Go around the class and monitor their activities.
- i. Once they complete the story, give opportunities to some students to share their story turn by turn. The writing can vary.
- j. Appreciate their efforts and provide feedback if essential.

2.7 Reading II: Changing World

This is a poem composed by Edward de Bono. It has a beautiful message: if we want to change the world, then that change should begin from within ourselves.

Objectives

- a. To learn these words: change, suddenly, focus, realize, impact, indeed
- b. To read and understand the theme of the poem
- c. To read and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students to look at the picture and tell what they see. (Elicit: A person standing alone).
Ask them why the man is standing alone. (Elicit: He might be in deep thought.)
- b. Ask them to guess from the title what the poem is about.
- c. Ask them to notice the words in red. Write them all on the board and ask them to guess their meanings. If needed, let them consult a dictionary and find their meanings.

While reading activities

- a. Recite the poem with rhythm at a normal pace to provide a model reading of the poem.
- b. Recite it again and ask them to follow you. Let them recite the poem independently as well.

- c. Discuss with students about the theme (Elicit: Change yourself first if you want to change the world).
- d. Read the poem line by line and ask questions based on the intended meaning on that line. This helps students gain the understanding of the poem.
- e. Ask what might be the summary of the poem.

Summary

"Changing World" by Edward de Bono is a reflective poem that explores the theme of personal change and its broader impact on the world. Initially, the narrator, as a young man, aspires to change the world but finds this task daunting. He then scales down his ambitions, attempting to change his nation, his town, and finally his family, only to encounter obstacles at each level. As an older man, he realizes that the only true change he can is within himself. This realization brings a profound insight: had he focused on changing himself earlier, this personal transformation could have influenced his family, which in turn could have positively affected their town, potentially leading to changes in the nation, and ultimately, in the world. The poem elegantly captures the idea that significant global change can originate from individual self-improvement, emphasizing the power and importance of personal growth and inner transformation.

- f. Ask students to read the incomplete sentences given in **Task A** and ask them to read the poem again.
- g. Ask them to complete the sentences choosing the right words from the list. Go around the classroom to see if any students need your help to complete the task.
- h. Ask them to exchange their exercise books for peer correction. After they complete it, tell them the correct answers and get them to check their answers.

Answers

- a. Great people always **realize** their mistakes.
- b. The meal was very delicious **indeed**.
- c. Excessive use of electronic devices has negative **impacts** on our mental health.
- d. Thank you for your offer but I cannot **change** my mind.
- e. Our exam is approaching but I cannot **focus** on my studies.

- i. Now, ask them to go through the questions in **Task B**. Tell them to read the poem again if needed.
- j. Get them to write answers to the questions. Help them find the answers in the poem and write the answers.
- k. After they complete the task, get some students to read their answers aloud. Involve them in peer correction.
- l. Finally, provide the correct answers and ask them to make corrections if needed.

Answers

- a. I think the poet wants to change himself to make a good impact on his family, town, nation and the world.
- b. The poet feels sorry because he realizes that he couldn't change the world at first. If he

- had changed himself earlier, he could have made a bigger difference in the world.
- c. When the poet grew old, he realises that he can change himself but not the world.
 - d. If the poet had changed himself, he could have made an impact on his family, town, nation, and the world.
 - e. Changing the world is tough. The poet's realization indicates that creating significant change is difficult and requires personal growth and transformation.

Post-reading activity

How can we change ourselves and society? Discuss.

- a. Tell students that they have to discuss how we can change ourselves and society.
- b. Get the students to discuss in the groups of four.
- c. Provide a sample answer and tell them to base their answer to the given poem.
- d. Visit around the class and monitor the activities.
- e. Provide feedback if necessary.

How we can change ourselves and the society

We can change ourselves and the society through our good deeds. We need to change ourselves first if we want to change the world. We must be kind, helpful, generous and considerate if we want to leave an impact upon others. No one likes a selfish person who is concentrated on her/his own comfort and benefit. We should develop a positive attitude in us in order to influence others.

2.8 Listening

In this listening task, the students get a chance to listen to a conversation between two ladies.

Objective

To listen to the audio and do the comprehension tasks

Materials

An audio file (MP3) and an audio player

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask students to look at the given picture carefully. Discuss the pre-listening questions: Who do you think the women in the picture are? (Elicit: The women in the pictures are two friends), What do you think the woman in red saree is asking for? (The woman in red saree is asking for permission to use the washing machine to wash her clothes.)
- b. Ensure the participation of as many students as possible.

B. Listen to the conversation and write True or False.

- a. Tell the students that they are going to listen to an audio and do the given comprehension tasks.
- b. Give the listening instruction clearly. Play the audio at least for three times.
- c. When the audio is played for the first time, ask students to listen to the audio and think and learn what the audio is about.

- d. After that, students will go through the questions in **Task B** before listening to the audio again. This activity helps them remain focused on certain required information.
- e. Then play the audio for the second time. When they listen to the audio for the second time, they will be doing the comprehension **Task B** where they have to write True or False.
- f. Pause the audio and ask them if they finished the task. If they have not completed it, play the audio again.
- g. Provide a transcript if anyone has hearing difficulties.

Answers

a. False b. True c. True d. False

C. Listen to the conversation again and answer these questions. Use one word only.

- a. Tell the students that they have to answer these questions when the audio is played this time.
- b. Ask them to go through the questions from a-d in **Task C**.
- c. Play the audio and tell them to write the answers to the questions.
- d. Play the audio again if they missed any questions. You can play the audio till they find the answer themselves.
- f. Share the correct answers and ask them to correct if essential.
- g. Praise students' efforts and provide feedback on their performance.

Answers

a. Washing machine b. Delhi c. Jumper d. Bottom

D. Recall the questions you heard on the audio and find who can remember the most.

- a. Ask students recall as many questions as they can after listening to the audio.
- b. If essential, play the audio one more time and ask them to listen to the audio carefully with special focus on questions.
- c. Write all the questions the students recall on the board. (Elicit: What is the time? Can I make myself some breakfast? May I use your washing machine? What is your plan? Do you mind if I borrow your jumper?)

2.9 Writing II

This is the second writing task of this unit. Here, the students have to write a reply email responding to the request to use the hall.

Objective

To study the given email and write a reply email

A. Study the email given below.

- a. Get one of the students to read the email aloud.
- b. Explain the major elements of an email, such as receiver's email id, subject, greeting, body of an email and complimentary close.
- c. Ask them to underline these components in the given email.
- d. Discuss what requests have been made in the email.

B. Imagine you are the headteacher. Write a reply email responding to the request made by Kabir Jha to use the hall.

- Ask students to recall the major elements of an email. (Elicit: Receiver's email id, subject, greeting, body or message, complimentary close)
- Remind them that they have to write a reply email. Set the task as a home assignment.
- When they bring their task back the next day, check their answers and provide necessary feedback.

A sample reply email

May 5, 2023
From: amritalamsal@gmail.com
To: kabirjha@gmail.com
CC/BCC:

Subject: Permission to Use the Hall

Dear Mr. Jha,

Thank you for your email. I am delighted to hear about the cultural program you and your team have planned and are preparing to showcase on the occasion of Platinum Jubilee of our school.

I am pleased to inform you that you may use the hall to rehearse the cultural items during the lunch break. I really appreciate you and your fellow participants' efforts. Please ensure that the practice of the cultural items will not disturb the nearby classes as the Second Term Exam is approaching.

I am glad to see your enthusiasm and dedication towards making this program a grand success. I wish you and your team all the best.

Please feel free to inform me if you need any assistance.

With the best regards,
(Amrita Lamsal)
Headteacher

2.10 Project work

In this project work, students have to compose a poem on any topic they like and share it in their class.

Objective

To compose a poem

Follow these steps.

- Ask students to read the instructions and understand the task they are going to do.
- Ask them to choose a topic on which they like to compose a poem. (Elicit: their most favourite topics)

- c. Ask them if they have any idea about rhyme and stanza.
- d. Encourage the students to compose a poem with rhyming lines at the end.
- e. Set this task as a home assignment. After they complete it, ask them to share in the class turn by turn the next day. Provide necessary feedback. Also, paste the best five poems on the classroom notice board or classroom wall.

A sample poem

Rain

Thanks for visiting O' lovely rain,
Giving a relief from sweltering pain.
Days were dark with smoke and dust,
Seeming as if everything's going to burst.

Ah! Cool breeze again opening the race,
Nature kept rousing at its natural pace.
Rain today reminded the juvenile joy,
A much-needed rain offered to enjoy!

Green is going to be the withered field,
Pure will be air eliminating the dusty shield.
Happy we are to see you darling rain!
Welcome to our deserted hill and plain!

2.11 Extra bit

This is an independent activity for students to help them learn the expressions that are used for asking for permission, giving and denying permission. Ask them to go through expressions given in the table and learn them. They can add more expressions by consulting various sources too.

ΩΩΩ

Unit 3

This unit deals with the language function “Requesting and responding”. Requesting and responding come together in a conversation since they are fundamental aspect of two-way communication. All the tasks in listening, speaking, reading, writing, grammar and project work center around the language function of requesting and responding. The table below presents a short overview of the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|--|--|
| 1. | Getting Started | Talk about the pictures provided. |
| 2. | Reading I: Public Announcements (Pre-flight Announcement and Parents Day Announcement) | Complete the sentences with correct words from the text. Write True or False. Question and Answer Talk to friends on the ‘Importance of Parents Day.’ |
| 3. | Pronunciation | Listen to the teacher and pronounce the words with /r/sound. |
| 4. | Writing | Write an announcement including what, when, where, who and how (in the notice). |
| 5. | Speaking | Study the sample with the provided initial words and act out the given expressions. Make request and respond to the request. |
| 6. | Listening | Answer the pre-listening questions. Listen and complete the sentences choosing correct options. Sharing the story of a movie |
| 7. | Grammar I | Match the sentence with their reported speech. Change the questions into reported speech. |
| 8. | Reading II: How to Wash Clothes in a Washing Machine | Match the words with their meanings. Answer these questions. Make a list of home appliances and write operation instructions. |
| 9. | Grammar II | Change into reported speech. |
| 10. | Project work | Writing instructions to prepare cultural food. |
| 11. | Extra bit | Use of commas, semicolons and colons |
| Total time for the unit | | 9 Hours |

Detailed classroom procedures of each of the above task are mentioned hereafter. However, teachers can adapt these activities to suit in their classroom context.

3.1 Getting started

This task prepares students for the intended language function of the unit. On this section, they learn how to make requests and the appropriate ways to respond to the request.

Objective

To say how people might make requests and how the requests are responded to

Follow the given procedures to facilitate this section.

- a. Show the pictures and ask the students what they see in the pictures.
- b. Ask them to guess what the person might be responding to in each picture. For example: What might the student be telling? What could be the lady requesting? etc.
- c. Take students responses. The answers may vary based on their speculation on the pictures.

Sample requesting

a. **Request:** Can anyone tell me the answer to the question?

Response: Yes, sir. I know the answer. I would like to tell it.

b. **Request:** Would you clear the table, please?

Response: Sure, Thank you!

c. **Request:** Can you tell me when this problem first began?

Response: Certainly. It's two week ago. I had a fever.

d. **Request:** Can you please tell me where the disable-friendly pathway is? I need to go to the library.

Response: Sure! I can show it to you.

3.2. Reading I: Public Announcements

This reading text is related to public announcement. There are two announcements: Pre-flight Announcement and Parents Day Announcement)

Objectives

- a. To learn some unfamiliar word meanings: *fasten, upright, depressurization, prohibited and privileged*
- b. To read the announcements and do the comprehension tasks

Materials

Recorded public announcement

Follow these steps.

Pre-reading Activities

- a. Show the image of the plane and ask the students if they have ever travelled on a plane. If they say yes, then request some of them to share the experience. Ask what the flight attendants announce to the passengers before flying.
- b. Encourage the students to guess why such announcements are made? Ask them if they have seen similar types of public announcements in public places like hospitals, banks, airports, bus ticket-counter etc.
- c. Say that pre-flight announcements are generally made by air-hostess to the passengers before the flight. It is generally on safety information, cabin rules, seating position, seat belts, electronic devices etc. Likewise, Parents day announcement is a notice announced by the school, targeted for the parents.

d. Play a sample of public announcement and discuss why such announcements are made.

While-reading activities

- a. Ask any two of the students to read the announcements, one by one, loud and clear. Help if necessary with pronunciations.
- b. Tell the students to underline or mark the unfamiliar words such as ‘**fasten**,’ ‘**upright**,’ ‘**prohibited**,’ ‘**privileged**’ etc. Deal with these words. Teach meanings, forms and pronunciations.

Word Meanings

- i. **Fasten**-to lock securely
- ii. **Upright**-(of a person) sitting or standing with the back straight.
- iii. **Prohibited**-forbidden
- iv. **Privileged**-having special rights or advantages

- c. Read these two texts and students will listen.
- d. Discuss the importance of public announcements including pre-flight announcements. Say that the pre-flight announcement is for safety reasons or for emergency preparedness. It clears the confusion of the passengers. Tell them that it is the responsibility of airlines companies to ensure the safety of the travelers. So, they make such announcements.
- e. Next, ask the students what will happen if the school does not announce any kinds of notice about the programs it is going to organize.
- f. Tell them that without disseminating necessary information to the public, it is impossible for any institution to function effectively.
- g. Now, lead them to **Task A** and ask them to complete the sentences with correct words. Link this task in vocabulary learning.
- h. When the students complete their work, make corrections if necessary.

Answers

- a. We had to pay an extra amount for our **baggage** in the aero plane.
- b. Would you switch off all your **personal gadgets** as the plane is going to take off?
- c. Tomorrow is my parents’ wedding **anniversary**.
- d. The Chief Guest will **confer** the prizes to the winners.
- e. Please keep your seat in the **upright** position. The plane is going to land soon.
- f. Our school will remain closed for 15 days on the **auspicious** occasion of Dashain.

- i. Then, lead the student to **Task B**. Ask the students to read the statements in the task and to re-read the announcement. Then ask them to decide whether statements are true or false. Make corrections to their answers if necessary.

Answers

- a. False b. True c. False d. False e. False

- j. Next, lead them to **Task C**. Ask the students to read the questions before reading the text once more.
- k. Ask them to write the answers. Observe their writing and help them when necessary.

1. Make required corrections.

Sample answers

- a. The first announcement is the pre-flight announcement of Nepal Airlines and the second announcement is about the Parents Day program at Dibya Jyoti Secondary School.
- b. The travel route of flight RA-402 is from Kathmandu to New Delhi.
- c. The seats should be in the upright position during the take-off for the balance of the plane to land safely.
- d. The Mayor of Bardaghat Municipality is the chief guest on Parents Day.
- e. Parents day program is scheduled to be held on the 22nd of March in the Assembly Hall.

Post reading Activity

Ask the students to search similar public announcements using the help of the internet, newspaper or from the radio. They shall present what they have collected in their next class.

A sample

Announcement on Banning of Junk Food in School Lunch

Dear Students, Parents/Guardians,

It is to announce that as a part of our commitment to promote a healthy food habit in school, we have changed our school lunch-policy. The rule will be effective from next month. The school has decided to ban all types of junk food inside school premises. All students and parents are requested to visit the school nurse clinic to go through the list of forbidden foods.

We strongly encourage the parents to send the homemade healthy lunch for proper physical and mental well-being of their children. We hope you will cooperate with our mission to build a junk food free school.

Effective Date: 1st of Mangsir 2080

Laxmidevi Siksha Sadan Secondary School

3.3 Pronunciation

In this activity students need to listen to the teacher's pronunciation of the provided words. The teacher should pronounce the words correctly. The students follow their teacher.

Objective

To identify the silent /r/ sound in certain English words to be able to pronounce them correctly.

Materials

Online English dictionary (online dictionary is preferable for listening to native accent)

Follow these steps.

- a. First, show the words one by one asking the students how they pronounce them.
- b. Then, play the audio for the correct pronunciation asking them to imitate.

- c. Model the correct pronunciation. Ask them to repeat exactly.
- d. Write the phonemic transcription of the words on the board as follows:

Correct transcription

Air- /eə(r)/
 Underneath- /ʌndə'ni:θ/
 Overhead- /əʊvə'hed/
 Compartment- /kəm'pɑ:tmənt/
 Turn off- /tɜ:n ɒf/
 Your- /jə(r)/
 Anniversary- /æni'vɜ:səri/
 Minister- /'mɪnɪstə(r)/
 Confer- /kən'fɜ:(r)/
 Winner- /'wɪnə(r)/
 Entertainment- /entə'teɪnmənt/
 Guardian- /'gɑ:diən/

- e. Check whether the students have finally learnt to pronounce the words or not.
- f. Encourage repeating the correct pronunciation a few more times.

3.4 Writing

This task aims to focus on writing an announcement on behalf of the class captain on any one school event.

Objective

To write a short announcement in the correct format and layout

Materials

Sample announcement

Follow the given procedure.

- a. Ask the students if they have ever read/written an announcement. If yes, what did they read/write? Ask them to share.
- b. Ask them the parts of an announcement. Introduce the following parts in the sample you have brought: Title; Salutation or Greeting; Introduction; Main message or notice; Date and Time; Contact Information etc.
- c. Providing ideas to write, tell them that they will write an announcement on behalf of a class captain/monitor to celebrate Children’s Day at your school.

Sample Announcement

Children’s Day Announcement

Dear Parents and Students,

I am excited to announce that our school is going to celebrate Children's Day on 29th of Bhadra this month. We have planned a variety of cultural and competitive programs for the day including speech, essay, poem, drawing, table tennis, chess competition and cultural exhibitions. Interested students are requested to provide their names, class and event which they want to participate in by 21st of Bhadra. The program will be held in the school's conference hall at 10 am. The chief guest of the program will be the mayor of our municipality. He will be distributing the prize to the winners at the end.

I invite all parents, teachers and students to make Children's Day memorable!

Thank you and see you at the celebration!

Sobhit Giri, Roll Number 4

(School Captain, Grade 10)

3.5 Speaking

This speaking activity is based on the language function of the unit 'Requesting and responding'.

Objective

To make a request and respond to the request in appropriate ways

Follow the given procedure.

- Tell the students to study the given expressions of requests and its response in **Task A**.
- Ask them to make requests using these expressions and respond them. This helps students internalize the language and structures of requesting.
- Now, lead them to **Task B**. Divide the students into pairs. Tell them to look at the pictures and assume the roles for acting out.
- One student will make a request and the other one will respond to the request.
- Tell them that they will change their roles and use as many different expressions as possible.

Sample expressions

- Request: Do you think I could help you?
Response: Sure, I lost my mom's hand in the crowd. I don't know where she is.
- Request: Do you mind if I help you with your homework?
Response: Of course not. I'm having a problem with my math exercise.
- Request: I was wondering if you could examine my belly Dr. I feel some discomfort.
Response: I'll check it and let you know.
- Request: Can I get my boarding pass, please?
Response: Just a minute. Let me check the details first.

- In **Task C**, the students will continue working in pairs as shown in the examples.
- Once they complete their turn of request and response, they will switch their roles and talk.
- Help them in forming pairs. Provide a chance to new pairs. Tell them that they have to have a similar conversation as shown in the example.
- Move around the class to ensure that the students are having conversations. Help wherever required.

Possible conversation (A: Request, B: Response)

- a. A: Could you please help me push my wheelchair across the road?
B: Sure, no problem, /I'm extremely sorry, I can't come out of my car right now.
- b. A: Would you mind if I ask for your book?
B: Of course not. I'd be happy to help you. / I'm sorry. I need it for my exam.
- c. A: I was wondering if you could lend me your bicycle for a few days.
B: I'll see that I can do. / I'm sorry. It's currently being repaired.
- d. A: Could you please drop me at the airport?
B: Of course, I can give you a ride. / I'm afraid I can't, I have work to do.
- e. A: Would you mind reading the newspaper for me?
B: I'd be happy to read it out for you. / Sorry, I'm in a hurry right now.
- f. A: Can you turn off the fan?
B: Sure, I'll turn it off for you. / I'm a bit busy, could you do it yourself?
- g. A: Could you please speak slowly?
B: Certainly, I'll speak at a slower pace now. / I apologize, I tend to speak quickly.
- h. A: Would you mind being seated?
B: Sure, no problem. / I'm sorry, I can't sit right now. I need to stand.

3.6 Listening

Audio in this section features a conversation between a father and a daughter. The daughter requests her father to go for a movie and the father responds to her request.

Objective

To listen to the conversation and do the tasks

Materials

Audio files and audio player

Follow these steps.

Pre-listening activities

- a. Ask the students to look at the picture. Ask questions such as: Where do you think these people are? What might they be watching?
- b. Take students' responses. Encourage all students to speak based on the picture.

Possible answers

- a. I think these people are at the cinema hall.
- b. These people might be watching a movie.

While listening activities

- a. Ask the students to read the questions carefully in **Task B** and tell them that they have to choose correct options from the given answers below. It is advisable to use a pencil.
- b. Play the audio and ask the students to do the task. Make sure that each student is engaged in listening to the details attentively.
- c. Tell them that you are going to play the audio once again. This time they will check their answers. You can play more times if the need it.

Answers

- a. iii. a movie b. iii. the girl's mother c. i. 2:45 p.m. d. iii. she wants to go down to the beach e. iii. go to a restaurant

Post listening activities

- d. Lead the students to **Task C**, encouraging them to share a movie that they have watched.
- e. Tell them that they could share about any one movie, whether it be Nepali or English or of any other languages.
- f. Help in the language delivery of the student who shares the story.

Sample story

Muna Madan

'*Muna Madan*' is a classic Nepali movie based on the epic poem of the same name written by renowned poet Laxmi Prasad Devkota. The story revolves around the obligation of Nepali youths who go abroad in search of a job. Muna and Madan are husband and wife, who are deeply in love with each other. Madan embarks on a journey to Lhasa, Tibet, in search of a better life, leaving behind his beloved Muna. The movie is set in the backdrop of rural Nepal. The film beautifully portrays the trials and sufferings faced by Madan during his difficult journey to Lhasa. The movie ends with the tragic death of Muna, leaving Madan disillusioned with wealth. '*Muna Madan*' is a timeless love story which has immortalized the writer Devkota in the hearts of all Nepalese people.

3.7 Grammar I

This activity focuses on Reported speech: Yes/no question.

Objective

To change Yes/no question into reported speech

Follow the given steps.

- a. Ask students to match questions on the left with their reported speech.

Answers

- a. Can Sharmila read a book? - iii. The teacher asked if Sharmila could read a book.
- b. Was the waiter rude? - v. My aunt wanted to know whether the waiter had been rude.
- c. Is Punam his teacher? - vi. They asked whether Punam was his teacher.
- d. Does she have a problem? - ii. Elis asked whether she had a problem.

- e. Does he love playing tennis? -i. She asked if he loved playing tennis.
- f. Did the boss notice the mistake? - iv. She asked if the boss had noticed the mistake.

- b. Ask students what changes they observed there. Let them generalize the rules.
- c. Mention that reported speech is used to report what someone else has said without quoting the speaker's exact words.
- d. Tell that in this lesson, focus is on converting direct yes-no questions into indirect speech.
- e. Ask the entire class to elicit the rules to be followed while reporting the question.
- f. Make them reach up to the following major rules:

Changing Word Order: In reported questions with an auxiliary-verb, the word order is often changed. In a direct question, the word order is typically: Auxiliary verb-subject (e.g., "Can She read a book?"). In a reported question, the order becomes subject-verb. (She asked me if she could read a book.)

Using a joining word: Words such as "if" or "whether" are used to report yes/no question, whereas the wh-word is used instead in case of wh-question.

Punctuation: When reporting a question, use a full stop at the end of the sentence, not a question mark. For example, "She asked if he was coming."

Tense Changes: The tense of the reported question may need to change depending on the context and the original question. For example, present simple can become past simple.

Use of Reporting Verbs: Reporting questions are often introduced by reporting verbs like "asked," "wondered," "inquired," or "wanted to know."

Here's an example to illustrate the transformation of a direct question into a reported question:

Direct Question: "Are you coming to the party?"

Reported Question: She asked if I was coming to the party.

- g. Now, lead students to **Task B**, tell the students that they need to change the given yes/no questions into reported speech.
- h. Tell them that when converting questions to reported speech, reporting verbs (asked/inquired/wanted to know) are generally used with + if/whether + appropriate tense.
- i. Change the place and time to indicate the actual place and time that is meant by the speaker. Then use an appropriate pronoun for the object and the subject. Suitable subject has already been provided according to the context of the sentence.
- j. Tell that the students need to complete the sentences converting them into reported speech.

Correct Answers

- a. My father asked whether she spent her money on books.
- b. They asked whether the farmer had decided to sell her old oxen.
- c. She asked if she could borrow my pen.
- d. Rajani asked if the students should concentrate on their studies.
- e. Milan asked if I would come to his housewarming party the following day.
- f. My friend wanted to know whether Srijana had been born in that hospital.

- g. The waiter questioned if he had put the spoon on the table.
- h. My father asked if his mother was a professor of History.
- i. Rachana inquired if his sister had gone to market.
- j. She asked if I was a foreigner.

3.8 Reading II: How to Wash Clothes in a Washing Machine

The second reading text in this unit is an instruction entitled: How to Wash Clothes in a Washing Machine. The text highlights the instructions of washing clothes in a washing machine.

Objectives

- a. To comprehend the text related to giving instruction and do the task
- b. To learn the vocabulary: *appliance; laundry; garment; fabric; dump; overload; detergent; manual; agitates; tumble; delicate; sanitize; shrink; mold, etc.*

Follow these steps.

Pre-reading activities

- a. Ask the students to look at the pictures and ask them these questions:
 - i. What is the machine used for?
 - ii. Have you ever washed clothes in a washing machine?
- b. Help the students with better answers if necessary.

Answers

- a. We can see a washing machine in the picture.
- b. It is used for washing clothes.

- c. Ask the students to mark the unfamiliar words in the text. Also tell them to underline the expressions that denote instruction. Ensure that students have a basic understanding of laundry-related terminologies.
- d. Give a brief overview of a washing machine. Tell that a washing machine is a household appliance designed to wash clothes automatically. It consists of a drum or a container where clothes are placed for washing.

While-reading activities

- a. Model reading the text yourself.
- b. Tell the students to do the silent reading and try to infer information as much as possible. Tell them to ask whatever is not understood from the text.
- c. Now, form a group of seven and assign each member a step given in the textbook. Ask each of them to read the assigned step-related paragraph and summarise the steps.
- d. When they finish, ask one of the groups to the front and ask them to summarise in the order of steps mentioned.
- e. Summarize the text by yourself too in simple English. Tell them that the imperative language is used in the instructions, such as-‘separate your laundry’; ‘load the washing machine’; ‘add detergent and fabric softener’; ‘turn on the washer’ etc.

- f. Lead them to the marked vocabulary. Brainstorm for the meanings and finally provide the correct meanings:

Word meanings

1. **Appliance:** a device or machine designed to perform certain tasks.
2. **Laundry:** clothes that needs to be washed
3. **Garment:** any piece of cloth worn on the body
4. **Fabric:** cloth/ material produced by weaving fiber
5. **Dump:** to discard or dispose something
6. **Overload:** to put too much of something into a container
7. **Detergent:** water soluble cleansing agent
8. **Manual:** a document that provides instructions, guidelines or information.
9. **Agitate:** to stir something (especially liquid) briskly
10. **Tumble:** rotate the clothes for drying in a washing machine
11. **Delicate:** Fragile. Something that is easily damaged.
12. **Sanitize:** to clean or disinfect something
13. **Shrink:** become smaller in size
14. **Mold:** a type of fungus

- g. Then, lead the students to do **Task A**. Tell them that they have to match the words in column A with their meanings in column B. You can give them ideas to guess the meanings of the words. If the word is a verb, the meaning usually begins from to + verb. If it is a noun, they will have to search for a word which is another noun.
- f. Once they complete, provide correct answers.

Answers

- a. **Appliance:** a device designed to perform a specific task
- b. **Agitate:** to make something move around by shaking
- c. **Shrink:** to squeeze
- d. **Detergent:** a water-soluble cleansing substance
- e. **Dump:** to deposit in a careless way
- f. **Mold:** fungus

- g. Now, lead the students to **Task B** telling them to read the questions and re-read the text for better answers.
- h. Ask them to write the answers for the questions. Encourage them to share the answers in the class.

Possible Answers

- a. A washing machine is a home appliance used to do the laundry.
- b. It is necessary to separate the laundry so that the laundry may not be damaged by being mixed with their different types.
- c. The user can maximize the cleanliness of clothes by following the washing instructions properly for each type of fabric.

- d. The effects of overloading are the clothes might not be washed properly and the machine might be damaged.
- e. We should clean the washing machine regularly so as not to let the mold grow inside it.
- f. Yes, the text is useful for me because it has taught me something practical which will help me in my day to day work.

Post-reading activity

- a. Now lead the students to **Task C**. In this task, you can ask the students to remember the names of home appliances which are at their homes, so that they will have to write the names.
- b. Tell the students to come to the white board and write the names of the home appliances. This will make the list of the appliances. You can tell them to note the collection.

Possible home appliances

| | | | | |
|--------------|-----------------|------|------------|-----------------|
| Refrigerator | Blender/grinder | Iron | Heater | Vacuum cleaner |
| Hair drier | Oven | Fan | Television | Washing machine |

- c. Ask them to follow the model provided in the book to write operation instructions for any one appliance.
- d. While writing instructions tell them to follow a stepwise process using words like - At first, secondly, then, after that, finally etc.

3.9 Grammar II

The grammar task is about speech. Ask the students to convert the given direct speech (questions) into indirect.

Objective

To convert the direct questions into indirect speech

Follow these steps.

- a. Ask the students to tell how to convert questions into reported speech (since this is the second exercise of the same type in the unit).
- b. Make necessary corrections or add to students' efforts.
- c. Ask students to change the given questions into direct speech. Assign this task as homework. Check the answer the next day.

Answers

- a. Pawan asked if I was going to the store.
- b. Pallawi asks whether my sister is coming to the party.
- c. Sophie asked me if I liked pizza.
- d. Siddhartha asked Rani if her cat liked to chase mice.
- e. The guest inquired whether it was raining outside.
- f. The teacher asked if I had finished my homework.
- g. My mom asked if I was feeling well.
- h. My friend asked whether my boss expected me to work overtime that day.

- i. Smita wanted to know if my favorite colour was purple
- j. The boss asked if I had seen the news that morning.

d. You can suggest a good grammar book for students as a reference grammar book.

3.10 Project work

In this project work you will tell the students that they will research a food item of cultural significance in their community and then write a set of instructions to prepare it. In case they belong to some ethnic tribes, encourage them to write instructions of their own ethnic cultural food which is most popular in their major festival.

Objective

To write instructions to prepare foods they like

Follow these steps.

- a. Tell the students that they are going to research in groups about some food which are popular in local *jatras* or in ethnic festivals like *Lhosar* or in *Gaura Parba, Dashain, Tihar etc.*
- b. Ask the students to write about the food which they enjoy occasionally.
- c. For getting ideas on how it is prepared, they can take the help of their parents or relatives.
- d. After completing, ask the students to write the set of instructions.
- e. Provide necessary feedback to each student's instructions.

Sample instruction (to cook *sel roti*):

1. First, take 1 kilo of soft rice flour. Mix it with a little coarser flour which will give a crispy crust to the surface of the *sel roti*.
2. Then add about 250 grams of sugar powder and about 200 grams of ghee in the flour.
3. After that, knead the mixture well for about 15 minutes so that the ghee and sugar gets distributed to all parts equally.
4. Gradually pour some water to create a thick batter and stir it.
5. Heat oil or ghee in a deep frying pan until hot.
6. Use a funnel or a squeeze bottle to create circular shapes in the hot oil.
7. Flip the *roti* and fry until it turns golden brown on both sides.
8. Now the *sel roti* is ready to serve. Enjoy!

3.11 Extra bit

This extra bit section includes the use of commas, semicolons and colons. Let students study themselves and enable them to use these punctuations correctly in their writings.



Unit 4

The fourth unit is based on the language function of expressing personal experiences. The tasks in the textbook in this unit are woven around this language function. It consists of twelve tasks from 'Getting started' to 'Extra bit'. The following table presents a summary of the tasks introduced in this unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|----------------------------------|--|
| 1. | Getting started | Talk about what exciting activities the people in the pictures are doing. |
| 2. | Reading I: A Visit to Mustang | Complete the sentences with the given words. Put the sentences in the correct order. Answer the given questions. |
| 3.. | Pronunciation | Pronounce the words with diphthongs. |
| 4. | Grammar | Complete the sentences with the information from the text. Read the text, underline the verbs and identify their tenses. Fill in the blanks with the suitable alternatives. Complete the given sentences with the words from the box. |
| 5. | Listening Personal experience | Answer the pre-listening questions. Complete the sentences. Express their views about the speaker's job. |
| 6. | Writing I | Write a paragraph about a memorable event. |
| 7. | Speaking | Study people's experiences. Ask questions and share each other's experiences. |
| 8. | Reading II: A Diary Entry | Match the words with their meanings. Decide whether the given sentences are true or false. Answer the given questions. Find an interesting diary entry. |
| 9. | Grammar II | Complete sentences with the correct form of the verb in brackets. Make sentences using the given clues. |
| 10 | Writing II | Write a diary entry based on the given clues. |
| 11. | Project Work | Read each other's diary entries. |
| 12. | Extra Bit | Compound words in English. |
| Total time for the unit | | 9 Hours |

Here are some ideas for how to facilitate teaching-learning activities in the classroom. The activities suggested here are just the guidelines. The teachers can adopt and adapt them as per their unique classroom situation.

4.1. Getting started

This consists of a single activity; talking about the exciting activities shown in the pictures.

Objective

To talk about exciting activities based on the given pictures

Follow these steps.

- a. Ask the students to share their exciting activities during the holidays.
- b. Listen to their responses and encourage more and more students to speak.
- c. Share some of the exciting activities people do.
- d. Show them each picture given in the task and ask different questions:
 - i. What is happening in each picture?
 - ii. Is there any risk in doing so?
 - iii. Have you ever seen people doing these activities? When?
- d. Let the students speak. Encourage every student to speak even if they are hesitant to speak.

Answers

- a. First picture: A boy is cycling.
- b. Second picture: A boy is rock climbing.
- c. Third picture: A man and woman are rafting.
- d. Fourth picture: A girl is paragliding.

4.2. Reading I: A Visit to Mustang

This reading task is a memoir of visiting Mustang.

Objectives

- a. To learn these words: *untouched, lonely, charming, rustic, eroded, canyons, pilgrims, panoramic, symbolised, enduring, bumped, architecture, alleyways, proximity, mingle, close-knit, luxury*
- b. To read the text and do the comprehension exercises

Follow these steps.

Pre-reading activities

- a. Ask them the pre-reading questions one by one and elicit answers.
- b. Get them to share their experiences of visiting new places. Ask different questions to elicit more ideas about their visit.
- c. Make introverted students speak. Don't let the talkative ones dominate the class.
- d. Share your own experience of visiting new places. Talk about interesting facts, experience you got and unique food you've tasted.

While reading activities

- a. Write the title of the memoir; 'A Visit to Mustang' on the board.
- b. Use a flipped classroom strategy. Ask the students to read the text and make a list of unfamiliar words from the text. Ask them to find the meanings and a contextual sentence of each word as a home assignment before the lesson. This helps them familiarize the vocabulary and also enhance the skills of dictionary use.

- c. Conduct a dictation activity from vocabulary item of the text. Check and provide marks for the correct ones. Drill for their pronunciation.
- d. Now, put the students in pairs. Conduct a reading competition in which they have to read the text with accuracy. When one in the pairs reads, the other checks and marks the number of errors.
- e. Praise the one who reads with minimum mistakes. Link this with internal assessment and keep records for assessing accuracy.
- f. Now, lead students to Task A and ask to complete the sentences using the given words.
- g. Go around the class and monitor them.
- h. Upon completion, ask them to share their answers in the class and give your feedback.

Answer

a. architecture b. alleyways c. pilgrims d. charming e. panoramic

- i. Ask the students to read the sentences carefully. Tell them that they have to put these sentences from the text in the correct order.
- j. Ask them to read the text once more and underline the information that is related to the statements in the exercise. Then, ask them to write the statements in correct order.
- k. Monitor while the students are engaged in the task.
- l. Ask the early finishers to share their answers. Get the students to discuss the answers based on the information in the text.
- m. Finally, tell them the correct answers and let them compare their answers.

Answer

- a. The writer spent a night in Pokhara and met her tour group.
- b. The writer appreciated the hotel staff in Pokhara.
- c. It took seven hours for the writer to reach Tatopani.
- d. The tour guide shared experiences about her life with the writer.
- e. The writer, together with other members, visited Marpha village.
- f. The writer took a hot shower.

- n. Now ask students to read the text and answer these questions. Provide this as homework.
- o. Check their answers and provide feedback.

Answers

- a. No, it is not easy for non-Nepalis to enter Upper Mustang because they need a special travel permit to enter Upper Mustang.
- b. The writer was given cushions and blankets at the hotel in Pokhara so that she would not get a cold.
- c. Only a few tourists visit in January because the temperature is between 0⁰ to -15⁰/very cold in January.
- d. The Tatopani spring was small but charming
- e. Kagbeni lies along the Kali Gandaki River
- f. The five elements of life according to Buddhists are sky, air, fire, water and earth

- g. Marpha village is known for apple tree and unique architecture.
- h. Yes, the writer was happy with her journey at the end because she says that her time in Mustang was truly unforgettable.

Post-reading activity

- Ask the question: If you got a chance to visit a place in Nepal, where would you go? Why?
- Ask them to think about the activities they would do, the food they would eat and the season they would choose to go.
- Let them share their views. Don't judge them. Provide compliments for their efforts.
- Finally, share your own place of choice and summarise the activities.

4.3 Pronunciation

This pronunciation task is about the pronunciation of diphthongs.

Objective

To pronounce the diphthongs correctly

Follow these steps.

- Learn the pronunciation of the words in advance.
- Download the standard pronunciation of the words given or record it or use it from an online dictionary.
- Pronounce/play the words and ask them to follow.
- Pronounce the words and ask them to point to the words that are pronounced.
- Get chorus practise first and later do individual drills.
- Repeat the practice until everyone is able to pronounce the words correctly.

Pronunciation of the words

| | | | |
|-------------------|---------------------|------------------------|------------------|
| behind /br'haɪnd/ | island /'aɪlənd/ | allowance /ə'laʊəns/ | tour /tuə(r)/ |
| night /naɪt/ | ensure /ɪn'ʃʊə(r)/ | shower /'ʃaʊə(r)/ | visual /'vɪʒuəl/ |
| side /saɪd/ | manure /mə'njʊə(r)/ | financial /faɪ'nænsɪl/ | |

- Now, ask what the sound the red letters make. Elicit them and clarify that they are diphthongs, a combination of two vowel sounds or vowel letters, for example the sounds /aɪ/ in pipe /paɪp/ or the letters ou in doubt.

4.4 Grammar I

This grammar task provides students a chance to practise present perfect and simple past tenses.

Objective

To use the present perfect and simple past tenses correctly

Follow these steps.

A. Complete these sentences with missing words/phrases from the reading text. Discuss with your friends to identify the tenses.

- Instruct the students to read the text (Reading I) once and find the sentences and complete the required information.

- b. After they finish it, get them to share their answers.
- c. Provide the correct answers and let them check their answers.

a. has only been b. stayed c. continued d. have been symbolized e. felt

- d. Now, ask them to work in pairs to identify the tense of the sentences.
- e. Introduce a sentence of twelve tenses each and ask students to form more sentences till they have a strong foundation of tenses.

B. Read the given paragraph carefully. Underline the verbs in the sentences and identify their tenses.

- a. Make the task clear to the students.
- b. Ask them to work in pairs and read the given text and identify the tenses used.
- c. Go around the class and monitor and provide necessary assistance. If need be, give them individual sentences as examples.
- d. As they complete the task, hold a discussion with the class about the tense of the given sentences and provide the correct answers too.

| Answer | |
|---|--------------------|
| Have you ever had a frightening experience? | Present perfect |
| I have had one. | Present perfect |
| I was heading to Biratnagar from Kathmandu by plane. | Past continuous |
| It was alright at the beginning but suddenly a problem occurred. | Simple past |
| The captain of the plane said to us. | Simple past |
| Ladies and gentleman, we're having a problem with one of the engines. | Present continuous |
| There's no need to panic. | Simple present |
| We are heading back to Tribhuwan International Airport, Kathmandu. | Present continuous |
| I felt a pain in my chest and people started to cry. | Simple past |
| We landed successfully back at the airport. | Simple past |
| I sighed with relief. | Simple past |
| I have decided not to travel in a plane. | Present perfect |

C. Fill in the blanks with one of the two alternatives given in the brackets.

- a. Write example sentences of the simple past tense and present perfect tenses.
- b. Ask them to form similar sentences and write them on the board.
- c. Hold a discussion about how these tenses are formed, their uses, use of time adverbs, etc.
- d. Now, perform an exercise (e.g. 'a') from the task as an example.
- e. Now, ask them to do the task individually.
- f. Monitor them and provide necessary assistance while they are engaged in the task.
- g. After everyone completes the task, ask individual students to share their answers and let others make corrections on the answers.
- h. Give your comments and compliments with the correct answers.

Answers

- | | | | | |
|-----------------|----------------------|--------------|---------|--------------|
| a. set | b. has already risen | c. has eaten | d. ate | e. have been |
| f. Did you post | g. have spent | h. ran | i. lost | j. has |

D. Complete the given sentences with one of the suitable verb forms from the box.

- Write the statements on the separate slips of paper and make flash cards of the words in the box.
- Paste them on the wall separately.
- Do one as an example to make them clear about how to do it.
- Now, form pairs and ask them to discuss the answers. Then, one by one, invite one of the members of each pair in front of the class to choose the correct options to fill in the blanks.
- Let others evaluate the task being done and give compliments.
- Finally, tell the correct answers and let them correct their mistakes if there are any.

Answers

- | | | | | |
|---------------------|----------------|-------------------|------------------|------------|
| a. played | b. have washed | c. went | d. have finished | e. called |
| f. have not visited | g. bought | h. have forgotten | i. haven't eaten | j. planted |

- You can take a good grammar book for the reference of rules of usage.

4.5 Listening

In this listening, the students will get a chance to listen to an account of an experience of a woman working. Then, they have to do a completion task based on the listening stimulus.

Objective

To listen to the audio and do the comprehension exercises.

Materials

Audio file and audio player

Follow these steps.**Pre-listening activities**

- Start the class with telling one of the interesting experiences in your life.
- Ask them if they have a similar kind of experience. Let them share their experiences if there are any.
- Ask the pre-listening questions given in the textbook and elicit answers. Let them guess answers to the questions. Don't judge them.

Possible answers

- | | |
|--------------------|-----------------------------------|
| a. an elderly home | b. they stay and spend their time |
|--------------------|-----------------------------------|

- If anyone is able to guess that the place is an elderly home, ask some related questions like:
 - Why do people go there?
 - How can we help people staying there?
 - Is it good to send our elderly people to the elderly homes? Why?

e. Give them compliments for their responses.

While listening activities

- a. Before you enter the class, listen to the audio to familiarise yourself with it.
- b. Tell the students to read **Task B** carefully. While they are reading, go around the class and check whether everyone is on the task.
- c. Explain the listening procedure.
- d. Play the audio for the first time and ask them to listen to it carefully so as to familiarise with it. (Give a tape script for the ones with hearing difficulties.)
- e. Play the audio again and ask them to do the exercise.
- f. Ask them if they have completed the task or not. Play the audio again and let them correct their tasks. While doing so, you can pause the audio at the points where the answers lie.
- g. Play the audio as many times as your students need. Do not be rigid regarding the number of times you play the audio.
- h. Listen to their answers and provide the necessary feedback.

Answers

- | | | | | |
|---------------|---------|--------------|----------|---------|
| a. birthday | b. life | c. volunteer | d. books | e. life |
| f. experience | g. care | | | |

Post listening activities

- a. Ask the question: What do you think about the speaker's work? Is it good to work as a volunteer?
- b. Let the students think for a while. They can write their answers if they like.
- c. As the students are engaged in the task, go around the class monitoring and supervising their tasks.
- d. After they complete it, ask some students to share their answers.
- e. Give compliments and feedback to the students.

Sample answer

I really like the speaker's work. She worked for an elderly home during her vacation last summer. Initially, it was thought to be a boring job, but later it came out to be very interesting for the speaker. I think it is a good idea to work as a volunteer whenever we have vacations. There are clearly two advantages; we get a chance to do some social work and we are exposed to society. Moreover, our horizon of knowledge also broadens as we get into different situations and meet many people as well.

4.6 Writing I

In this writing task, the students will get a chance to write some paragraphs about a memorable event they had in their lives.

Objective

To write a couple of paragraphs about a memorable event

Follow these steps.

You must have had several memorable events in your life. Write two or three paragraphs about one of them. Include the answers to these questions in your paragraphs.

- a. Make the students clear about the task.
- b. Ask them to remember a special day/memorable event in their lives.
- c. Ask them to write the major points related to the event. This will help them to write clearly.
- d. With the points the students have noted down, ask the students to write two or three paragraphs about their memorable event.
- e. Monitor the students while they are doing the task. It helps them to be on the right track. You might help them with the correct structures and vocabulary items to write.
- f. After they have completed the task, check their tasks and provide individual feedback.

Sample answer

It was nearly five months ago, I had a bitter experience in my life. My friends planned to play football on the ground near my house. In fact, the ground was not okay to play in as the surface was coarse and there were pebbles all around. My mother suggested not to play there but we insisted on it and went.

Soon after we started the match, I lay on the ground. I tried to get up but couldn't. There was a severe pain in my right foot. My friends helped me reach my home. My parents took me to a hospital. The doctor took an x-ray and found that I had a fracture on the ankle. I got my foot bandaged for about one and a half months.

I passed that period of time staying at home. I missed my studies, school, and many things. I realized that if I accepted what my mother had told me, I would not have had a fractured leg. Since then, I have vowed to accept whatever my parents ask me to do or not to do. Would you also accept their suggestions?

4.7 Speaking

In this section, the students will be talking about their personal experiences.

Objective

To talk about personal experiences

Follow these steps.

A. Study what these people are saying. What are they talking about?

- a. Ask two students to read the expressions given.
- b. Ask them what the people in the pictures are doing by the given expressions. (Elicit: they are talking about their personal experiences.)
- c. Ask the students to share their memorable events/personal experiences.
- d. Listen to them and provide compliments. Do not judge them as right or wrong.
- e. Discuss the language structures used to talk about personal experiences.

B. Work in pairs. Take turns to ask these questions and to talk about your experiences.

- a. Ask the students to read the given situations carefully and think about the answers they would give if someone asked them the given questions.

- b. Remind them about the language structure and tense used to talk about personal experiences.
- c. Invite one of the students to come in front of the class and perform a sample dialogue. When finished, switch your roles.
- d. Now, form pairs and ask the students to have conversations as done just before. You can let them choose the situations with the lucky draw method.
- e. Let them share their experiences. You can ask different questions to elicit more ideas.

4.8 Reading II: A Diary Entry

This second reading is a diary entry written by a tourist visiting Nepal.

Objectives

- a. To learn these words: fortunately, long-awaited, bumpy, rest stop, steep, rural, stroked, charming, bidding, tiring, and admirable.
- b. To extract the required information and do the comprehension exercises.

Follow these steps.

Pre-reading activities

- a. Ask the students if they write diaries. If they do, ask them to share their experiences.
- b. Ask them what they write in their diaries. The answers may vary, accept them.
- c. Now, ask them to guess what the type of text is by looking at the overall format of the text. Tell them that it is a diary written by a foreigner visiting Nepal.
- d. Ask them questions like: When was the diary written? Who is it addressed to? Who is the writer of the diary?
- e. Deal with unfamiliar words by asking the students to guess the meaning of the words from the context.

While reading activities

- a. Model a fluent and expressive reading of the text, by asking the students to listen carefully and point to the lines as you read.
- b. Ask the students to read the text silently. Monitor them by moving around the class.
- c. Deal with any other vocabulary item that the students find unfamiliar by creating appropriate context.
- d. Read the text line by line and deal with the text in the form of questions and answers. Ask different questions and get answers from them. For example: When did Neil visit Nepal?
- e. Encourage the students to explain the things or ideas from the diary entry.
- f. Finally, explain the text focusing on the main theme.
- g. Now, lead students to **Task A**. Instruct them to read the words and their meanings carefully. Then, tell them to match the words and meanings.
- h. When they complete the task, ask the pairs to exchange their answer sheets for corrections or tell them the correct answers and let them correct their answers themselves.

| Answers | | | | | |
|---------|--------|-------|-------|--------|-------|
| a. iii. | b. iv. | c. i. | d. vi | e. ii. | f. i. |

- i. Tell the students to work in pairs and continue working on **Task B**.
- j. First, ask the students to read the given statements carefully. Make sure that they understand all the statements. Then, ask them to read the text/diary entry and underline and/or locate the related information that helps them to decide whether the given statements are true or false or the information is not given.
- k. Move around the class to provide necessary assistance. You can provide the students with the clues so that they can easily find the answers.
- l. When everyone completes the task, provide the correct answers with the supporting information from the text and get them to correct their answers.

Answers

a. True b. False c. False d. True e. False f. NG

- m. Instruct the students to work in the same pairs and do **Task C**.
- n. When they complete the task, check their answers and provide feedback.

Answers

- a. The writer visited a village in Dhading on March 5, 2022
- b. The writer gave some money to the boys on the bus because their song made the writer feel close to the Nepali community.
- c. No, the journey to the village was not comfortable for the writer because he had to travel on a bumpy and windy road on a bus and later had to walk up a steep hillside.
- d. The writer felt he needs to write diary during the day because he is always too tired to write it during the evening.
- e. The writer liked friendliness and support of Nepali people the most.

Post reading activities

- a. Make the task clear to the students. Tell them that they have to surf the internet or search other sources and find an interesting diary entry. Then, they have to share it with the class.
- b. Set the task as a home assignment and ask them to find an interesting diary entry.
- c. You can provide the students with some sites/links/names of the resources that they can rely on.
- d. Next day, get some of the students to share interesting diary entries they have collected.
- e. Check others' diaries as well.

4.9 Grammar II

This is the second grammar exercise in this unit. Here, the students have to use either simple past or present perfect tense.

Objective

To use the simple past and present perfect tenses correctly

Follow these steps.

A. Complete these sentences with the correct forms of the verbs. Use simple past or present perfect tenses. Use negative forms where necessary.

- a. Remind the students about the use of past simple and present perfect tenses that they have practised in **Grammar I**.
- b. Do the first task in the class together.
- c. Now, set the task to the individual students.
- d. Go around the class and monitor and assist the struggling students. You can ask the better students to help the low performers.
- e. After the task is complete, get them to share their answers and provide feedback.

Answers

- a. have never watched b. visited c. have known d. has already written
e. went, did not f. did/play g. Haven't/brushed h. hasn't arrived i. have lost

B. Use present perfect or simple past forms of the verbs to make sentences from the given clues, as in the example.

- a. Discuss the example.
- b. Remind them of the use of past-time adverbs with simple past tense.
- c. Form pairs and ask them to make sentences. Tell them that they have to make both simple sentences and questions.
- d. Help and provide assistance to the students by moving around the class.
- e. When they complete, ask them to exchange their answer sheets for peer correction.
- f. Finally, tell them the correct answers and get them to check their answers.

Answers

- a. We have known each other since 2019.
- b. Mohammad bought a house in July last year.
- c. The Nepali Cricket Team have already won several matches.
- d. I have never visited a museum.
- e. Did people grow a lot of rice last year?
- f. Phurba sang a song just now.
- g. Did Diana leave for England last week?
- h. My parents have lived in Stockholm for several years.
- i. Did it rain a lot last winter?

4.10 Writing II

This is the second writing task of this unit which is writing a diary entry. Here, the students have to write a short diary entry.

Objective

To write a short diary entry including their daily activities

Follow these steps.

Write a short diary entry about one of your days this week. You can use Reading II as a model. Include the following.

- a. Remind the students of the diary entry in **Reading II** by asking different questions related to the format and language of the diary that help them to write a diary entry on their own.
- b. Now, ask them to remind themselves of the events of a particular day.
- c. Ask the students to make a list of the major activities of a day in their exercise books.
- d. Tell them to write a diary entry with the help of the points written. Ask them to include:
 - i. What activities they did
 - ii. How they felt when they got involved in those activities
 - iii. What they would have done differently.
- e. You can ask them to do this task as homework.

Sample answer

A Diary Entry

Date: 4th July, 2024

Day: Sunday

Time: 9 pm

Dear Diary,

I never expected my birthday would be a nice and wonderful occasion. I have to thank my parents for the arrangements they have made. My special thanks goes to my friends Rihan, Bidhan and Sanjari for their presence at my party. My friends also ordered different food items from a restaurant which were really delicious. We sang, danced, and cracked jokes as well. My uncle bought me an awesome gift! It was a guitar. It is a thing I wanted to have for a long time but didn't. If I were supposed to do something differently, I would organise the party in a restaurant so that everyone could enjoy it fully. Anyway, my birthday this year was one of the most memorable days in my whole life.

Nirmal

4.11 Project work

This is a project where the students are required to work in groups and read each other's diary entries and vote for the best one.

Objective

To read and decide the best diary entry

Follow these steps.

- a. Make sure that students understand the task.
- b. Form small groups of your convenience and ask them to read each other's diary entries.
- c. Instruct them to listen to each other's diaries and vote for the best one in their groups.

- d. Again, ask the best ones (from each group) to be presented in the class. The whole class selects the best of the best.
- e. If possible, award for the best diary entry.

4.12 Extra bit

This extra bit is related to compound words in English. Let the students read themselves. Help if they required.

ΩΩΩ

Unit 5

This unit deals with the language function “Persuading”. The reading and writing tasks included in this unit are related to this function. There are eleven tasks in this unit. Teachers are expected to present various language expressions around this function. The table below outlines a brief overview of the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|------------------------------------|--|--|
| 1. | Getting started | Talk about pictures. |
| 2. | Reading I: The Old Woman and the Lime Tree | Pre-reading questions Replace the words with their synonyms. Put the events in the correct order. Answer the questions. |
| 3. | Pronunciation | Identifying syllables |
| 4. | Grammar I: Reported speech | Change into reported speech. Choose the correct alternative. |
| 5. | Reading II: Free Birds | Pre-reading questions Find words from the poem that match with the given meanings. Answer the questions. Identifying persuading expressions |
| 6. | Grammar II: Reported speech | Change into indirect speech. |
| 7. | Listening: Planning a tour | Pre-listening activity Listen to the audio and answer the questions. Post-listening activity |
| 8. | Speaking: Persuading | Act out the given conversations. Learn persuasive expressions. Persuading others in the given situations |
| 9. | Writing: Punctuation and completing a skeleton story | Rewrite the given paragraph with the correct punctuation marks. Develop a story with the help of the given clues. |
| 10. | Project work | Make a list of the expressions that the shopkeepers use to persuade customers to buy goods. |
| 11. | Extra bit | Prefixes and suffixes |
| Estimated time for the unit | | 8 hours |

Teachers can follow the suggested activities below to facilitate their students' learning. They can adapt the tasks and activities suggested here as per the needs of their students and the specific learning contexts. Detailed teaching learning procedures of each task and skill are suggested hereafter.

5.1 Getting started

This is a warm up task for orienting students to the language function of persuading.

Objective

To convince them to do something they would like them to do based on the given pictures.

The teachers could follow these steps.

- a. Ask students to discuss in pairs.
- b. Get them to look at the pictures one by one, either from the book, on a separate chart paper, or a slide.
- c. Ask them to talk about the first picture. Encourage them to ask questions to each other; who the people in the pictures are and where they are.
- d. Ask them how they would convince the boy to stop watching TV in the first picture. (Elicit: Stop watching TV, Ramesh. Help your father to cook vegetables in the kitchen.)
- e. Get a pair of students to come to the front of the class. Ask them to converse about the second picture, i.e. how they would persuade the students to cross the road using the zebra crossing. (Elicit: Students, always cross the road at the zebra crossing. It is safe.)
- f. Ask them to have similar conversations in pairs based on the given pictures. For example: Help others when needed. Stop showing cruel behaviors to animals, etc.
- g. Get them to switch their roles.
- h. Go around the class and monitor their activities. Give feedback if essential.
- i. Praise them for their active participation.

5.2 Reading I: The Old Woman and the Lime Tree

This is the first reading text in the unit. It is a story entitled 'The Old Woman and the Lime Tree'. It shows how excessive greed is harmful.

Objectives

- a. To learn the words: *chop, frightened, harnessed, livestock, fowls, overjoyed, stacking*
- b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students whether they have heard a fairy tale. Give chances to some of the students to share the fairy tales to the class if they have known any.
- b. Discuss among them what a fairy tale is. (Elicit: A fairy tale is a story for children involving magical events and imaginary creatures.)
- c. Ask them to talk about the title. Ask them what they guess from the title and what the story might be about.
- d. Ask students to say unfamiliar words in the story.
- e. Write the words on the board and ask them if they can guess the meanings of the words.
- f. Divide them in different groups and let them discuss the meaning of the words. Ask them to pay attention to the words in red: *chop, frightened, harnessed, livestock, fowls, overjoyed, stacking*. Ask them to tell their meanings from the glossary that they had prepared earlier.
- g. Provide a dictionary to students and instruct them to find the information as per the format provided.

For example:

| Headword | Parts of Speech | Meaning | Synonym | Sentence |
|----------|-----------------|--|-----------|---|
| chop | verb | to cut something into pieces with a sharp tool such as a knife | Cut/slash | He wants to use the water to irrigate <u>barren</u> land. |

Note: It takes time to be familiar with this format. Use it frequently while teaching the reading lesson.

- h. Facilitate during the process.
- i. Let them share their work and appreciate, reward for the best groups.
- j. Once students are familiar with it, it can be assigned as homework as well.

While-reading activities

- a. Read the text aloud at a normal speed and ask students to point to the words/lines being read.
- b. Ask some of the students to read the text and others to follow him/her.
- c. Ask students to read the story and find out who said the statements within inverted comma. Ask one of the students to summarise the story.
- d. Now, lead students to **Task A** where they have to replace the words in red with their synonyms from the story.
- e. Set this task as an individual work and ask them to do the task.
- f. When they complete the task, give opportunities to some students to share their answers. Finally, present the right answers and ask them to correct them if necessary.

| Answers |
|--|
| a. drop b. begged c. overjoyed d. a fool e. frightened |

- g. Now, provide strips of sentences given in **Task B** to seven of students. Call these seven students to come in front of the class.
- h. Ask one of the students to read the story. Tell the seven students in front of the class to queue up in the order of story.
- i. When all seven queue up, ask them to read the strips. Let the students decide if that is the correct order.

| Answer |
|--|
| a. There lived an old man and an old woman. |
| b. The old man went to the forest to cut down a lime tree. |
| c. The old woman sent her husband to ask for a horse and a cart. |
| d. The old man asked for a new hut. |
| e. The two old people were as happy as children. |
| f. The old woman wanted to frighten everyone. |
| g. Everything was lost at the end. |

- j. For **Task C**, ask students to read the text and answer these questions.
- k. Get them to read the story again and find the answers to those questions.
- l. Finally, correct their answers and provide feedback.

Answers

- a. The old men went to the forest with an axe to cut down a lime tree for firewood.
- b. The lime tree told the old man not to chop it down and promised to do him a good turn someday.
- c. The old man received a horse and cart, a new house, livestock and fowls, money and gold coins from the lime tree.
- d. No, I don't like the old woman because she is mean and selfish. She has a very greedy nature too.
- e. The lesson we learnt from the story is that we should not be greedy.

Post-reading activity

- a. Read aloud the instructions for the post-reading activity in **Task D** and make them clear about the task.
- b. Set this task as an individual work. Give some time to the students to recall what the old woman in the story had done.
- c. Ask them whether they would do the same as the old woman did in the story.
- d. Get them to think about what they would do if they were the old woman.
- e. Get them to share their responses in turn.
- f. Provide feedback on their responses.

5.3 Pronunciation

In this section, students will practise pronouncing the words and identify the number of syllables in them.

Objectives

- a. To pronounce the words correctly
- b. To identify the number of syllables in the given words

Materials

Recorded pronunciation of the given words

Follow these steps.

- a. Consult a dictionary (online or offline) and learn the correct pronunciation of the given words.
- b. Pronounce the words one by one and ask your students to repeat them after you.
- c. Play the recorded pronunciation of the words and get your students to listen to them.
- d. Ask them to pronounce the words independently and monitor them.
- e. Discuss what syllable is and facilitate how syllables are identified. (For example: /'fraɪ.tənd/
(2 syllables)

A syllable is a unit of sound in a word, typically consisting of a vowel sound, with or without surrounding consonants. To identify syllables, you can use these simple methods:

Listen for Vowel Sounds: Each syllable contains at least one vowel sound.

Clap Method: Clap your hands once for each distinct sound you hear as you slowly say a

word. Each clap typically represents a syllable.

Jaw Movement: Put your hand under your chin and notice how many times your jaw drops as you pronounce a word. Each drop usually indicates a syllable.

Visual Inspection: Look for vowel sounds and their surrounding consonants in a word to determine the number of syllables.

- f. Ask students to notice and identify the number of syllables in the given words. When they complete the task, check and provide necessary feedback.

Answer

fright.ened /'fraɪ.tənd/ (2 syllables)

har.nessed /'hɑː.nəst/ (2 syllables)

ex.cept /ɪk'sept/ (2 syllables)

hard.ly /'hɑːd.li/ (2 syllables)

po.lice.man /pə'liːs.mən/ (3 syllables)

live.stock /'laɪv.stɒk/ (2 syllables)

sol.dier /'səʊl.dɜː(r)/ (2 syllables)

per.mis.sion /pə'mɪʃ.ən/ (3 syllables)

5.4 Grammar I

In this section, students will learn how the direct speech is changed into reported speech.

Objective

To change the sentences in direct speech into reported speech

Follow these steps

- Read the instructions aloud.
- Write any two imperative sentences in the direct speech on the board.
- Change them into indirect speech. Help students learn the changes that take place while changing into indirect speech.

Direct speech: He said, "Close the door."

Indirect speech: He asked her to close the door.

Direct speech: She said, "Please pass the salt."

Indirect speech: She requested him to pass the salt.

- Ask them to study the sentences in **Task A**.
- Explain how imperative sentences are changed into indirect speech. Focus on the changes on the reporting verbs, linking words, tenses and pronouns. Ask them to generalize the rules.

Pronoun Changes: Pronouns are often changed to match the perspective of the speaker in indirect speech. For example, "I" in direct speech may become "he" or "she" in indirect speech, depending on the context.

Tense Shifts: The verb tense usually shifts back one step in time. For instance, present tense becomes past tense, past tense becomes past perfect, and so on. For example, "He said to me, 'I am busy'" becomes "He told me that he was busy."

Reporting Verb: The verb used to report the speech often changes to reflect the mode of speaking. For example, Ram said to his teacher, "Please give me a pen." Here, 'said to' changes into requested.

Time and Place References: Words that indicate time and place can change to suit the perspective of the narrator. Words like "now" might change to "then," "today" to "that day," "tomorrow" to "the next day," and so on.

Modals: Modal verbs also change accordingly; "will" changes to "would," "can" to "could," etc.

- f. Get them to share their ideas about changing into indirect speech.
- g. For **Task B**, get the students to work in pairs.
- h. Ask them to choose the correct indirect/reported speech of the given sentences.
- j. Visit around the class and monitor what the students are doing.
- k. Finally, tell them the correct alternatives and ask them to correct if they have chosen the wrong ones.

B. Answers

a. i. b. ii. c. iii d. iii. e. i. f. i. g. ii. h. iii.

5.5 Reading II: Free Birds

The poem "Free Birds" is a motivational poem that encourages students to be determined and to overcome any obstacles that come on their way.

Objectives

- a. To learn these words: flap, expedition, hindrances, determination, courage, incredible, caution, patriot
- b. To read and understand the theme of the poem
- c. To read and do comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students to look at the picture and tell what they see. (Elicit: Birds flying in the sky).
- b. Ask the pre-reading questions: Where do you think the birds are flying to? (Elicit: The birds are flying to their destination.), How do you think a student is like a bird? (Elicit: I think a student is free like a bird to work hard and achieve her/his goal.)
- c. Ask them to underline all the words that are unfamiliar to them including the words in red. Write them on the board and deal with them. Create contexts and let them guess the

meanings. You can also show pictures, do gestures and use word cards to make them clear about their meanings.

While reading activities

- a. Recite the poem with rhythm at a normal speed and ask them to point to the lines.
- b. Get some students to come to the front of the classroom and recite the poem as a model reading turn by turn and ask others to follow.
- c. Ask students to recite the poem in small groups.
- d. Tell the major themes of the poem.

The major themes of this poem are freedom, perseverance, determination, value of time and patriotism.

- e. Describe the poem stanza by stanza and ask them to summarize it.

Summary

“Free Birds” is a motivational poem that encourages the students to persevere and dedicate themselves wholeheartedly towards achieving their goal. The poet encourages them to overcome the obstacles that come on their way. The poet tells that the students possess the strength and ability to overcome all the adversities.

The poet shows the students the value of time and inspires them to utilize it wisely. In the poem, the poet tries to instill in young students the patriotic feeling and love for their country. It emphasizes the importance of being responsible citizens who not only chase their personal dreams but also contribute to the betterment of their nation.

Overall, the poem “Free Birds” is an inspirational poem that ignites hope and motivation in students stressing the value of hard work, determination and time management. It also highlights why the students need to be patriotic.

- f. Deal the given tasks according to the activities given below:
- g. For **Task A**, get students to discuss in pairs. Ask them to read the meanings one after another and find the words from the poem that match with the meanings.
- h. Finally, share the right answers and appreciate them for their participation in the task.

Answers

- a. **Hindrances** things that make it more difficult for somebody to do something
- b. **Courage** the ability to do something dangerous
- c. **Patriotic** person who loves and strongly supports or fights for his or her country
- d. **Flap** (of a bird) move (its wings) up and down when flying or preparing to fly
- e. **Expedition** an excursion or a journey made for some specific purpose
- f. **Incredible** difficult to believe; extraordinary

- i. Now, lead students to Task B. Ask them to read the questions from a-e and go through the poem once again.
- j. Get them to write answers to the questions. Go around the class and monitor the activities.
- k. After they complete the task, ask them to exchange their copies with their friends for peer correction.

1. Finally, share the correct answers and get them to make necessary corrections.

Answers

- a. Students are compared to free birds in the poem.
- b. Students can overcome the hindrances on their way with determination.
- c. It is possible to achieve our goal by recognizing the courage within and giving it a try.
- d. It is necessary to value time because time and tide waits for none.
- e. We can make our country a piece of heaven by being a true patriot.

Post-reading activity

- a. Ask students what expressions the poet uses to persuade to do the things.
- e. Ask some of them to share.

Expressions used in the poem to persuade to do the things

- Do continue your expedition to touch the sky.
- Come on dear students, you can reach the destination.
- Overcome them with determination.
- Give it a try to achieve your goal.
- Try to recognize the courage within.
- 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 and keep loving your nation.

5.6 Grammar II

In this section, students will learn how the direct speech is changed into reported speech.

Objective

To change the sentences in direct speech into reported speech

Follow these steps.

- a. Read the instructions aloud and make students clear about the task. Revise some parts of the grammar task given in **Grammar I**.
- b. With the example given in the textbook, discuss the changes that take place while converting into the reported speech. Refer to the rules that are discussion in Grammar I of this unit.

Example: Bring me a glass of cold water.

My mother told me to bring her a glass of cold water

- c. Ask students to change the given sentences into reported speech in pairs. Involve students as much as possible.
- d. Visit around the class, monitor what they are doing and assist the struggling students.
- e. Finally, share the answers and ask them to correct if essential.
- g. Appreciate their efforts.

Answers

- a. She asked me to open the window.
- b. My teacher advised us not to waste our time.

- c. The old man suggested us to speak the truth.
- d. My grandmother told him to avoid eating unhealthy food.
- e. Ranjana requested me to come to her birthday party.
- f. My brother told me to clean the room.
- g. My parents advised us to do everything in time.
- h. The monk advised us to give up bad habits.

5.7 Listening

In this section, the students get a chance to listen to a conversation between two people.

Objective

To listen to the audio and do the comprehension tasks

Materials

Mobile phone

Follow these steps.

Pre-listening activity

- a. Ask the pre-listening questions to the students: What do you often do in your free time? (Elicit: Go on a picnic, hiking and trekking, play with the friends, watch cartoons on TV), What do you plan to do in your upcoming vacation? (Elicit: go to visit grandparents, picnic, read a novel, compose poems etc.)
- b. Give them chances to respond one after the other and appreciate their efforts.
- c. Ask students to guess what the audio is about. They might guess.
- d. Play the audio and ask them to confirm their guesses. It helps them to be familiar with the context.
- e. Tell them about the audio. It is a conversation between two people who are planning a tour.

While-listening activity

- a. Tell the students that they are going to listen to a conversation between two friends about the activities they are going to do in their free time.
- b. Ask them to go through the questions in **Task B** before playing the audio. This will help them to remain focused on certain required information.
- c. Play the audio and tell them to write the answers to the given questions in their notebooks.
- d. Pause the audio and ask them whether they missed any questions or not. If they have not completed the task, play the audio again and ask them to complete it.

Answers

- a. The man proposes to go on a tour in their free time.
- b. The man prefers city jogging tours.
- c. The weather forecast is not great.
- d. A local person will be the tour guide.
- e. When they are on the tour, the woman can go shopping.

While-listening activity

- a. Ask students to make a list of the activities they would do if they were going on a tour.
- b. Discuss various activities that they would do if they were on a tour (Elicit: boating, hiking, picnic, participate in games and sports, sing and dance etc.). Remind them the activities discussed by the interlocutors in the audio.
- c. Get some students to share their answers in the class.
- d. Appreciate their efforts and provide feedback.

5.8 Speaking

In this section, students will act out the conversations and persuade others to do something in the given situations.

Objective

To persuade others to do something

Follow these steps.

- a. Put students in pairs. Ask some pairs to come to the front of the class and get them to act out the conversation in **Task A** in pairs.
- b. Tell them to switch their roles. Ask them what expressions in these conversations persuade to do the things.

Conversation I

Salman: Which shirt do you think I should buy?

Shruti: Well, buy the red one. It suits you.

Conversation II

Rajan: Puja, help your father in the kitchen. He will be happy.

Puja: Certainly, I will help him.

- c. **Task B** contains some expressions that we can use to persuade others to do something.
- d. Get students to read the 'expressions for persuading' in **Task B** in turn. Ask others to follow them and help them to learn those expressions.
- e. For **Task C**, get the students to work in pairs. Invite one of the pairs to the front of the class. Get one of the students in pairs to give the situation to the other and respond to it.
- c. Ask them to change their roles and practise.
 - A: You want your friend to dance on the stage.
 - B: Come on Rama, you can dance well.
- d. Praise them for their efforts.

Answers

- a.
 - A: You want your friend to sing a song.
 - B: Come on, Sujata. You can sing a song.
- b.
 - A: You want your sister to prepare an omelette.

B: You are good at making an omelette, Reeta. Give it a try.

c.

A: Your friend is good at dancing but she does not want to take part in a dance competition.

B: Give a try, Sima. You can dance well.

d.

A: Your friend does not want to go on a picnic.

B: Watch the activity schedule. The picnic is going to be interesting.

e.

A: You want your friend to take part in athletics.

B: You are good at sports. Come on, participate in the event.

f.

A: Your friend hesitates to speak English in the class.

B: Keep speaking English. Practice makes a person perfect.

5.9 Writing

This section includes two writing tasks: Rewriting the given paragraph with the correct punctuation marks and completing a skeleton story.

Objectives

- To use the punctuation marks correctly
- To complete a skeleton story

Follow these steps.

- Ask students to read the instructions. It is about rewriting the given paragraph with the correct punctuation marks.
- Discuss with examples what punctuation marks are. (Punctuation marks are symbols in writing that help make the meaning clear.)

Period/Full stop (.)

Use: Indicates the end of a declarative or imperative sentence.

Example: She finished her work.

Comma (,)

Use: Separates items in a list, clauses, or phrases within a sentence

Example: We bought apples, bananas, and grapes.

Question Mark (?)

Use: Indicates a direct question.

Example: What time is the meeting?

Exclamation Mark (!)

Use: Shows strong emotion or emphasis.

Example: That's incredible!

Colon (:)

Use: Introduces a list, explanation, or elaboration

Example: She brought three things: a flashlight, a tent, and a sleeping bag.

Semicolon (;)

Use: Links closely related independent clauses; can also separate items in a list when the items themselves contain commas.

Example: She loves hiking; her brother prefers biking.

Quotation Marks (" ")

Use: Enclose direct speech, quotations, and titles of certain works.

Example: She said, "Meet me at the park."

- c. Give chances to the students to share what they have known about punctuation marks.
- d. Ask them to rewrite the given paragraph with the correct punctuation marks.
- e. Visit around the class and assist them if essential.
- f. Rewrite the paragraph with correct punctuation marks on the board and ask them to correct if they used incorrect punctuation marks.

Answer

David didn't really like school, but he did enjoy practical subjects where he could use his hands to make things. He also loved biology because he could draw lots of diagrams, and do experiments. In fact, his mother once told him that he should become a surgeon.

- g. Encourage the students by appreciating their efforts.
- h. As **Task B** is related to developing a story with the help of the given clues, ask them to read the clues first.
- i. Get students to work in groups and discuss what the story is about. Tell them to mind map. Ask them to share.
- j. Add if there are anything more. Ask them about the possible title.
- k. Ask students to develop a story based on the clues. Assign this as homework. Check their writing the next day. Provide feedback.

The Crow and the Peacock Feathers

Once upon a time, there was a crow who was very unhappy with his appearance. He was black and plain, while all the other birds were colorful and beautiful. The crow longed to be a peacock having bright and colourful feathers.

One day, the crow found some peacock feathers. He carefully plucked them out and stuck them to his own feathers. When he was finished, he looked at himself in the mirror and was amazed. He looked just like a peacock! With his new feathers, he thought he could pretend to be a peacock and be accepted as one of them.

With his newly decorated wings, the crow flew to a nearby group of peacocks. He claimed himself to be one of their relatives. But the peacocks were not fooled. They saw through the crow's disguise and became angry. They drove him away.

Feeling sad and rejected, the crow flew away and soon found himself near a pond where a friendly flock of ducks swam happily. He approached them, hoping for acceptance. But the ducks saw through his disguise too. They quacked loudly, and drove him away.

Feeling lonely and lost, he flew back to his favorite tree in the forest. He accepted himself just the way he was.

Moral: We should be happy with what we have.

5.10 Project work

In this project work, the students have to list the expressions that the shopkeepers use to persuade the customers to buy goods from their shops. Then they have to translate them into English and share them in class.

Objective

To make a list of the 'expressions for persuading'

Follow these steps.

- a. Get one of the students to read the instruction. Make sure that the students have understood the task.
- b. Tell them that they have to visit the shops nearby and listen to the shopkeeper and customer talking. Then, they have to list the expressions of persuading and translate them into English.
- c. Decide the convenient ways and time to listen to the conversations between the customers and the shopkeepers.
- c. Ask students to get permission from their parents/guardians to go out to the shops.
- d. Give a week's time for this task. After they complete it, ask them to share in the class turn by turn. Provide necessary feedback.

5.11 Extra bit

This is an independent activity for the students to help them learn the prefixes and the suffixes. Get them to go through them. They can add more words with the given prefixes and suffixes by consulting various sources.

ΩΩΩ

Unit 6

This unit deals with the language function “Getting things done”. By the end of this unit, the students can request to get things done, be able to allow or permit someone to do something and can shift the responsibility to someone by the use of polite language in addition to development of listening, reading and writing skills. The table below presents a short overview of the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|--|--|
| 1. | Getting Started | Talk about what the people are getting done. |
| 2. | Reading I: Traditional Marriage Customs around the World | Find the word from the text that has the given meanings. Answer the given questions. Match the paragraph with their headings. Giving reasons on wedding cultures. |
| 3. | Pronunciation | Identifying how the suffix ‘-s/es’ is pronounced. |
| 4. | Grammar I | Read the sentences to place them in the correct column. Complete the sentences with the correct form of verbs. Rewriting the sentences using the provided subjects. |
| 5. | Writing I | How is the wedding celebrated in different cultures? |
| 6. | Listening | Answer the pre-listening questions. Listen and answer the questions. Talking to friends. |
| 7. | Speaking | Study the sentences that have causative verbs. Study the sentences and discuss. |
| 8. | Reading II: Life Saving Inventions | Find the words for the given meanings. True, False or NG. Answer the questions. Talking to friends about relevant inventions |
| 9. | Grammar II | Tick (✓) the correct and (✗) the incorrect sentences. Choose the correct options from the brackets. |
| 10. | Writing II | Writing paraphrased form of given paragraph. |
| 11. | Project work | Making a collage out of useful inventions. |
| Total time for the unit | | 9 Hours |

The activities below offer in-depth classroom procedures for all the textbook tasks. Teachers have the option to implement these activities or adapt or create their own.

6.1 Getting started

This task is related to talk about the given pictures in which students use the language of getting things done.

Objective

To speak correctly for getting things done

Follow these steps while dealing with this task in the classroom.

- a. Ask the students if they make others work for them. How would they get others to work?
- b. Take their responses and present the following sentences:
 - I had my car washed. (I had someone to wash my car)
 - She got the mechanic to fix the parts of her scooter. (She didn't fix it herself, but got the mechanic fix the parts)
 - The teacher made the students redo the assignment. (It is the teacher who made the students redo the assignment).
- c. Ask students to study these sentences and how the verbs are used there. Elicit that they are causative verbs. Tell them that causative verbs are verbs that indicate something the subject got someone or something else to do for them. The most common causative verbs are: make (force, require), have and get. Causative verbs are used to indicate when one person makes other person to do his/her tasks.
- d. Draw attention of the students to the picture and set ground for discussion on what the people in the pictures are getting someone to do.
- e. Form pairs and ask to talk about what these people in the pictures are getting done.

Possible responses

The 1st picture: A boy is made to manage the bed.

The 2nd picture: A mother had her son manage his belongings properly.

The 3rd picture: A man got the barber to trim his hair.

The 4th picture: The mechanic has the car mended.

- f. Tell the students that the sentences are in causative structures. It is because the people in these sentences are getting things done by someone else.
- g. Tell them that 'make', 'have' and 'get' are common causative verbs.

6.2 Reading I: Traditional Marriage Customs around the World

This reading task is about a description of traditional marriage customs around the world.

Objectives

- a. To learn some unfamiliar words: recognized, rituals, spouses, offspring, engagement, garland, symbolize, wrap, review, rescue etc.
- b. To learn about the different types of marriage customs and do the tasks

Materials

Audio visual teaching learning material on different types of marriage customs around the world

Follow these steps.

Pre-reading activities

- a. Ask the students to look at the pictures and ask them to guess what they see in the pictures. Ask them whether it is the celebration of a single culture or of different cultures.

- b. Tell them that each matrimonial function is unique and special in their own ways. Different countries and cultures have different rituals to perform during the marriage ceremony.
- c. Have a discussion on the pre-reading questions:

Sample response

- a. People are getting married in the given pictures.
- b. I last attended a celebration a month ago. It was a marriage ceremony. Many people attended the program, observed the ceremony and showered the couple with gifts and blessings.

- d. Provide visual aids on different types of marriage ceremonies inside and outside the country.

While reading activities

- a. Form five groups and assign them to read five different paragraphs for making a presentation.
- b. Tell the students to read the text once more and underline the unfamiliar words such as: *recognized, rituals, spouses, offspring, engagement, garland, symbolize, wrap, review, rescue* etc.
- c. Tell each group to make their presentation order wise.
- d. Discuss why marriage is called a social institution. Say that marriage is a formal vow and promise done by the couple where family, relatives and friends are witness of each other's commitment. Tell them that it is called a social institution because all society members agree to its norms such as economic sharing, child bearing, family stability, socialization etc. Without marrying, physical relationship and reproduction between the couple is not accepted. For faith, love, trust mutual cooperation and maintaining the legacy of the earth, marriage is globally accepted.
- e. Brainstorm for the meanings of the underlined words; appreciate the efforts of the students and finally present the meanings through word cards or slides or on the board.

Word Meanings

- Recognized:** identified something or someone as familiar
- Rituals:** actions performed as a part of religious/cultural tradition
- Spouses:** married partners; husband or wives
- Offspring:** children
- Engagement:** formal commitment or agreement (to marry)
- Garland:** wreath of flowers, worn on the head or hung as a decoration.
- Symbolize:** represent or stand for some deeper meaning
- Wrap:** to cover/enclose something in a paper or some material
- Review:** to examine; to access
- Rescue:** to save or free someone from danger

- f. To ensure students' understanding of the word meanings, ask them to use the words into meaningful sentences. Check whether they have used the words correctly.
- g. Now, lead the student to **Task A**. Ask the students to find the words from the text which represent the given meanings. Make corrections to their answers if necessary.

Answers

a. rituals b. offspring c. symbolize d. review e. rescue

- h. When they finish task A, lead them to **Task B**. Ask students to read the text and answer the questions. You can assign the task as homework. Check the answers the next day.

Answers

- a. Ancient people start the marriage rituals because they needed to secure a safe environment in which they could have offspring and pass their property onto them.
- b. The two pre-wedding ceremonies in India are engagement ceremony and Mehendi ceremony.
- c. Sake is a Japanese alcoholic drink made from rice.
- d. Community is important during wedding ceremony in Jamaica because the entire community participates in nearly stages of the wedding.
- e. Everyone in the community in the street reviews the bride's looks in Jamaica.
- f. Welsh wedding traditions seem strange because brides should get kidnapped by their families shortly before the wedding day.

- i. Ask students to read the text again and ask them to do **Task C**. Ask them to match the paragraphs with their correct headings. Make necessary corrections if needed.

Answers:

Paragraph 1: Introduction to marriage

Paragraph 2: Indian Wedding

Paragraph 3: Japanese Wedding

Paragraph 4: Jamaican Wedding

Paragraph 5: Welsh Wedding

Post Reading Activity

- a. Ask the students to write that among the different traditional marriages given in the text, which one they liked the most and why.
- b. They can also share any of the unique marriage ceremonies which they have observed in their societies.

Possible response

I like the wedding ceremony of Jamaica because in Jamaica many villagers come to help to plan the wedding. I find it relatable to Nepali society. In my society also the entire villagers enjoy the marriage ceremony of any family residing in that village. It seems that there is equal happiness and celebration to every household.

6.3 Pronunciation

In this activity students need to learn to find how the suffix 's/es' is pronounced in the given words.

Objective

To identify how the suffix 's/es' is pronounced in the given words

Materials

Oxford English dictionary (online dictionary is preferable for listening to native accent)

Follow these steps.

In this activity students need to listen to the teacher's pronunciation of the provided words. So, the teacher should pronounce the words correctly and tell the students to follow the teacher.

- First, show the words one by one asking the students how they pronounce them.
- Then, play the audio for the correct model of pronunciation and ask the students to model it.
- The teacher pronounces the words correctly and students drill.
- Write the words and phonemic transcription of the words side by side on the board.
- Tell the students that in most cases a vowel sound followed by '-s/es' is pronounced as /z/ sound.
- Also tell them when suffix '-s/es' is added to the words that ends with /p/, /f/, /θ/, /t/ and /k/ sounds, the word ends in /s/ sound and in the words that ends with /s/, /ʃ/, /ʒ/, /ʒ/, /dʒ/ the word ends in /IZ/ sound, and accordingly they are pronounced
- Check whether the students have finally learnt to pronounce the words with silent /r/ or not.
- Encourage repeating the correct pronunciation a few more times.

| Appropriate classification | | |
|---|---|--|
| /IZ/ | /Z/ | /S/ |
| spouses (/spaʊz/) establishes (/ɪ'stæblɪʃ/) symbolizes (/ˈsɪmbəlaɪz/) | palms (/pɑ:m/) laws (/lɔ:/) Brides (/braɪd/) sisters (/ˈsɪstə(r)/) obligations (/ˌɒblɪˈɡeɪʃn/) days (/deɪ/) ceremonies (/ˈserəməni/) societies (/səˈsaɪəti/) involves (/ɪnˈvɒlv/) | suggests (/səˈdʒest/) rights (/raɪt/) parents (/ˈpeərənt/) |

6.4 Grammar I

This task aims to focus on identifying the use of causative verbs: let/have/make and get.

Objective

To use causative verbs: let/have/make and get correctly in sentences

Materials

Powerpoint slides or chart with the structures of causative verbs

Follow the given procedure.

- Ask the students if they have some ideas on causative verbs. Collect ideas.
- Tell them that causative verbs are specific types of verbs that cause / make some agent or thing to do some work. Some examples are 'make/have/let and get'.

- c. Then ask the students to read the three examples of three different columns.
 d. Ask students to present the sentences by putting them in the correct columns.

| | | |
|--|---|--|
| My teacher has/lets/makes us correct our mistakes ourselves. | I got my friend to help me with my assignment. | We had/got our room swept. |
| <ul style="list-style-type: none"> • It lets them live together. • Several cakes are brought, and the family has the bride serve them. | <ul style="list-style-type: none"> • As a symbol of the union, the family gets them to drink sake. | <ul style="list-style-type: none"> • The bride gets her palms, wrists, and feet decorated for the wedding. • The groom must bribe them in order to get his shoes returned. • Japanese brides have their costumes changed several times. |

- e. Ask them to generalise the rules and structures. Finally present the structures how causative verbs are used:
 Sub+ make/have+agent+V1: (She made her brother clean the room).
 Sub+ get+agent+to+V1: (The manager got the employees to finish the project on time).
 Sub+ get/have +object (thing) +V3: (I got my motorbike washed).
 Sub+ be-verb+ made + to +V1 (in passive): (The students were made to submit their assignments by the teacher).
- f. Now lead the students to **Task B**. Tell them to complete the given sentences with the correct form of the verb in the brackets.
- g. Help them get the ideas from the structures provided above. Make necessary corrections.

Completed sentences

- a. Ruksar is having the mechanic service her scooter.
 b. Teachers made us take extra-classes in the evening.
 c. I let them open their windows.
 d. Ahamad always gets his parents to buy an expensive gift on his birthday.
 e. Samrat had his bedroom cleaned.
 f. How can we get people to clean their surroundings?
 g. Shyanden got his hair cut yesterday.
 h. Do your parents get you to do the household chores?
 i. Our teachers let us play football after 4:00.
 j. Did you get your shirt washed yesterday?

- h. Now lead the students to **Task C**. Tell them that they are supposed to rewrite the sentences starting with the given subjects. They need to use the causative verbs which are provided.
 i. Tell them to go through the example, to get more ideas.
 j. Help them by providing the structures, if needed.
 k. Tell them to share their answers one by one.
 l. Finally, present the answers.

Possible answers

- a. Indra made Kamini book tickets.
- b. I got somebody to wash my clothes yesterday.
- c. Hamid's mother let him use her mobile phone.
- d. Did you have a painter paint your house?
- e. Kripa's mother lets her go to school on her scooter.
- f. I get the boy to type my documents.
- g. The police made the prisoners raise their hands.
- h. The lady had a mechanic mend her car.

6.5 Writing I

This task aims to develop the skills of writing a description

Objective

To write a wedding ceremony description

Follow the given procedure.

- a. Ask the students about what they know about the Nepalese wedding ceremony.
- b. Motivate the students from different ethnic and cultural backgrounds to share their knowledge on the marriage ceremony of their culture.
- c. Note down the information they provide on the white board.
- d. Provide detailed information on the wedding ceremony and ritual of any one culture, which you know the most.
- e. Tell the students to write a description of the ceremony.

Sample description

In Hindu culture, a wedding ceremony is a sacred affair where not only two people but two families tie up together. The ceremony takes place for two to three days. The first day is the day of '*Lingachauka*'. On the second day, *Janti* accompanies the groom to the bride's house and marriage-rituals are performed. Central to the ceremony is the sacred fire, believed to be witnessed by the gods. In front of the holy fire, the couple takes vows, and promises of a lifelong partnership. The bride's family offer '*janti bhoj*', a feast to the *janti*. Singing and dancing with a wedding music band takes place. The groom returns back at the end with the bride and the next day again a grand party is offered to the relatives and friends.

It is said that the red dress the bride wears in wedding symbolizes commitment and fertility. The Hindu wedding is basically a celebration of unity between two families. Marriage in this culture is a mark of a new beginning as well as a lifetime commitment of two souls to remain faithful and supportive throughout their lives.

6.6 Listening

Audio in this section features a conversation between a customer and oil-change service provider. The customer requests the service provider for the service in the conversation.

Objective

To listen to the audio and do the tasks

Materials

Audio files and audio player

Follow these steps.

Pre-listening Activities

- a. Ask the students to look at the picture. Ask pre listening questions such as: Who do you think the man is? What is the man doing?
- b. Take students' responses. Encourage all to speak about the picture.
- c. Tell them that they will have to listen to the audio and answer the questions.

Possible answers

- a. The person must be the owner/driver of the car.
- b. The man is checking the parts of the car.

While listening activities

- a. Ask the students to read the questions carefully in **Task B** and tell them that they have to answer the questions asked.
- b. Tell them that you are going to play the audio once only. This time they will do the task in a sheet of paper. When finished, tell them that you will collect the sheet and check their answers to record for internal assessment purpose.
- c. Play the audio and ask the students to do the task. Make sure that each student is engaged in listening attentively.
- d. Take their sheet when they finish. Check their answers and record in the internal assessment sheet.

Answers

- a. The customer wants to know if there are any openings for oil change that day.
- b. The first opening is at 5:30 that day.
- c. The customer can't take the first opening because it is her dinner time.
- d. The next appointment time is 3:30 in the afternoon the next day.
- e. The customer will pay 49 95 for the regular one.

Post listening activity

- a. Lead students to **Task C**. Give them ideas by asking if they have they ever wanted someone to do something for them, or have they ever allowed permission for someone to do something or have ever hired someone to perform a service.
- b. Ask them to talk to their friends. Tell them to use the causative verbs recalling those situations.

Sample conversation:

Mohan: Hello Mina, have you ever asked someone to do something for you?

Mina: Hi Mohan! Of course, that happens frequently. Yesterday, I had my friend help me set up my new computer.

Mohan: Nice! I also don't know how to set up computers.

Mina: Well, what about you? Have you ever requested someone to cut your hair?

Mohan: Yes, me too. Last month, I got my brother to cut my hair.

Mina: And, have you ever asked someone to manage your stuff?

Mohan: Yeah. Most of the time I do it myself but sometimes, I have my mum manage my stuff.

6.7 Speaking

This speaking activity is based on the language function of getting things done. Students are expected to talk using causative structures of 'let/have/get/make' on the given occasions.

Objective

To work in groups and use causative verbs **let/has/get/and** correctly

Follow the given procedure.

- Tell the students to identify the sentences which have causative verbs in the statements of Raghav.
- The sentences that follow the structure of causative verbs fall under the category of Raghav having someone to do things for him, and others are under the category of sentences where he does things by himself.
- Ask the students to volunteer to tell the sentences with causative verbs.

| Sentences that indicate things Raghav does for himself | Sentences that indicate Raghav has someone to do things for him |
|---|---|
| a. I eat ice-cream. b. I listen to the news on the radio at 8 O'clock. | a. My mother makes me brush my teeth after each meal. b. I get my little sister to play with me. c. I get my clothes washed. d. I have my trousers ironed. e. I have my hair cut at the barber's. f. I get my shoes brushed. I get my teacher to check my work. |

- For **Task B**, the students will work in groups. They will study the given examples and say at least three sentences. The statements can be affirmative or negative.
- Form 5 groups, so that there will be at least 15 sentences from each group of three.
- To ensure maximum participation, tell them that one individual will share only 1 sentence.
- Make necessary corrections, if needed.

Sample answers

a. Kitchen

My mother doesn't let us taste the food before it is served.
 She makes us wash our hands before eating.

She gets the elder brother to cut the vegetables in advance.

b. Garden

The gardener doesn't let us pluck the flowers.

He doesn't let anyone walk on the grass.

He makes the children trim the grass every week.

c. Classroom

The teacher doesn't allow the students to come to the class late.

She gets the students to complete their homework on time.

She makes the record of every student separately.

d. Temple

The priest doesn't let visitors take photographs of the temple.

He gets the devotees to remove their shoes before entering the temple.

He makes the people take care of their shoes themselves.

e. Exam Hall

The supervisor doesn't allow the students to bring the books or exercise copies to the exam hall.

She gets the examinees to sit in their assigned seats.

The invigilator makes the students remain silent during the exam.

6.8 Reading II: Life Saving Inventions

The second reading text in this unit is on scientific inventions: The topic is 'How to Wash Clothes in a Washing Machine'. The text highlights the instructions of washing clothes in a washing machine.

Objectives

- a. To learn the words: *injuries; delivered; invention; tube; straw; replace; crate; experimented*
- b. To comprehend the text related to scientific inventions to do the comprehension tasks.

Materials

Picture scientific inventions like a hippo roller; life straw, AidPod and word cards/PP slides for vocabulary.

Follow these steps.

Pre-reading activities

- a. Show the pictures of the scientific inventions and ask the students to guess what the pictures are about. Also ask what they are used for. Ask them if they have ever seen or used any kinds of machines which have made their lives easier. Ask how the inventions have made their lives easier.
- b. Provide pre-reading question answers.

Answer

Technology helps us by saving our time and money. They do our work easier and faster. They have even saved human lives.

- c. Ask the students to mark the unfamiliar words in the text. Ask them to find the meanings and uses of these vocabularies themselves.

While-reading activities

- a. Model reading the text loud and clear.
- b. Tell the students to do the silent reading, trying to infer the information. Tell them to ask whatever is not understood.
- c. Tell them to make a list of advantages of scientific inventions like Hippo-Rollers, LifeStraw and AidPod separately.

| Hippo-Rollers | LifeStraw | AidPod |
|---------------|-----------|--------|
| | | |

- d. Explain the text in simple English, mainly focusing on how technology makes life easier.
- e. Then, lead the students to do **Task A**. Tell them to find the words/phrases for the meanings given. Tell them to recall the words discussed during the lesson. It is better to work in groups.

Answers

a. replace b. delivered c. experimented d. invention e. injuries
f. passes through

- f. Now, lead the students to **Task B**. Tell them to read the given statements and decide whether the statements are true or false.
- g. Once they complete, provide the answers.

Answers

a. Women in Africa walked for a long time to fetch water for their homes. **True**
b. With the hippo roller, people can carry more water than with a normal bucket. **True**
c. Life straw is made of paddy straw. **False**
d. Life straw never stops working. **False**
e. Japanese technology was used in those three inventions. **False**
f. The Coca-Cola company worked with Simon Berry to design AidPod. **NG**
AidPod has been used successfully in many different countries. **False**

- h. For **Task C**, tell them to read questions and re-read the text for better answers.
- i. Encourage them to share the answers to the class.

Sample answers

a. Life was tough with traditional plastic buckets because the traditional buckets were heavy and it could carry only 20 liters of water.
b. Engineers named Pettie Petzer and Johan Jonker, designed the hippo-rollers. This made

the lives of African women easier.

- c. LifeStraw works by cleaning the water as it passes through it into somebody's mouth.
- d. LifeStraw was used in disasters like the Haiti earthquake and floods in Pakistan and Thailand.
- e. People in Zambia could buy Coca-Cola even at the remotest village but there were no medicines there. So, a British social entrepreneur Simon Berry invented the AidPod, a triangular packet of medicine which could fit between the bottles in a crate of Coca-Cola. This way, he wanted to provide the accessibility to medicines to those villages.
- f. If his plan works, Simon Berry hopes to do the same in other African countries and save thousands of lives.

Post reading activities

- a. Lead the students to **Task D**. In this task, you ask the students which of the three inventions discussed in the text is most relevant in their locality. Ask them to talk to their friends to identify the major need of their community. They need to give reasons for their answers.
- b. Tell them to work in a group for the discussion.
- c. Ask them to present their answers.

Possible answer

In my locality, there is no easy access to clean drinking water. Especially during the emergencies, the problem becomes grave. For example, I live in the hilly region of Nepal. The settlement of the community is haphazard and the land is sloppy. There is no facility of clean water in each household. People depend upon natural water springs which are not close to each household.

In the mega earthquake of 2015, many houses in my village collapsed and most of the water sources were completely destroyed. There was a scarcity of clean drinking water in the village. Same kind of disaster may hit the country any time because Nepal lies in an earthquake prone zone of the earth. So, in my opinion, we need to think beforehand when disaster comes, in order to ensure the safety and good health of people. Clean drinking water is the basic requirement of people. It could be of great advantage if Nepalese could also be equipped with water purifying portable devices like 'LifeStraw'.

6.9 Grammar II

The grammar task is about Subject Verb Agreement.

Objective

To identify whether the verb in a sentence matches with the subject or not and correct it

Follow these steps.

- a. Ask students to read the sentences and ask which one is correct and why.

- b. Elicit that there should be subject and verb agreement which means that in a sentence, a subject and its verb must be both singular, or both be plural. For example: a singular subject takes a singular verb and a plural subject takes a plural verb.
- c. Tell the students to choose the correct option.
- d. Provide them the correct answer with explanation.

Answers with explanation

a.ii. The students **attend** the language course.

[In question a. The verb should be ‘attend’ because the subject is plural (the students). In English, when the subject is plural, the matching verb should also be in the plural which is ‘attend’. So, the second option is correct].

b.ii. Aayusha and her friend **decorate** her classroom.

[‘Aayusha and her friend’ is a plural subject. So, the plural verb ‘decorate’ (i.e. the first form of the verb) is used to match the plural subject].

c.ii. Either my brother or my father **does not** let us come to the meeting.

[The singular form of the verb "does" is used to agree with the singular subject "either my brother or my father." When you have a compound subject connected by "either...or," the verb should agree with the part of the subject closest to it. Since ‘brother’ and ‘father’ are singular nouns, the singular form of the verb ‘does’ is appropriate in this case].

d.i. **Has** Utsav with his friends made preparations for the program?

[The verb "has" is used because it agrees with the singular subject ‘Utsav’. The phrase ‘with his friends’ is additional information and does not affect the number of the subject].

e.i. The story in a movie, including all the songs, **attracts** audiences’ attention.

[As like in task ‘d’, in task ‘e’ also the phrase ‘including all the songs’ is additional information and does not affect the number of the subject. The main subject is ‘The story’ is singular].

f. ii. They were made **to dance** at the party.

[Finally, in task f, the second option is correct, because the structure ‘made to dance’ is grammatically correct. Thus, the correct option for question ‘f’ is: They were made to dance at the party].

- e. Remind them the rules of Subject-Verb Agreement once again.
- f. Tell them that Subject-verb agreement is a grammatical rule that demands the verb in a sentence must agree with the number or with the subject of that sentence. In other words, if the subject of a sentence is singular, the verb must be singular, and if the subject is plural, the verb must be plural.
- g. Write the following structure on the whiteboard for the reference.
 - i. Singular verbs= **is/was/has/had/did/does/V5**
 - ii. Plural verbs= **are/were/had/did/have/do/V1**
- h. Now, lead the students to **Task B**. Tell them to choose the correct option from the bracket to fill up the blank spaces.

Correct options

- a. Writing an email **needs** a lot of care.
- b. Two plus three **makes** five.
- c. Mr. Karki and Mr. Mandal **were** studying mathematics together last evening.
- d. Five years **pass** too early. (Time in general can be referred to as uncountable, but here the period of 5 years is considered countable. So, the subject is plural.)
- e. Either the child or the parents **need** to come to receive the prize.
- f. **Were** the scissors working properly?
- g. The director and the actor never **go** late for the shooting.
- h. A team of players **receive/receives** medals.
- i. Both of them **have** returned home late.
- j. Jina **does not like** tea.

6.10 Writing II

This task is related to reading the provided example and paraphrasing.

Objective

To paraphrase a paragraph

Follow the following procedure.

- a. First, tell the students to read the given paragraph carefully and note down the key concepts.
- b. Then tell them to rewrite the paragraph in their own language without changing the theme or major points.
- c. They should not try to elaborate the ideas, instead they can eliminate the less important points.
- d. Tell them to maintain clarity and accuracy.

Paraphrased Paragraph

A dog is a household pet that possesses a strong ability to smell. Used in hunting, search and rescue missions, dogs are of diverse sizes and breeds. Well known for their faithfulness and loyalty to their owners, they are like integral family members. Appropriate training and care is important for ensuring their well-being and joy.

6.11 Project work

In this project the students need to work in groups. They will find information and pictures about any five useful inventions. Then they will make a collage and display it in their class.

Objective

To make a collage of useful scientific inventions

Follow these steps.

- a. Form groups. Tell the students that they are going to collect the pictures of some wonderful scientific inventions.
- b. Divide the areas of work according to the number of groups. For example, Group 1 will collect information and pictures about historical inventions. Group 2 will collect information and

pictures about Life changing medical inventions. Group 3 will collect information and pictures about Communication and Information technology and Group 4 will collect information and pictures about Environment and Sustainable Development.

- c. After they have collected, they will paste the pictures in a cardboard or in a hard paper and present it attractively.
- c. They can display their collage to the class. Ask them to vote for the best and reward the group.

6.12 Extra bit

In this part the students need to read the given British and American words for the same meaning. They have to notice the differences in spellings of the British words and American words.

ΩΩΩ

Unit 7

The seventh unit of the Grade 7 textbook covers a wide range of topics from 'Getting started' to 'Extra' bit. Altogether there are 11 tasks. The table below gives an overview of the whole unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|--------------------------------|---|
| 1. | Getting started | Look at the given pictures and talk about the weather conditions in the given places. |
| 2. | Reading I: Weather Forecast | Discuss the pre-reading questions. Complete the sentences with the words from the reading text. Tick the correct alternatives. Read the weather forecast. |
| 3.. | Pronunciation | Pronounce the words and phrases used in weather forecasts. |
| 4. | Grammar | Study the sentences with 'will' and 'be going to' and notice the degree of certainty. Complete the sentences with 'will' and 'be going to'. |
| 5. | Speaking Making Predictions | Match the questions and answers and take turns to ask and answer them. Make predictions based on the situations given. |
| 6. | Listening Weather Forecast | Decide whether the given sentences are true or false. Talk about what the weather is like in their locality. |
| 7. | Reading II Migration | Discuss pre-reading questions. Find the words from the given grid and match them with the given meanings. Answer the given questions. Discuss the positive and negative effects of migration to Nepal. |
| 8. | Grammar II | Compare the given set of sentences. Use the verbs in the brackets correctly to make the sentences of future perfect tense. Use the given verbs in either simple future or future perfect tense. |
| 9. | Writing | Punctuate the given paragraph. Write a couple of paragraphs on 'environment'. |
| 10. | Project work | Express the possible changes in their locality in the form of a picture and present in the class. |
| 11. | Extra bit | British and American spelling variations |
| Total time for the unit | | 8 Hours |

Here are some guidelines for the teachers in relation to how to facilitate each and every task in the textbook. However, they can adopt and adapt in accordance with their classroom scenario.

7.1 Getting started

This is the first task of the unit with a single task. Here, the students are expected to study the given pictures and predict the weather conditions of the given places.

Objective

To predict the weather conditions

Follow these steps.

- Ask the students to observe the pictures given in the textbook or display the enlarged forms of the pictures.
- Tell them that there are three alternatives that they can choose from to predict the weather conditions of the given places.
- Do one in the class together with the students.
- Now, ask the class to decide on every picture. Later, elicit ideas from individual students.
- Discuss the answers in the class.

Answers

Dhading – Sunny

Dhankuta – Rainy

Taplejung – Partly cloudy

Bhajang – Snowy

Kaski – Stormy

Dang – Cloudy

7.2 Reading I: Weather Forecast

The first reading text under this unit is 'Weather Forecast'.

Objectives

- To learn these words: *moderate*, *thunder*, and *lightning*
- To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- Ask the students different questions like: What is the weather like in your surroundings now? Do you consult the weather before you go out? Do you plan your activities according to the weather conditions? Why? Etc.
- Elicit answers. Accept different answers/views. Encourage low performers and shy students to speak more. Don't judge them. Provide compliments.
- Now, ask the pre-reading questions one by one and encourage individual students to reply.

Possible answers

- Because we can plan our activities according to the weather conditions.
- Weather conditions and their descriptions are given in the boxes.

While-reading activities

- Have the students scan the text and identify the gist.
- Get some interested students to read the text aloud. Each student will read a single paragraph.

- c. Now, ask them to pick out the words that are unfamiliar to them and discuss them. While dealing with the vocabulary items, give meaningful contexts so that the students can guess the meanings.
- d. Read the text at a normal speed and ask the students to point to the lines.
- e. Discuss the main message of the text in the form of question and answer. Let the students make information questions themselves and others answer those questions.
- f. Finally, summarise the main idea of the text.
- g. Now, lead the students to **Task A** where students find the words from the texts to complete these sentences.
- h. Ask the individual student to do the task. While they are doing the task, go around the class, monitor and provide necessary feedback.
- i. When they complete the task, ask individual students to share their answers. Let others judge for the correct answers.
- j. Provide the correct answers and ask the students to make corrections if needed.

| | | | | |
|----------------|-------------|-------------|----------|-------------|
| Answers | | | | |
| a. lightning | b. rainfall | c. moderate | d. occur | e. forecast |

- k. For **Task B**, students study the weather information in the texts and tick the correct answers.

- l. Ask the students to read the questions and alternatives carefully.

- m. Now, form pairs and ask them to tick the correct answers. They can read the text once more before they attempt to do the task.

- n. Instruct them to highlight the information in the text that supports them to decide on answers.

- o. Have some students share their answers. Let the class decide whether those answers were correct or not.

- p. Finally, give your feedback on their answers.

| | | | |
|----------------|--------------|--------------|---------|
| Answers | | | |
| a. iii. | b. ii. & iii | c. i. & iii. | d. iii. |

Post reading activity

- a. Ask the students to work with the same pairs. Ask them to take turns and read the weather forecasts from the texts like a newsreader.

- b. Make a real-life situation to do a simulation activity in the class. Ask a pair to come in front of the class and read the weather forecasts as if they were the newsreaders.

- c. Now, ask other students to read the forecasts with their pairs.

- d. Make sure everyone is engaged in the activity.

7.3 Pronunciation

In this activity, the students are supposed to learn the pronunciation of the words and phrases used in weather forecasts. Learn or download the correct pronunciation of the words and phrases beforehand.

Objective

To pronounce the given words and phrases correctly

Material

Audio of the given words and phrases

Follow these steps.

- Clarify that the students have to learn to pronounce the phrases used in the weather forecasts.
- Pronounce or play the words at random and ask the students to notice which words/phrases are being pronounced.
- Now, pronounce/play the words one by one and ask the students to repeat. First, do whole class practise and later individual one. If students find it difficult to pronounce the phrases, break them into single words and have them practise. Later, you can have them combined.
- Repeat the process until everyone in the class can pronounce the words and phrases correctly.

7.4 Grammar I

This grammar section is about the use of 'will' and 'be going to' to predict future events.

Objective

To use 'will' and 'be going to' correctly for predictions

Follow these steps for the given Task A and B.

A. Study these sentences and notice the degree of certainty 'will' and 'be going to' express.

- Ask the students to read the given sentences and notice the certainty of the actions denoted.
- Talk about the use of 'will' and 'be going to' in the prediction of the future.
- Give some real-life examples. For example: Look, I am going to write something on the board. (Go near the board, get ready to write!) and again go away from the board and say 'I will write on the board when I need it'.
- Bring some pictures (two bulls about to fight, a man about to be hit by a vehicle, etc.) and ask them 'what is going to happen' and 'what will happen'.
- Now, ask them to form some sentences with 'will' and 'be going to'.
- When they complete it, get them to share their sentences in the class.

B. Complete the sentences with 'will' or 'be going to'.

- Form pairs and set the task. Remind them to use 'will' or 'be going to' in the blank spaces.
- While they are doing the task, go around the class. Help them and provide necessary assistance to the struggling/needy students.
- When they complete the task, ask individual students to share their answers and let the class comment on their answers.
- Tell them the correct answers and let them correct the mistakes if there are any.

| | | | | |
|----------|----------------|----------------------|----------------|-------|
| a. will | b. am going to | c. will | d. am going to | e. is |
| going to | f. am going to | g. will, am going to | | |

7.5 Speaking

In this speaking activity, the students will learn to make predictions.

Objective

To make predictions

Follow these steps.

A. Imagine your friend, Sujana is moving to a new city. She asks her parents the following questions. Now, match her questions with the answers given below. Work in pairs and take turns to ask and answer them.

- Ask the students to read the expressions that Sujana has made and the responses her parents have made.
- Form pairs and ask them to match the questions and the answers. Give some time for this.
- Now, ask the pairs to ask and answer questions one by one until every question and answer is matched.
- Repeat the drill with other new pairs of students.
- Give compliments to the best performer pair/student.

Answers

Q: Where will I go to study?

A: You'll go to a school in Butwal.

Q: Will I have good friends?

A: Yes, you will.

Q: Where will you work, father?

A: I will work in a hospital there.

Q: Are we going to live in our own house?

A: Yes, we are going to live in our own house.

Q: Are we going to buy new clothes in the shopping malls there?

A: Yes, we are.

Q: How long are we going to stay there?

A: We are going to stay there forever.

- Ask what language function these sentences carry on. Elicit that they are used for making predictions.

B. Work in pairs. Take turns to make predictions based on the situations. Use 'will' or 'be going to' in your answers.

- Write each situation on separate sheets of paper and put them in a box.
- Form pairs. Ask each pair to pick up a situation.
- Based on the situation chosen, ask them to make two predictions; one with 'will' and another using 'be going to'. For example:

It's very cloudy today.

A: I think it will rain today.

B: It's going to rain.

- d. Invite pairs turn by turn and ask them to perform their task.
- e. Monitor their performance and provide necessary feedback.

7.6 Listening

In this section, the students will listen to a recording of a weather forecast.

Objective

To listen to the audio and extract the required information to do the comprehension task

Materials

Audio file and audio player

Follow these steps.

Pre-listening activities

- a. Ask them if they have ever listened to a weather forecast.
- b. If they say 'yes', ask them when and where they have listened to it. Get them to share what the weather forecast is all about.
- c. Also ask them if they or their family members consult anything to get updates about the weather. You can share your experiences too.
- d. Now, ask the students to look at the picture or display an enlarged form of the given picture.
- e. Ask them the pre-reading questions one by one.
- f. Elicit answers from the individual students and provide feedback.
- g. Ask them to guess the content of the audio file based on the picture and the pre-listening questions.

Possible answers

- a. About a weather forecast.
- b. She is a news reader.

While listening activities

- a. Ask the students to read the statements carefully. Allow them 2-3 minutes for this.
- b. Inform them that they are going to listen to an audio file about the weather forecast. Also, discuss the listening procedure.
- c. Play the audio and tell them to write whether the given statements are true or false. Provide a transcript if anyone has a hearing difficulty.
- d. Play the audio again and ask them to check their answers. Go around the class to check if everyone is engaged in the activity.
- e. Now, ask them to share their answers.
- f. Discuss the answers. You can play the audio and pause at the places where the answers lie.

Answers

- a. False
- b. False
- c. True
- d. False
- e. False

Post listening activities

- a. Make the students clear about the task in which they will talk to their friends about the weather in their locality.

- b. Form small groups and ask them to discuss what the weather is like in their locality today.
- c. After they have completed their discussion, ask each group representative to present what they have discussed in their groups.

7.7 Reading II: Migration

This is the second reading text under unit 7. It is an essay on 'Migration'.

Objectives

- a. To learn these words: *intention, migration, shelter, migrants, trend, opportunities, termed, destination, drive, disasters, potential, prospects, expenditure, boost, perspectives, enrich, cohesion, drawbacks, and overrun.*
- b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Write the topic on the board.
- b. Ask them if they have heard anything about migration. Get them to share their experiences or ideas.
- c. Ask the students to look at the picture and the pre-reading questions.
- d. First, ask a question to the whole class and then point to the individual students for answers.
- e. Listen to students' responses. Don't interrupt or correct them even if their answers are not correct. Let them share their ideas freely.
- f. Now, ask the students to pick out the red-coloured words from the text. Ask students if anyone knows the meaning of words in red: *intention, migration, shelter, migrants, trend, opportunities, termed, destination, drive, disasters, potential, prospects, expenditure, boost, perspectives, enrich, cohesion, drawbacks, and overrun.* Tell the students to copy these words in their notebook.
- g. Let them guess the meaning of the words from the context, encouraging students to infer meanings and using the words in real life situations.
- h. For further clarification, explain, provide examples, act and show pictures. Use concept checking questions (CCQs) to assess their comprehension related to vocabulary. Concept checking questions are the questions that are used at the end of an activity to assess the students' understanding of a particular concept/topic.
 For example: Can a sculpture be made solely from paper?
 Can you provide an example of something that can be smashed?
 Is it good to tell lies? Why or why not?
- h. Now, let them create sentences in three different ways; from the book, dictionary and in their own way. For this, provide an example beforehand.
 For example: apologize
 From the book: He thought that he must apologize.
 From the Dictionary: I must apologize to Isobel for my lateness. (Cambridge)
 My sentence: I apologize for any confusion or inconvenience caused.

While-reading activities

- a. Ask students how accurately they can read the text. Let them read in pairs. The other member in the pairs will check the accuracy in reading.
- b. Now, divide the students into four groups. Get each group to read one paragraph of the text, starting from the first paragraph. Ask the leader of the group to explain the content of the paragraph to the class.
- e. While doing so, make sure that all the students are engaged. For this, you can assign different roles to different students like note taker, reader, explainer, etc.
- f. After every group completes presenting their part, summarise the lesson with your concluding remarks.
- g. Now, take students to **Task A** where the words for the given meanings are hidden in the grid and they have to find the words. The words are either vertical or horizontal.
- h. Tell the students to find the words for the given meanings from the grid.
- i. Do one together with the students. Remind them that they can only consult the red-coloured words from the text.
- j. Ask them to do the rest. Monitor and assist them.
- k. When they complete the task, have them exchange their work with their partners for peer correction.
- l. Tell the answers and ask them to make necessary corrections on their tasks.

Answers

- a. destination b. intention c. overrun d. drawbacks e. disaster
f. prospect g. drive

- m. Now, lead them to **Task B**.
- n. Ask the students to read the given questions.
- o. Then, have them read the text once more and find the answers to those questions.
- p. If necessary, help them by giving clues on where the answers lie. For example, you can point to the line/paragraph numbers where answers to particular questions lie.
- q. Ask the students to write the answers in their notebooks. They do not need to write answers in complete sentences.
- r. Go around the class and make sure everyone is engaged in the task. Help them in need.
- s. After each one completes the task, get them to share their answers one by one and provide necessary feedback.

Answers

- a. When people go to a new place for just a short visit, they are called tourists.
- b. People move from one place to another to search for work and shelter.
- c. Any two: economic, social/political problems and natural disasters
- d. It becomes difficult for migrants to find a job if migrants overrun a place.

e. Students can mention any two of these: No labour shortage, can start new businesses, increase consumer expenditure, migrants' new skills and knowledge can help boost productivity and innovation/enrich cultural heritage and promote social cohesion.

Post reading activities

- a. Form small groups at your convenience and ask them to discuss the positive and negative effects of Nepali people's migration to other countries.
- b. First, help the brainstorm the major points of positive and negative effects. Monitor and provide necessary assistance by going around the class. Encourage everyone to be involved actively in the discussion.
- d. When they complete their discussion, ask them to write the conclusion in their notebooks.
- e. Finally, get each group to share their conclusion and provide necessary feedback.

Sample answer

In recent years, many Nepalis are migrating to other countries to achieve different objectives. And, the number is likely to increase in the days to come. This migration trend has both positive and negative effects on individuals and the nation as a whole.

One of the positive impacts is the economic support it provides to the migrant workers and their families. Working in foreign countries often opens better employment opportunities which lead to an increase in income. This has helped to maintain the quality of life of people. In addition, this also helps to strengthen the economy of our country as well. Similarly, migrant workers have brought new skills and ideas which might be useful in Nepal too.

However, the migration of Nepalis also poses challenges and negative results. One of the major challenges is the brain drain; where the country loses skilled and talented manpower. This has badly affected the overall development of the country. In addition to this, there are other social and emotional challenges too. Children brought up with a single parent have faced a lot of emotional challenges and the long-standing traditional family structure and social norms have been badly affected by migration.

7.8 Grammar II

This is the second grammar section in this unit. Here, the students will practise using simple future and future perfect tenses.

Objective

To use the simple future and future perfect tenses correctly

Follow these steps for the given tasks.

A. Compare the following sentences. Do they mean the same thing or are they different?

Discuss.

- a. Ask the students to read the pairs of sentences carefully.
- b. Form pairs and ask them to discuss whether given pairs of sentences (in both left and right columns) are the same in meanings or they are different.

- c. When they complete their discussion, ask some pairs to share their conclusion.
- d. Finally, present your conclusion with a word of appreciation for their efforts.

Answer

These sentences are different. The first pair of sentences (on the left column) are in the simple future tense and the ones on the right column are in the future perfect tense. The simple future tense is used to state that something happens in the time/days to come. But, the future perfect means the action is completed before the specified time/deadline in the future.

B. Use the verbs in the brackets to write the sentences in future perfect.

- a. Make the students clear about the task to be done.
- b. Do one (sentence a.) as an example on the board with the help of students' ideas. While doing so, discuss the structure of the future perfect tense.
- c. Form pairs and instruct the students to fill in the gaps with the verb forms in the future perfect tense.
- d. Once they complete, have some students read their answers and let the class decide whether the answers are correct or not.
- e. If the class cannot decide on the correct answer, provide them with the correct answers using the board.

Answers

- | | | |
|---------------------------|-----------------------|------------------------|
| a. will not have finished | b. will have grown | c. will have mended |
| d. will have closed | e. will have finished | f. shall not have been |
| g. will have ironed | h. will have left | i. will have completed |
| j. will/shall have saved | | |

C. Put the verbs in the brackets into future simple or future perfect.

- a. Ask the pairs formed before to continue to work.
- b. Get the individual students to do the task.
- c. Go around the class and provide necessary support and also give clues to the students on which tense to use.
- d. When they complete the task, ask each individual to share a single sentence and discuss and finalise the answers.

Answers

- | | | | |
|---------------------------|-----------------|-----------------------|--------------|
| a. will have found | b. will come | c. will have finished | d. will drop |
| e. will have left | f. Will....open | g. Will... complete | |
| h. Will... have completed | i. won't pass | j. will have finished | |

7.9 Writing

This is the only writing task under this unit. There are two sub-tasks. The first one is related to punctuation and the second is writing a couple of paragraphs.

Objectives

- a. To punctuate the given paragraph
- b. To write a couple of paragraphs on the given topic

Follow these steps.

A. Punctuate the following paragraph.

- a. Ask the students to read the given paragraph carefully.
- b. Ask them if they find any difficulty in reading the paragraph fluently and understanding it.
- c. Tell them that the given paragraph does not contain mechanics of writing like capital letters, full stops, commas, etc.
- d. Before asking them to write the given paragraph correctly, give them some individual sentences for correction which contain a few errors. For example:
 where does paul live
 this is my sister aakriti.
- e. After making them clear about the use of common mechanics of writing, ask them to write the given paragraph correctly.
- f. Go around the class and monitor whether everyone is doing the task with dedication.
- g. When they complete it, invite some students to come in front of the class and ask each one to write a single correct sentence on the board.
- h. Finally, display the correct paragraph on the board and let them compare their paragraph (on the board/exercise books) and let them correct the errors if any.

Answer

Nitin is one of the most laid-back students I know. He is tall and slim with black hair and he always wears a shirt and black jeans. His jeans have holes in them and his baseball boots are scruffy too. He usually sits at the back of the class and he often seems to be asleep. However, when the exam results are given out, he always gets an "A". I don't think he's as lazy as he appears to be.

B. Write a couple of paragraphs on 'Environment'. Address the following questions.

- a. Ask the students to read the prompts/clues carefully. Help them if they need it.
- b. Give them some time to think about the topic. Ask them to write their ideas in their notebooks.
- c. Now, ask them to write a couple of paragraphs based on the points/ideas they have come up with.
- d. While writing, ask them to give a title at the top of the page and write the paragraphs.
- e. While they are doing the task, go around the class and provide necessary assistance. You can help them by providing them with sample sentences, too.
- f. After the task is complete, check their stuff and provide necessary feedback.

Sample answer

Environment

Environment is the foundation of life. It consists of the air we breathe, the water we drink, the soil that sustains our agriculture and the ecosystem that is the home to countless species. Our

relationship with the environment is very close and inseparable. It greatly affects our well-being. Thus, it is our great responsibility to conserve and protect it.

In recent times, the concept of conservation of the environment has gained significant importance. Climate change, deforestation, pollution and loss of diversity have created lots of threats to the quality of the environment. This has affected the balance of ecosystem and human life. So, there should be qualitative efforts for the conservation of the environment as soon as possible. This can be achieved by controlling pollution, reusing materials, stopping deforestation, planting more trees, managing the population, etc.

7.10 Project work

This is a project work where the students have to show in the form of a picture of what things might change in their locality in the next ten years.

Objective

To create a picture of the changes that might happen in their locality in the next ten years

Follow these steps.

- a. Form small groups. Tell the students that they have to show the changes that might happen in their locality in the next ten years.
- b. Provide them with the necessary materials like colour pens/pencils, cardboard paper, etc.
- c. Discuss the deadline of the work. Give plenty of time for them to complete the task.
- d. When they submit the task, hang them on the wall.
- e. Get all the students to observe the pictures and vote for the best one. If possible, award for the best one.

7.11 Extra bit

This section in this unit contains spelling variation on common British and American vocabulary. Let students study this and find the difference.

ΩΩΩ

Unit 8

This unit deals with the language function “Talking about the past”. The tasks in the unit are mostly based on this language function. It includes twelve tasks from "Getting started" to "Extra bit". The table below summarizes the tasks included in the unit.

| S.N. | Textbook Topics | Textbook Tasks |
|------|---|---|
| 1. | Getting started | Talk about the pictures showing the past events. |
| 2. | Reading I: Having Fun | Pre-reading questions Underline the words in column B which are similar in meaning to the words in column A. Complete the sentences. Put the sentences in the correct order. Answer the questions. Retell the story. |
| 3. | Pronunciation: /t/, /d/, /ɪd/ | Pronounce the given words with the variation of '-ed' suffix. |
| 4. | Grammar I: Past Simple, past continuous, and past perfect | Complete the sentences choosing the correct alternatives. Use the correct forms (past simple, past continuous or past perfect) of the verbs. |
| 5. | Writing I: Completing a skeleton story | Choose the correct phrases/sentences to complete the story. Write a story with the help of the given clues. |
| 6. | Listening | Pre-listening activity Listen to the audio and complete the table. Answer the questions. Post listening activity |
| 7. | Reading II: Historical Inventions | Pre-reading questions Complete the crossword puzzle with the words from the text. Match the inventions with their inventors. Answer the questions. Make a list of modern gadgets you use and write their benefits. |
| 8. | Grammar II: Used to | Read the given passage and underline the verb forms that refer to habitual past actions. Rewrite the given sentences using <i>used to</i> . |
| 9. | Speaking | Look at the pictures and say what people used to do in the past what they do now. Talk about past. |

| | | |
|------------------------------------|---------------------------------------|--|
| 10. | Writing II: Writing a narrative essay | Write a narrative essay. |
| 11. | Project work | Take interview of elderly people about their past lives. |
| 12. | Extra bit | Idioms |
| Estimated time for the unit | | 8 hours |

Teachers can follow the activities suggested below to facilitate their students' learning. They can adapt the tasks and activities suggested here as per the needs of their students and the specific learning contexts. Teachers have flexibility to devise contents and design tasks and activities on their own that are helpful to attain the learning outcomes prescribed by the curriculum.

8.1 Getting started

This is a warm up task for students to orient them to the language function "Talking about the past". They will look at the pictures and talk about the past activities.

Objective

To talk about what Rima used to do when she was a child

The teachers could follow these steps.

- Read the instruction aloud and make them clear about the task.
- Show them the pictures one by one and ask them to discuss in groups.
- Ask them to talk about the first picture. (Elicit questions like: What did Rima use to do with her friend?). Get the other students in the group to answer this question. (Elicit: Rima used to play with her friend when she was a child.)
- Similarly, get the students to discuss the other pictures showing what Rima used to do in the past. (For example: Second picture: Who did she use to play with? (Elicit: She used to play with her doll.), Third picture: What fruit did Rima use to like the most when she was a child? (Elicit: She used to like bananas the most when she was a child), Fourth picture: Did she use to love dancing when she was a child? (Elicit: Yes, she used to love dancing when she was a child.) Get the other students in the group to answer.
- Go around the class and identify and provide support to struggling students.
- Praise students for their active participation in the activities.

8.2 Reading I: Having Fun

This is the first reading text in the unit. It is a story entitled 'Having Fun'.

Objectives

- To learn the words: *mischievous, precious, in vain, starving, hugged*
- To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- Ask one of the students to read the instruction aloud. Make sure that they have understood the task they are going to do.

- b. Ask them to discuss the pre-reading questions in pairs: What do you think the man's profession is? Why is the man's profession important?
- c. Take their responses.

Possible answers

- a. I think the man's profession is farming.
- b. The man's profession is important because he grows different crops and by consuming them, we survive.

- d. Write the following words in the first column and their meanings in the next column but without order so that students can match the meanings.
- e. Tell them to read the sentences from the text which contain the use of these words. Ask them to guess the meanings from the context. Help them make more sentences.

mischief- playful misbehavior, especially on the part of children
 precious- of great value; not to be wasted or treated carelessly,
 in vain- without success or results,
 starving- suffering or dying from hunger,
 hugged- pressed (someone) tightly in one's arms especially as a sign of affection

While-reading activities

- a. Ask students to read the story silently and ask them to summarise in their own words.
- b. Read the text line by line. Make your own questions related to the story and ask students to answer them to make the reading interactive and engaging.
- c. Ask students to read the instructions for **Task A** and ask them to underline the words which are similar to meaning to the words in column A.

Answers

| Column A | Column B |
|--------------|--|
| a. mischief- | <u>misconduct</u> , mishap, <u>misbehaving</u> |
| b. precious- | common, <u>valuable</u> , <u>expensive</u> |
| c. vain- | <u>useless</u> , impossible, sufficient |
| d. happy- | <u>lively</u> , depressed, <u>cheerful</u> |
| e. hugged- | rejected, <u>embraced</u> , <u>cuddled</u> |

- d. Now, students to read the sentences in **Task B** and ask them to use appropriate words from column A to complete these sentences.

Answers

a. happy b. mischief c. in vain d. hugged e. precious

- e. Now, read the instructions for **Task C** and ask them to go through the sentences from a-f.
- f. Ask them to read the story again.
- g. Ask them to work in pairs and put the given events in order after reading the story.
- h. Visit around the class and check whether all the students are involved in the assigned task.

- i. Give chances to some pairs to share their task, i.e. the order of the events. Ask the rest of the other students whether the pairs have put the events in the correct order or not.
- j. Finally, share the right order of the events to the students and ask them to correct them if necessary.

Answers

- b. The father and son hid behind the bush.
- c. The farmer found some coins inside his shoes.
- d. The farmer was very happy to get the money.
- e. The old farmer thanked God for everything he had got.
- f. The son learnt a good lesson that day.

- k. Now ask students to go through the text again and find the answers to the questions from a-e given in **Task D**. Ask them to underline the answers in their textbooks and then write the answers in their exercise books.
- l. Go around the class and check whether all the students are involved in the assigned task. Identify struggling students and provide them with extra support. Help them locate the answers in the story and organize information to write complete answers.
- m. Check their answers when they complete the task and provide feedback.

Answers

- a. The son wanted to hide the shoes and watch the farmer's reaction when he couldn't find them.
- b. disappointed in his son's proposal and told him that it was wrong to make fun of a poor person.
- c. The farmer was going to use the money to buy medicine for his sick wife and food for his starving children.
- d. The farmer would have been very upset and worried if his shoes had been hidden. He would have had to walk home barefoot, and he would have been unable to buy medicine for his wife or food for his children.
- e. The son learned that it is wrong to make fun of poor people and that it is more rewarding to help them than to hurt them. He also learned that it is important to be grateful for what you have, and that even a small act of kindness can make a big difference in someone's life.

Post-reading activity

- a. Set this task as an individual work. Give some time (around 3 minutes) to the students to remember the plot of the story.
- b. Ask them whether they are ready to retell the story in their own words or not. Ask them to read the story again if necessary.

- c. Ask them to retell the story turn by turn either from their own place or by coming to the front of the class.
- d. Appreciate them for their participation.

Answer

Having Fun

One evening, I was walking with my father when we saw a pair of shoes lying on the ground. I thought it would be funny to hide the shoes and watch the reactions of the farmer who owned them. My father said that it was wrong to make fun of a poor person. Instead, he suggested that we put some coins in the shoes. We did, and when the farmer came back, he was so happy. He said that the coins would help him buy medicine for his sick wife and food for his children. I learned a valuable lesson that day: it is always better to be kind than to be cruel.

8.3 Pronunciation

In this section, students will learn to pronounce the given words.

Objectives

- a. To pronounce the given words correctly.
- b. Identify whether the ‘-ed’ suffix has the same or different sound in different words in word final position.

Materials: Recorded pronunciation of the given words.

Follow these steps.

- a. Consult a dictionary (online or offline) and learn the correct pronunciation of the given words.
- b. Download the pronunciation of the words from a reliable online source (You can use online dictionaries too).
- c. Get the students to listen to the pronunciation of the given words.
- d. Ask them to pronounce the words after you or play the recorded pronunciation of the words and get your students to listen to them.
- e. Ask them to pronounce the words one by one themselves and monitor them. Repeat the drill until everyone is able to pronounce them correctly.

| | | |
|--------------------------|-----------------------|------------------|
| Looked /lʊkt/ | belonged /bɪ'lɒŋd/ | waited /weɪtɪd/ |
| finished /'fɪnɪʃt/ | surprised /sə'prʌɪzd/ | folded /fəʊldɪd/ |
| remembered /rɪ'mem.bərd/ | believed /bɪ'li:vɪd/ | halted /hɔltɪd/ |
| laughed /lɑ:ft/ | | |

- f. Ask them to notice the difference in the pronunciation of the ‘-ed’ suffix, i.e. /t/, /d/ and /ɪd/ in the word final position.
- g. Explain with examples the rules of variation of '-ed' suffix.

The pronunciation of the "-ed" suffix in English, which is used for the past tense and past participle forms of regular verbs, can vary. It generally follows three main patterns, based on the final sound of the base verb.

Pronounced as /t/: If the base verb ends in a voiceless sound (except /t/), the "-ed" is pronounced as /t/. Voiceless sounds are those produced without vibrating the vocal cords. Examples include sounds like /p/, /k/, /s/, /ʃ/ (as in "sh"), /tʃ/ (as in "ch"), and /f/.

Examples:

"looked" (from "look") is pronounced /lʊkt/

"missed" (from "miss") is pronounced /mɪst/

Pronounced as /d/: If the base verb ends in a voiced sound (except /d/), the "-ed" is pronounced as /d/.

Examples:

"logged" (from "log") is pronounced /lɒgd/

Pronounced as /ɪd/: If the base verb ends in a /t/ or /d/ sound, the "-ed" is pronounced as /ɪd/.

Examples:

"wanted" (from "want") is pronounced /'wɒntɪd/

"landed" (from "land") is pronounced /lændɪd/

8.4 Grammar I

In this grammar activity, students will practise past simple, past continuous, and past perfect tenses.

Objective

To use correct forms of verbs (past simple, past continuous, and past perfect) to complete the sentences

Follow these steps in facilitating the given tasks.

A. Choose the correct alternatives to complete the sentences.

- Read the instructions aloud and make the students clear about the task they are going to do.
- Set this task as a group work. So, divide the class into groups of four.
- Give background information about choosing the right forms of the verbs. Talk about time adverbials and how they are helpful in choosing the correct verb forms.
- Get students to share their ideas about choosing the correct verb forms.
- Get them to do the task in a group. Go around the class, monitor their activities and give feedback if essential.
- When they complete the task, invite each group to share their answers to the whole class.
- Ask the rest of the students to give feedback to them.
- Finally, tell the correct alternatives and explain why they are correct.
- Appreciate them for their active participation in the task.

- The climate of the city pleasant most of the time last year.
i. is remaining **ii. remained** iii. has remained
- While they..... lunch, some guests arrived.
i. were having ii. was having iii. had
- Manita and Pasang..... hid and seek at this time yesterday.

- i. played **ii. were playing** iii. have played
- d. Sonali her house before she sold it.
i. had painted ii. painted iii. paint
- e. Susan all day yesterday. He is not working today.
i. was working ii. had worked iii. worked
- f. All the students..... for lunch when I reached there.
i. was queuing ii. had queued **iii. were queuing**
- g. Last year, we..... any festival.
i. hadn't celebrated **ii. didn't celebrate** iii. celebrating

B. Use past simple, past continuous or past perfect forms of the verbs from the brackets to complete the sentences.

- Tell the students to read the instructions. Ask them to read the sentences from a-i and use past simple, past continuous or past perfect forms of the verbs in the brackets to complete the sentences.
- Get them to work in pairs. Go around the classroom and facilitate them if they are in need of your help.
- Ask some pairs to share their answers from the front of the classroom.
- Ask the rest of the students to tell whether they are correct or not. Provide feedback if essential.
- Finally, share the correct answers and ask them to correct if they have written wrong answers.

Answers

- When the burglars broke into the house, I **was having** a sound sleep.
- They were watching TV when they **heard** a loud bang on the door.
- Namrata **had called** her parents before she left for her office.
- Did you remember** to call your mother last night?
- Sami **called** me twice yesterday but I didn't reply to him.
- Their team scored 150 runs after they **had had** lunch break.
- The bus **had** already **been** there at the stop before we reached.
- Bipana was mending the roof when she **fell off**.
- After Alina **had read** a novel, she wrote its summary.

8.5 Writing I

In this writing task, the students choose phrases/sentences from the box to complete a story.

Objective

To complete a story by choosing the correct phrases/sentences

Follow these steps.

- Get one of the students to read the instruction aloud. Tell them that they have to choose the correct phrases/sentences from the box to complete the following story
- Set this task as a group work. Divide the whole class into the groups of four.

- c. Ask them to go through the phrases/sentences in the box.
- d. Get them to read the story and give some time to decide the correct phrases or sentences to fill in the blanks.
- e. Ask them to rewrite the story filling in the correct phrases/sentences.
- f. Go around the classroom and identify and facilitate struggling students to complete the task.
- g. When all the students complete the task, give chances to some groups to present their works to the whole class.
- h. Finally, share the right answers and ask students to make corrections if needed.

A. Answer

A busy couple used to live in Chicago, in America. They decided to go to Florida during a particularly icy winter. **They booked a hotel room** there. Because of their busy schedules, the couple could not go together. So, the husband left earlier, while **his wife was planning to meet him there** the next day.

The husband checked into the hotel. There was a computer in his room, so he decided to send a quick email to his wife. However, **he accidentally left out one letter from her email address**, and sent the email without realising his error. The email was headed to a widow **who had just returned home from her husband's funeral**. When the woman checked the email, **she screamed and fainted**. At the sound, the family rushed into the room, found their mother on the floor, and saw the email:

Dearest wife,

I just checked in. Everything is prepared for your arrival tomorrow. Looking forward to seeing you then!.....

- i. For task B, ask students to read the given clues. Ask them what types of story can be developed through the clues. Tell them that they have to keep the gist of the story intact. However, they can add some supporting details.
- j. Discuss how they can develop a story based on the clues given.
- k. Set this task as a homework
- l. Check their writing and provide feedback.

Sample answer

An Act of Kindness

A man was walking along the beach after a storm. He saw thousands of starfish that had been washed up on the sand. The starfish were all alive, but they were struggling to get back to the ocean.

The man saw a young girl picking up the starfish and throwing them back into the ocean. He asked her why she was doing it.

"I'm saving them," the girl said. "If I don't, they'll die."

The man looked at the thousands of starfish on the beach. "But there are so many," he said.

"You can't save them all."

The girl picked up another starfish and threw it into the ocean. "It surely made a difference to

that one," she said.

The man smiled. "You're right," he said. "It did make a difference."

The man and the girl continued to work together, picking up starfish and throwing them back into the ocean. They worked until all the starfish were safe.

The man and the girl were tired, but they were happy. They had made a difference in the lives of the starfish.

Moral: A small act of kindness can make a huge difference.

8.6 Listening

In this listening task, students will listen to a conversation between two people.

Objective

To listen to the audio and do the comprehension tasks

Materials

An audio file (MP3) and an audio player

Follow these steps.

Pre-listening activities

- Ask students to go through the pre-listening questions which they answer by looking at the given picture.
- Ask them to identify the sport shown in the picture. (Elicit: Kabaddi)
- Ask them where it is mostly played. (Elicit: Nepal, India, and Bangladesh)
- Listen to their responses and give your opinion.
- Ask what the audio is about. Let them guess the answer.
- Play the audio and let them check their guesses. This familiarizes the content and context of the audio.

While listening activities

- Tell the students that they are going to listen to an audio and do the comprehension tasks.
- Ask them to study the table in **Task B** and questions from a-e in **Task C**.
- Tell them you will play the audio and they have to do the tasks.
- Play the audio and ask them to do **Task B**.
- Play the audio and ask them to check their answers.
- Play the audio again and ask them to do **Task C**. Move around the class and ask if they are doing the task.
- Play the audio again for them to check their answers themselves.

| B. Answers | |
|---------------------------|-------------------|
| Name of the person | Activities |
| Tony | boxing |
| Lucy | Skating |
| Will | Mountain biking |

C. Answers

- a. Tony's activity week was fantastic.
- b. He would play kick boxing if he went there again.
- c. Will could not play water polo because there were so many people playing water polo.
- d. If she went for the activity week she would try climbing.
- e. Paul was scared to try climbing.

Post-listening activity

What would you like to do for your next activity week? Choose one Activity And share it with your friends. Give reasons why you would like to do that.

- a. Ask students what they would like to do for their next activity week and why. Let them give some time for preparing mind map.
- b. Divide the whole class into the groups of four. Ask them to share what they would like to do and why.
- c. Ask some students to share it to the whole class.

8.7 Reading II: Historical Inventions

“Historical Inventions” is the second reading text of the unit. This is about popular inventions of the world which have a remarkable impact on human lives. The students are required to do various comprehension tasks after reading the text.

Objectives

- a. To learn these words: *advancement, invented, steam, realised, locomotive, swift, expelled, white coal, wonder, spaceship, artificial, satellite, telegraphy, remarkable, paved, foundation*
- b. To read and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Discuss among students the popular inventions in the world. (Elicit: television, radio, aeroplane, car, train, washing machine, electricity etc.)
- b. Ask students what impacts they have on our lives. (Elicit: They have made our lives easier, saving time and effort.)
- c. Involve as many students as you can in the discussion.
- d. Ask them to pay attention to the words in red and other unfamiliar words in the text. Then, discuss the meanings of the unfamiliar words and the words highlighted in the text. Utilize vocabulary activities such as Vocabulary Match-Up, Vocabulary Charades, Vocabulary Bingo, etc.

While-reading activities

- a. Read the text at a normal pace and ask students to listen to you carefully.
- b. Read the first paragraph line by line and ask them self-made questions so that they will internalize the meaning of the text.
- c. Divide students into seven groups and ask them to study the paragraphs A-G.

- d. Ask them to read the paragraphs and note down the main points. Ask them to further explore about the item related to the topic from the internet and prepare a concise and interesting presentation about it. Tell them that they should not miss the information from the text. Moreover, they can gather more interesting information and pictures of them. You can use flipped learning strategies for this i.e. the groups get the task before the class as home assignment.
- e. Ask the groups to present their preparation in the class. Ask others to enquire.
- f. Summarize the text. Encourage them to ask questions if they have not understood any idea.
- g. Now, lead students to **Task A**. Ask them to read the given meanings and solve the crossword puzzle.
- h. Set this task as a pair work. Ask them to find the words in pairs to be filled in the crossword puzzle for the given meanings. Tell them that they can only consult the words/phrases in red.
- j. After everyone completes the task, tell the words one by one and ask them to check their answers.

| |
|---|
| <p>ACROSS</p> <p>2. an object that causes a feeling of great surprise and admiration- wonder</p> <p>6. made by people, often as a copy of something natural- artificial</p> <p>7. understood a situation- realized</p> <p>DOWN</p> <p>1. an idea or fact that something is based on- foundation</p> <p>3. unusual or surprising in a way that causes people to take notice- remarkable</p> <p>4. the use of a communication system that works by sending electrical signals through wires or by radio waves- telegraphy</p> <p>5. forced someone to leave a place/ state- expelled</p> |
|---|

- k. Now, ask them to read the inventions and the inventors in **Task B**.
- l. Tell them to match as many inventions as they can with their inventors without reading the text again.
- m. Get the students to read the text again and complete the task. Go around the class, identify struggling students and help them to match the inventions with their inventors.

| Inventions | Inventors |
|--------------------------------|----------------------------|
| a. Application of Steam Engine | iv. James Watt |
| b. Motor car | v. Daimler |
| c. Electricity | i. Michael Faraday |
| d. Spaceship | iii. A group of scientists |
| e. Mobile phone | ii. Reginald Fessenden |

- n. Now, ask students to read the questions from a-f in **Task C**.
- o. Get them to read the text again and underline the answers in their textbooks. Ask them to write answers to the questions in their exercise books.

- p. When they complete the task, ask some students to read their answers. Correct their answers and provide feedback.

Answers

- a. James Watt was inspired to invent the steam engine when he observed the lid of a kettle rising due to the pressure of steam from the boiling water. He realized that the power of steam could be used to drive engines.
- b. A benefit of a motor car compared to a train is that it is cheaper.
- c. Electricity is called 'white coal' because water is used for generating it.
- d. A spaceship is thought to be a wonder because it is a type of artificial satellite which moves in space beyond the atmosphere of the Earth.
- e. The first spacecraft was launched to the moon on October 4, 1957.
- f. Mobile phones are new and recent technology. The first mobile phone was invented by Martin Cooper in 1973.

Post-reading activity

- a. Ask students to make a list of what appliances or gadgets they use at their home.
- b. Divide students into groups and hold discussions on how these gadgets have helped them in their lives.
- c. Go around the class and observe how they are having discussion.

Answer

Computer: The computer has made our life easier. It is possible for us to stay connected with friends and family, to get work done, and to learn new things. I use my computer to write emails, create documents, and browse the internet.

Smartphone: The smartphone has made it possible for me to stay connected with friends and family, to get work done, and to access information. I use my smartphone to make calls, send text messages, and access the internet.

Washing machine: The washing machine has made it possible for me to do laundry quickly and easily. I use my washing machine to wash my clothes.

Smart watch: The smart watch has made it possible for me to know the time. I use my smartwatch to check my email, send text messages, and track my fitness goals.

Refrigerator: The refrigerator has made it possible for me to keep my food fresh and cold. I use my refrigerator to store my food, drinks, and leftovers.

Microwave oven: The microwave oven has made it possible for me to cook food quickly and easily. I use my microwave oven to heat up food items, cook frozen meals, and make popcorn.

Television: The television has made it possible for me to watch movies, update with the latest news, TV shows, and sporting events.

8.8 Grammar II

In this grammar task, students have to underline the verb forms that refer to habitual past actions.

Objective

To learn and identify the verb forms that refer to habitual past actions

Follow these steps.

A. Read the given passage and underline the verb forms that refer to habitual past actions.

One example is given.

- a. Discuss what they used to do when they were in primary school.
- b. Discuss with students the way we express our past habitual actions.
- c. Write some sentences with ‘used to’ on the board and help students to grasp the ideas about past habitual actions.
- d. Ask them to go through the given passage and notice the underlined verb form. Discuss the purpose of using that form. Ask them to underline the remaining verb forms that refer to habitual past actions.
- e. Ask them to do the task individually.
- f. Finally, share the correct answers and discuss why they are used. Praise them for doing the task actively.

A. Answer

When I was 10 years old, I used to stay with my uncle. At my uncle's house, I used to start my tasks early in the morning. I used to go to the tap with my aunt to fetch water. After returning from the tap, I used to do my homework. I was free to study, but whenever I had free time, I used to work on the farm, too. Despite my daily chores at home, I used to work hard to be in the first position in my studies. We used to create a lot of resources for ourselves. Therefore, we did not use to go on any excursions. All the teachers used to engage us in different practical activities. All those activities helped me a lot to become successful.

- g. Now, lead students to **Task B** where students have to rewrite the given sentences using ‘used to’. Relate the task with **Task A**.
- h. Assign this task as homework. Check their answers and discuss the use of ‘used to’.

Answers

- a. She used to live in Italy when she was five.
- b. We used to grow a lot of crops.
- c. Did you use to spend much money?
- d. There used to be a lot of trees in that jungle.
- e. William and Fiona used to go to school together.
- f. The Smiths did not use to work much.
- g. What did you use to do in the evenings?
- h. Suhana did not use to help her parents.
- i. People used to be helpful in the past.

8.9 Speaking

This activity is about what people used to do in the past and what they do now.

Objective

Say what people used to do in the past and what they do now.

Follow these steps.

- Pair up students. Ask them to look at the pictures in **Task A** and talk about what people used to do in the past and what they do now.
- Get them to look at the first picture. Help them to say what people used to do in the past and what they do now. (Elicit: People used to prepare rice from paddy using a pedal mill. Now, people use a modern rice mill instead of a pedal mill.)
- Ask students to say about the second picture in a similar way. (Elicit: Women used to fetch water in a pitcher from a pond or river. Now people use taps for water that are fixed at their own homes.)
- Let them talk the rest of the pictures in a similar way. Encourage them to speak by appreciating their efforts.
- Now, lead students to Task B. Ask them to work in same pairs and recall the time when they were in grade 5 or 6. Ask them to talk about any five things they *used to* and *didn't use to* do.
- Move around the class and check whether they are doing it right.

B. Answers

- I used to go swimming when I was in grade 5.
- I didn't use to love doing math homework when I was in grade 6.
- I didn't use to get up early in the morning when I was in grade 5.
- I used to watch cartoon a lot when I was in grade 5.
- I used to go to my maternal uncle's house frequently when I was in grade 6.

8.10 Writing II

In this writing task, the students have to write a narrative essay about one of the ceremonies that the students attend, such as birthday, picnic etc.

Objective

To write a narrative essay

Follow these steps.

- Remind the process of writing essay as discussed earlier.
- Set this task as an individual work.
- Discuss various types of essays among the students. Focus on the narrative essay and how it is written.

A narrative essay is an essay that includes a story about a personal experience told from the author's perspective. Storytelling elements are used to engage the reader and reveal the point or theme of the story.

- Talk about the elements of the narrative essay. (Introduction, body and conclusion)

- e. Ask them to write a narrative essay about attending a friend's birthday, a picnic or a wedding ceremony. Tell them to narrate the following:
- What was the event?
 - When did it happen?
 - Where did it happen?
 - What happened in the ceremony?
 - How did you feel?
- f. After they complete the task, check and provide feedback.

8.11 Project work

In this project work, the students have to interview the elderly people in their community and ask them about their past lives. They have to make a list of the things they used to/did not use to do in their young age.

Objective

To interview the people and make a list of the things they used to/did not use to do in the past

Follow these steps:

- a. Tell students that they have to interview some elderly people in their community and ask them about their past lives.
- b. Help them to make some interview questions with *used to/did not use to*.
- c. Get them to prepare questions in pairs. Go around the class, read their questions and provide feedback.
- d. Assign this task individually or in pairs. Let them decide the convenient time for them to interview the elderly people.
- e. Ask them to get permission from their parents/guardians to go out to the community and interview the elderly people.
- f. Ask them to note down the points and prepare a short report. Set a week time for completion.
- h. When they complete the task, get them to share to the class the list of the things the elderly people used to/did not use to do when they were young.

8.12 Extra bit

This is an independent activity for students to help them learn the English idioms. Explain to them what idioms are.

| |
|--|
| Idiom is an expression whose meanings cannot be inferred from the meanings of the words that make it up. |
|--|

Ask them to go through the given idioms and their meanings. They can add more idioms to the list by consulting various sources.

ΩΩΩ

Unit 9

This unit deals with the language function “Making comparison and contrast”. Different tasks from getting started to project work present this language function in an integrated manner. The table below presents a short overview of tasks in the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|--|---|
| 1. | Getting Started | Make a comparison between the pair of pictures. |
| 2. | Reading I: The Leap between High School and College | Match the meanings with the words. Answer the questions. Compare the challenges of high school education with the college education, and sharing it in the class. |
| 3. | Pronunciation | Learn the pronunciation of the college related words. |
| 4. | Grammar I | Use comparatives and superlatives Completing the blank spaces with the comparative and superlative forms. |
| 5. | Speaking | Working in pair and make comparisons. Make comparison using clues. |
| 6. | Listening | Look at the pictures and answering the pre-listening questions Listen and tick (✓) or cross (✗) Listen and answer the questions |
| 7. | Writing I | Describe two village making comparison based on the clues |
| 8. | Reading II Smartphones in our Life | Pre-reading questions Find the words for the given meanings. Answer these questions. Discuss on how to make the best use of mobile phones. |
| 9. | Grammar II | Identify adverbs. Choose the correct form of adverbs. |
| 10. | Writing II | Write an essay comparing and contrasting the ways people live before and after the invention of internet. |
| 11. | Project work | Make a survey in class and present in pie or bar graph. |
| 12 | Extra bit | List of irregular adjectives and adverbs |
| Total time for the unit | | 9 Hours |

The classroom activities for each task have been presented hereafter.

9.1 Getting started

This task is related to making a comparison between the pictures.

Objective

To make comparisons between two objects

Follow these steps while dealing with this task in the classroom.

- a. Draw the attention of the students to the pictures and set ground for discussion on what differences they see between the animals.
- b. Ask the students what kind of words are used for the comparison of the objects.
- c. Collect their responses and discuss where adjectives, comparatives and superlatives are used.
- d. Tell them that adjectives are words that describe or modify a noun or pronoun. Example: happy, beautiful, green, tall, cunning etc. Its comparative form is used for the comparisons of two things / persons. Comparative form is usually formed by adding ‘-er’ or ‘more’ to the adjective. Example: happier, more beautiful, smarter, louder etc. The superlative form is used to compare three or more things which indicates the highest degree of a particular quality. Superlatives are formed by adding "-est" or "most" to the adjective, like happiest, most beautiful, strongest etc.
- e. Ask some students to share their comparisons.

Possible comparison

First picture

The elephant is bigger than the rhino. The rhino is shorter than the elephant.

Second Picture

Gold is more expensive than silver. Silver is less expensive than gold.

Third Picture

Rabbit runs faster than tortoise. Tortoise runs slower than rabbit.

Fourth picture

Giraffe is taller than dog. Dog is shorter than giraffe.

9.2 Reading I: The Leap between High School and College

This reading text is a comparative description of high school and college.

Objectives

- a. To learn different types of college related unfamiliar words like: *leap, transition, assumption, residence, expense, assignment, boast, stimulating, taken into account and adequately*
- b. To read the text and do the tasks

Materials

Word cards for difficult word meanings

Follow these steps.

Pre-reading activities

- a. Ask the students to look at the pictures and ask them to guess what they see in the picture? Ask them whether they have ever participated in some sports in school or not?
- b. Take their responses. Ask them if they know any differences in the education system of school and college.
- c. Have a discussion on the pre-reading questions:

Sample responses

- a. In the picture provided, we can see a sports player raising his trophy in his hand.
- b. The supporters of the winner are cheering up for the winner.

While reading activities

- a. Ask what differences they have heard about school and college life.
- b. Ask a few of the students to read the different paragraphs. Help with pronunciations, if necessary.
- c. Tell the students to underline the difficult words while going through the text.
- d. Write the words on the board and ask them if they can guess the meaning of these words: *leap, transition, assumption, residence, expense, assignment, boast, stimulating, taken into account and adequately.*
- e. Involve students into the discussion encouraging them to create simple sentences. Provide hints and facilitate where necessary.
- f. Ask them to write the meanings of the words from a dictionary.

Word meanings

leap: To jump or spring a long way, to a great height with force

transition: The period of changing from one state or condition to another

assumption: A thing that is accepted as true or as certain to happen without proof. It can also refer to the action of taking on a responsibility or undertaking a task

residence: A person's home or place where someone lives

expense: The cost or amount of money spent on something

assignment: A task or piece of work assigned to someone as part of a job or course of study

boast: To talk with excessive pride and self-satisfaction about one's achievements, or possessions

stimulating: Something that arouses interest, enthusiasm, or energy

taken into account: Considered or included in the decision-making process or calculation.

adequately: In a sufficient manner

- g. Assign students to create sentences using these words. Remind them to underline the words in the sentences.
- h. Make sure you provide an opportunity to share their sentences for accuracy.
- i. Then, ask what they understood from the first reading. Ask any one student to summarize what he/she have understood from the first reading. Explain the text yourself in simple language. Be centered on comparison structures while explaining.
- j. Now, tell students that schools and colleges are different in terms of cost, workload, assignments, activities, academic content, pressure etc. Ask them to make a list of differences in terms of cost, workload, assignments, activities, academic content, pressure etc.
- k. Ask the students to note down the differences between high school and college.

| High School | College |
|---|--|
| Reading by studying at home. So, no extra living expenses. Clubs are limited in high school. | Costlier in terms of rental cost, price of textbooks etc. More workload, more academic challenges, more assignments. More freedom, more socially stimulating activities too. |

- l. Ask students to share the major points of the lesson in a few short sentences.
- m. Then, lead students to **Task A**. Ask the students to match the meanings from **column A** to the words in **column B**.

Answers

- a. a thing that is accepted → v. assumption
- b. the cost required for something → iii. expense
- c. the place where someone lives → iv. residence
- d. a task assigned as a course of study → i. assignment
- e. arousing interest → vii. stimulating
- f. testing one's ability → vi. challenging
- g. in a way that is enough in quantity → ii. adequately

- n. When task A is done, take the students to **Task B**. Ask them to read the text once again before attempting the questions. Encourage them to write original answers rather than copying lines from the text.

Answers

- a. Students expect the post-secondary education to be the same as the one they had while at their secondary education.
 - b. College is more expensive than high school in terms of tuition fees, textbook costs and residence expenses.
 - c. The three reasons why college workload is more challenging are:
 - i. In college the students need to do more assignments
 - ii. It takes longer hours to complete their assignments.
 - iii. The final grades based on the assignment they submit becomes the major factor for their final grades.
 - d. College students have to participate more in sports and club activities than in high school. In college there are a variety of athletic facilities and clubs than in high school.
- Students should consider the residence and other costs, academic challenges, and social adaptability while entering the college.

Post reading activity

Now, in **Task C**, the students need to share their experience about how high school education is more challenging than college education.

Possible answer

The students of a high school might respond this way:

- At high school, it is mandatory to wear a school uniform.
- The students need to show home works, mainly writing works of all subjects to their teachers.
- They have to take terminal examinations.
- Both the parents and teachers focus on how to achieve good marks/grades. The focus on various types of sports activities for all students is minimal.
- Students need to carry heavy bags with thick textbooks to the school.
- Less flexibility in the selection of subjects.

9.3 Pronunciation:

In this activity, students need to learn to pronounce the college related words.

Objective

To learn how the college related vocabulary (academy, campus, faculty, lecture, library, graduation, alumni, scholarship, dormitory, semester, freshman, tuition) are pronounced

Materials

English Dictionary (online or offline)

Follow these steps:

In this activity the students need to listen to the native pronunciation of the provided words. The teacher should pronounce the words correctly or play the authentic audio material from online or offline dictionary.

- a. First, show the words one by one asking the students how they pronounce them.
- b. Play the audio for the right pronunciation and ask them to imitate.
- c. Now the teacher will pronounce the words loud and clear and ask the students to repeat/imitate it.
- d. Write the words and phonemic transcription of the words side by side on the board.
- e. Check whether the students have finally learnt to pronounce the words correctly or not.
- f. Encourage repeating a few more times.

Appropriate pronunciation

| | | |
|------------------------|-------------------------|---------------------------|
| academy /ə' kædə mi/ | campus /'kæmpəs/ | faculty /'fæklti/ |
| lecture /'lektʃə(r)/ | library /'laɪbrəri/ | graduation /,grædʒu'eɪʃn/ |
| alumni /ə'lʌmnaɪ/ | scholarship /'skɒləʃɪp/ | dormitory /'dɔ:mətəri/ |
| semester /sɪ'mestə(r)/ | freshman-- /'frefmən/ | tuition-- /tju'ɪʃn/ |

9.4 Grammar I

This task aims to focus on identifying and using the comparative and superlative forms of adjectives.

Objective

To use the comparative and superlative forms of adjectives correctly

Materials

Word Cards

Follow the given procedure.

- Ask the students if they can tell some adjectives and write them on the board.
- You add some adjectives and tell them that an adjective is a word that describes or modifies a noun (a person, place, thing or an idea). Adjectives help to add some detail to the noun or a pronoun. Some examples are: beautiful, tall, intelligent, delicious, exciting, ugly, dirty, black, green etc.
- In each of these examples, the adjectives (beautiful, tall, intelligent, etc.) provide additional information about the noun. They give the reader a clearer picture of the quality /person/ thing being described.
- Now, ask students to find the adjectives in the reading text and write their comparative and superlative forms.

| Adjectives | Comparative | Superlative |
|-------------|------------------|------------------|
| large | larger | largest |
| expensive | more expensive | most expensive |
| challenging | more challenging | most challenging |
| costly | costlier | costliest |
| small | smaller | smallest |
| stimulating | more stimulating | most stimulating |
| conscious | more conscious | most conscious |

- Now, lead the students to **Task B**. But before proceeding for task B, search a good video from YouTube or the internet explaining the forms and use of comparative and superlative forms of adjectives
- Tell them to complete the sentences with the comparative or superlative forms of the adjectives given. Help if needed.

Completed sentences

- I think health is **more important** than money.
- I cannot carry my bag. It's **heavier** than yours.
- I can afford to buy the **most expensive** car in town.
- You look **slimmer** than the last time I saw you.
- I could not get a table in the restaurant. It was **more crowded** than it usually is.
- Which is the **highest** peak in the world?
- This is the **most exciting** movie I have ever watched. I really enjoyed it.
- Your health is getting **worse** day by day. You should see a doctor.
- I don't understand this lesson. It is **harder** than the last one we did.

j. This is the **most challenging** task I have ever done.

9.5 Speaking

This speaking activity is based on the language function of making comparison and contrast, using comparative adjectives. There are two different tasks in it. The activity in task A is working in pairs. The students need to take ideas from the given example and act out the conversation on the condition provided.

Objective

To use comparative adjectives correctly

Follow the given procedure.

- a. Ask students to study the given examples. Ask them what is done in the example. Elicit that a question is asked in the comparative form and answer is given. Tell the students that the comparative form is used when comparing two things or people.
- b. Remind the rules discussed earlier. Also remind that in most cases, they can form the comparative forms of adjectives by adding 'er' to the end of the adjective e.g. big-bigger; fast-faster, clean-cleaner etc. In most adjectives that end in 'e,' we usually add '-r', at the end. For example: large- larger, brave-braver etc.
- c. Also tell them that some adjectives have irregular comparative forms that do not follow these rules e.g., good, better; bad, worse.
- d. Form pairs. Now, ask students to participate in conversation in question-answer format.
- e. Take turns to exchange the roles.

Answers

- a. A: Who gets up earlier, your parents or you?
B: My parents get up earlier than me.
- b. A: Which animal do you think is scarier, a snake or a spider?
B: A snake is scarier than a spider.
- c. A: Are you as slim as your mother?
B: No. I am not as slim as my mother.
- d. A: Is today's weather windier than yesterday's?
B: No. Today's weather isn't as windier as yesterday.
- e. A: Which is expensive, a radio or a television?
B: A television is more expensive than a radio.
- f. A: Is a crocodile as slow as a snail?
B: No. A crocodile isn't as slow as a snail.
- g. A: Which is juicier, an apple or an orange
B: An orange is juicier than an apple.

- h. A: Is a melon as sweet as a mango?
B: A melon is sweeter than a mango.

- f. In **Task B**, the students will use the given clues to make comparisons.
- g. First, tell the students to read the example given. While speaking, they will compare in two different ways. One by using the comparative form of the given adjective and by using the structure 'as + the given adjective + as'.
- h. Make a group of three. One will present the condition and the other two will make the comparison as in the example.
- i. Ensure maximum participation. For this, you can create at least eight groups, three students in each.
- j. Make necessary corrections and provide the solution.

Possible solution

a. A: Train/aeroplane

- B: The aeroplane is faster than the train.
C: The train isn't as fast as the aeroplane.

b. A: Lemon/orange

- B: The orange is juicier than the lemon.
C: The lemon isn't as juicy as the orange.

c. A: Our neighbours/yours

- B: Our neighbors are friendlier than yours.
C: Your neighbors aren't as friendly as ours.

d. A: Tiger/lion

- B: The lion is more ferocious than the tiger.
C: The tiger isn't as ferocious as the lion.

e. A: House/skyscraper

- B: The skyscraper is taller than the house.
C: The house isn't as tall as the skyscraper.

f. A: Cold drink/fruit juice

- B: Fruit juice is healthier than cold drinks.
C: Cold drinks aren't as healthy as fruit juice.

g. A: Big cities/small cities

- B: Big cities are busier than small towns.
C: Small towns aren't as busy as big cities.

h. A: Hotels/homestay

- B: Hotels are more luxurious than homestays.
C: Homestays aren't as luxurious as hotels.

9.6 Listening:

Audio in this section features a description of the difference between toads and frogs.

Objective

To listen to the audio and do the tasks

Materials

Audio files and audio player

Follow these steps.

Pre-listening activities

- Ask the students to look at the picture. Ask pre-listening questions such as: What did you see in the pictures? How are they similar and different to each other?
- Take students' responses. Motivate all students to speak in the picture.
- Tell them that they will listen to the audio and answer the questions.

Possible answers

- I saw a toad and a frog in the picture.
- Both frogs and toads are members of the amphibian class. Both have short bodies, two hind legs, two front arms and a wide head. Both frogs and toads are carnivorous. They eat worms, insects, shells, spiders and small fish. Frogs have long legs, longer than their head and body, which are made for hopping. Toads, on the other hand, have much shorter legs and prefer to crawl around rather than hop. Frogs have smooth skin while toads have dry, warty skin.

While listening activities

- In **Task B**, ask the students that they have to Tick [] for the right and cross [] for the wrong information about the toads and frogs.
- Play the audio and ask the students to do the task. Make sure that each student is engaged in listening to the details attentively.
- Tell them that they are going to play the audio once again. This time they will check their answers.

| Information | Similar | Different |
|--------------------------|-------------------------------------|-------------------------------------|
| Place for babies to live | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Place for adults to live | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Type of skin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Shape | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

- Lead the students to **Task C**. Ask them that you will play the audio once again. Before that, they need to read the questions and be ready to give the answers.

Answers

- Toads and frogs hatch their eggs in water.
- Frog continues to live in water.

- c. The skin of the toad is usually rough and bumpy.
- d. The two make the croaking sound on a summer evening.

Post listening activity

Lead the students to **Task D**. Ask them to remember the similarities and differences of the toads and frogs and share it in the class.

| Frogs | Toads |
|---|--|
| Smooth and moist skin | Dry, bumpy, or warty skin |
| Habitat often found in or near water when adult | Can be found in various habitats, including drier environments |
| Jumping hind legs | Shorter hind legs |
| Slimmer | plumper |

9.7 Writing I

This task aims to develop the skills of writing a comparative description of two different villages.

Objective

To write a comparative description of two villages on the basis of given information

Follow the given procedure.

- a. Ask the students to read the two different information about both villages.
- b. First, ask them what kind of comparative words are used to describe the denseness of settlement, the altitude and popularity of the place etc. Tell them to use comparative words like ‘larger’, ‘smaller’, ‘more populous’, ‘less ‘populous’ etc. while talking about the number of households.
- c. Ask them to form sentences based on the clues given. Encourage them to make comparison. Feedback to their oral comparison based on the clues.
- d. Ask them to do the task as homework. Check their comparison and provide feedback.

Possible description

Both Bhujung and Bhada villages are beautiful tourist destinations of Nepal but there are some differences between them. Both villages lie in rural regions of Nepal but Bhujung is located in hilly region, at higher altitude than Bhada, which is in Terai of Kailali. Bhujung is a Gurung village while Bhada is a Tharu homestay. Bhujung is denser in settlement with 500 households while Bhada, with only 200 houses, is not as dense as Bhujung. The major attraction of Bhada is its lifestyle and culture of Tharu community. Tharu cuisine like dhikri, kheriya, bariya, panjra, crab, ghongi, pork mahogany liquor etc. are the speciality of Bhada.

On the other hand, the major attraction of Bhujung is its Gurung culture. The warm hospitality and friendliness, cleanliness of people as well as the stone houses, with tile roofs and beautiful landscape attracts all. The cuisine of the Bhada consists more of local varieties than that of Bhujung’s. One can see the mountains from Bhujung but not from Bhada. Those who want to taste local dishes like Ghongi or mahogany liquor, then Bhada is a better place than Bhujung.

Similarly, for those who want to see the typical and authentic look of mud and stone houses with tile roofs, then Bhujung can be the best destination.

9.8 Reading II: Smartphones in our Lives

The second reading text in this unit is on smartphones and its uses in our lives. How our lives have changed due to smartphones, how we retrieve information and how we are completely dependent on it are the subject matter discussed in this reading text.

Objectives

- To learn the meanings of new words: *scared; vital; surf; device; drastically; retrieve; web; impact; constantly; convenient; tend; digital; assistant; master* etc.
- To read the text and do the tasks

Materials

Photos or pictures of various types of smartphones.

Follow these steps.

Pre-reading activities

- Ask the students the pre-reading questions? Ask what is a smartphone? Ask them what different things we can do with smartphones.
- Take their responses and encourage them to express their ideas.

Answers

- A smartphone is a multifunctional mobile device.
- We can communicate, watch movies, operate YouTube, make a video call, do internet surfing, take photos, etc. with it.

- Tell the students to make a list of the pros and cons of smartphones.
- Ask the students to mark the unfamiliar words in the text. Deal these vocabularies. Use a variety of ways to introduce them. Focus on meaning, forms and pronunciation.
- You can introduce many words with games too. You can try a game called **Vocabulary Memory Match** here. For this, create pairs of cards (the preparatory task can be assigned to the students too) with each pair consisting of a vocabulary word and its corresponding definition or synonym. Shuffle the cards and place them face down on a table. Students take turns flipping over two cards at a time, trying to make a match between the word and its definition or synonym.

While-reading activities

- Read the text as a model in a clear and audible voice.
- Develop a worksheet for students. Ask the students to draw that worksheet in their exercise book.

| SN | Uses of smart phones | Advantages of using smartphones | disadvantages of using smartphones |
|----|----------------------|---------------------------------|------------------------------------|
| 1 | | | |

| | | | |
|---|--|--|--|
| 2 | | | |
| 3 | | | |
| 4 | | | |

- c. Tell the students to read the text and complete the worksheet.
- d. Now, ask the students to sit in pairs. Ask them to share their works and come up with a common conclusion. Assist the students in case they get problems with reading, correct pronunciation, and understanding.
- e. Ask some of the pairs to share it in the whole class. Provide feedback. Tell the gist of the text, mainly focusing on people's dependence on smartphones, the different ways of using them, and the reasons for increment in our laziness. Also focus on the impact of getting connected with mobile phones all the time. Explain why smartphones are called our personal assistant. Make your analysis well-balanced by presenting both the pros and cons of smartphones. Ask them how we can use it sensibly.
- f. Now, draw their attention to **Task A**. Ask them to do it in pairs. Link it to the vocabulary activity they have already discussed.

Answers

- a. Smartphone - a mobile device which has a touch screen, facility of internet accessibility, etc.
- b. constantly- repeatedly; all the time
- c. device - a piece of equipment such as a smartphone
- d. scared- afraid that something might happen
- e. retrieve- bring back something from somewhere
- f. surf- to use the internet
- g. convenient- useful, easy or quick to do; not causing problem
- h. impact....- effect
- i. vital... - very important
- j. drastically....- in an extreme way

- g. Now, lead the students to **Task B**. Tell them to attempt the questions asked. Ask them to go through the text while answering the questions.
- h. Once they complete, do corrections and provide feedback.

Answers

- a. When people miss their mobile phones, they feel scared and completely lost.
- b. Three ways of using smartphones mentioned in the text are:
 - i. surfing the internet and using social media platform,
 - ii. checking emails,
 - iii. listening to music
- c. We are getting lazier because we know we can easily access any information anytime by the help of our smartphones.

- d. The impact of getting connected with mobile phones all the time is we become tired, both mentally and physically.
- e. Smartphones are called our personal assistant because it helps us master our everyday lives. It is there with us to help us in every way possible.

Post-reading activity

- a. Now, lead the students to **Task C**. Tell them to discuss how they can make the best use of mobile phones.
- b. Tell them to make a short note on the best use of mobile phones. Once they finish they can present their writing in class.

Best use of mobile phones

Mobile phones are incredible tools when used wisely. The best use of mobile phones can be done by accessing educational apps for learning. It can also be used in research work for home assignments and to take useful photos and videos. However, it is important to balance phone-time with outdoor activities and face-to-face interaction time. Students can download and use educational apps, online dictionaries etc. Excessive gaming or scrolling in social media can affect the studies. Besides communication, mobile phones can be used as educational material.

9.9 Grammar II

The grammar task is about identifying the word class of the words given in red. The words given are mainly adverbs.

Objective

To identify and use adverbs correctly

Materials

PowerPoint slides on the definition of adverb with its examples.

Follow these steps:

- a. Ask students to study the sentences given in Task A. Ask them if they can identify the word class.
- b. Elicit that they are adverbs. Ask students if they know what an adverb is.
- c. Tell them that an adverb is a word that describes a verb, an adjective, or another adverb. They often provide information about how, when, where, or to what extent action is happening. The examples are: quickly, fluently, beautifully, certainly, unfortunately etc.
- d. Give more examples of adverbs. Discuss the rules of forming adverbs.
- e. Now, lead the students to **Task B**. Tell them to complete the sentences with the correct form of adverbs given in the bracket. They may need to add the comparative and superlative forms as in adjectives. The comparison can be either in the irregular forms or regular forms in the comparative and superlative degrees. For example: well (adverb) - better (comparative) - best (superlative) or badly (adverb) - worse (comparative) - worst (superlative)

- f. Give them a few more examples: He ran **quickly** to catch the bus, but she ran even **more quickly**. Of all the students, she solved the math problems **most accurately**.
- g. When they finish doing themselves, tell the answers and let them check themselves. Discuss the uses.

Possible solution

- a. My mother drives ...**more carefully**... (carefully) than me.
- b. Angela works ...**harder**..... (hard) than me, but Linda works ...**hardest**....(hard) of all of us.
- c. Minu sings....**most beautifully**....(beautifully) of all the people in the choir.
- d. Our teacher explains the lessons**more clearly**..... (clearly) than your teacher.
- e. Mingma arrived at the meeting**earlier**..... (early) than Nita
- f. Jeena picked the mangoes ...**fastest**... (fast) of all.
- g. My mother cooks ...**better**...(well) than I do, but my father does ...**the best**...(well) of all of us.
- h. I speak English ..**more fluently**... (fluently) than my younger sister.
- i. The teacher arrived ...**later**... (late) than the students.
- j. The driver was ...**more seriously**... (seriously) injured than the helper.

- h. Ask the students if they are clear about adverbs. If not, provide a few more examples.

9.10 Writing II

This task is related to writing an essay about internet surfing. Students need to write an essay comparing and contrasting the ways of people's living before and after the invention of the internet.

Objective

To write an essay on life before and after the invention of the internet

Follow the following procedure.

- a. Remind them that they have already discussed how essays are written. However, remind again that an essay is an expression of ideas on a certain topic. While writing an essay, students have freedom to express their personal ideas or opinions. It is a free writing exercise.
- b. Tell them that at first, they need to write the topic. After the topic, they need to write an introduction, then body paragraphs and the conclusion. In the body paragraph, they express the analytical part of their topic. The body can further be divided into two or three paragraphs according to the change in subject.
- c. Brainstorm the ideas from the students. Note the ideas on what to be included in the essay on the whiteboard.
- d. Tell the students in which part to write what ideas, while composing an essay.
- e. Ask them to draft and finalise the essay as homework.

Sample Essay

Life Before and After the Internet

The invention of the internet has completely transformed the way people live. It has connected the world in unimaginable ways, ever thought of before.

Before the invention of the internet, communication between people who are far apart, was generally through traditional means of communication such as by postal letters. It took days or even weeks for the delivery of the letters. Later, landline phones were introduced. With the advent of the internet, communication has become immediate. Email, social media, and video calls have bridged the gaps, allowing people to connect globally in no time.

In the pre-internet era, people had to visit the libraries, search in encyclopedias, or take expert's ideas for educational findings and research. But now, with the help of the internet, we can do that in a few seconds. Also, in the past, getting education was something confined to physical classrooms. Now, the internet has facilitated e-learning, distance learning etc. Platforms like social media or Facebook have also redefined the meaning of social interaction. It has connected people globally. Lately, facilities like Telehealth have been made possible with the help of the internet.

In conclusion, the internet has brought transformation in communication, information, entertainment, work, education, social interaction and many more. It has not only brought convenience and connectivity but has also given rise to various social problems. Now it is a challenge to balance between the virtual and the real world. People feel restless and lost without a mobile phone even for a single day.

9.11 Project work

In this project, students will participate in a survey in their own class. They will first find out at least four different uses of mobile phones. Then, they will ask how many students choose to be under which use/topic. Finally, they will present the findings in a pie chart or a bar graph.

Objective

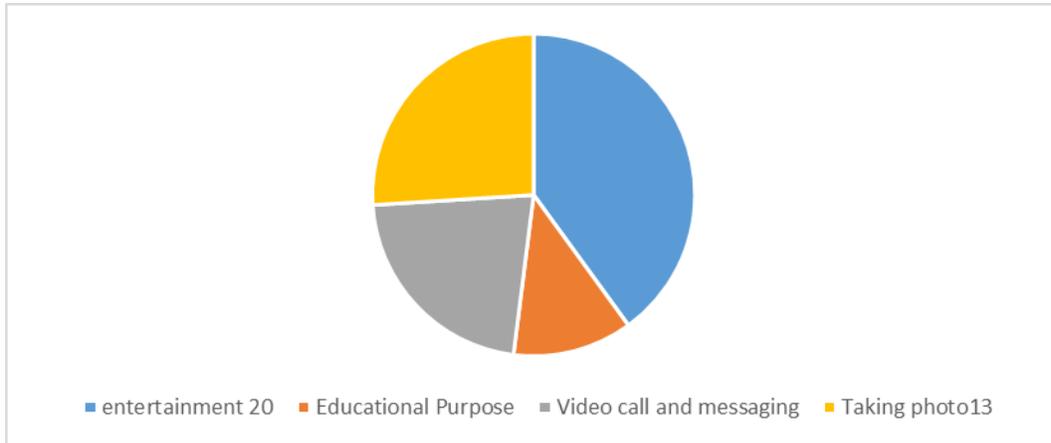
To make a pie chart or bar graph for the representation of data

Follow these steps.

- Tell students that they make a survey in their class. Ask them to find the number of people who use mobile phones for different purposes. Ask them to use the form given in the textbook to collect the data from amongst their own classmates.
- After they have collected, they will represent it in a pie or bar diagram.
- Once complete, they will display their chart/diagram in their class.

| Use or purpose | Number of students |
|-----------------------|---------------------------|
| Entertainment | 20 |

| | |
|--------------------------|----|
| Educational Purpose | 6 |
| Video call and Messaging | 11 |
| Taking photo | 13 |



9.12 Extra bit

In this part, the students study the given list of irregular adjectives and adverbs.

ΩΩΩ

Unit 10

This unit focuses on the language function of making an invitation and responding. So far as the tasks are concerned, there are tasks related to listening, speaking, reading, writing, grammar and project work. The table below presents a general overview of tasks in the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|---|---|
| 1. | Getting started | Look at the given pictures and invite others in the given situations. |
| 2. | Reading I: Vacancy Announcement | Discuss the pre-reading questions. Find the correct words for the given meanings. Complete the sentences with the correct words from the reading text. Answer the given questions. |
| 3.. | Pronunciation | Pronounce the words with –tion and –sion and notice the sounds they produce. |
| 4. | Writing I | Prepare a vacancy advertisement for the post of office assistant. |
| 5. | Grammar I | Study the pictures with the related prepositions. Complete sentences with correct prepositions given. |
| 6. | Listening Making an invitation and responding | Listen to the audio and decide true or false. Discuss what gifts the students would want if they were Christina. |
| 7. | Speaking: Making an invitation and responding | Read the sentences used to make invitations loudly. Make invitations in the given situations. |
| 8. | Reading II | Answer the pre-reading questions. Find the words from the text for the given meanings. Choose the correct answers. Answer textual questions. |
| 9. | Grammar II | Study the given sentences and their question tags. Read sentences and correct the tags given. Supply correct question tags in the given statements. |
| 10. | Writing II | Write a message of invitation to a friend. |
| 11. | Project work | Design an invitation card for one's birthday party. |
| 12. | Extra bit | Expressions used for inviting, accepting and denying an invitation. |
| Total time for the unit | | 6 Hours |

Below given is the learning facilitation process for each of the activities mentioned in the unit. However, teachers can adopt or adapt these activities as per their classroom context.

10.1. Getting started

This task introduces the ways of inviting people in various situations.

Objective

To use expressions to invite people in the given situations

Follow these steps.

- a. Tell students to observe the given pictures carefully. You can also display the enlarged form of the pictures.
- b. Ask them what they see in each picture.
- c. Point to the individual students and ask them to answer. Ask other students to listen to them and give feedback.
- d. Again, ask them to think about the way they would invite someone in the given situations.
- e. Elicit various ideas from different students. Encourage them to speak more. Don't judge their answers.

Possible expressions

First picture: I would like to invite you to have a dinner together. Is it okay?

Second picture: Please, have a seat.

Third picture: Shall I bring you a coffee?

Fourth picture: I would be pleased if you could attend my birthday party.

10.2. Reading I: Vacancy Announcement

The first reading text in this unit is a vacancy announcement of United Nations Entity for Gender Equality and the Empowerment of Women.

Objectives

- a. To learn the words: *enshrined*, *elimination*, *empowerment*, *beneficiaries*, *commitment*, *demonstrable*, and *extensio*
- b. To read the text and do comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask the students to scan the given text.
- b. Ask them the given pre-reading questions. Then, pick the individual students to answer them.
- c. Don't judge their answers. Let them speak freely. Give them compliments for their efforts.
- d. Ask them if they have seen such kinds of texts before. If they say 'yes', ask them to share where they saw it, what it was about, etc.
- e. Tell them that they are going to learn a text related to a vacancy announcement and do comprehension tasks.

While-reading activities

- a. Write the topic on the board.
- b. Ask them to read the text once and pick out the unfamiliar words. Write them on the board.

- c. Pronounce the words correctly and ask the students to repeat after you. Read the contextual sentences from the text and ask the students to guess the meaning of the words.
- d. Provide visual aids, examples and definitions to help students guess the meaning of the words. While dealing with the words, don't miss the red-coloured words.
- e. Now, ask the students to read the text once more silently and complete the information on the following table.

| Job title | Minimum qualification | Experience | Additional asset | Application submission method | Preferences |
|-----------|-----------------------|------------|------------------|-------------------------------|-------------|
| | | | | | |
| | | | | | |

- f. While they read the text, go around the class to check everyone is engaged in the task. Help them in managing the information.
- g. Give compliments for their efforts and summarise the text.
- h. Now, lead students to Task A where they find the correct words from the text for the given meanings.
- i. Ask the students to find the correct words from the text for the given meanings. Provide them with the clues to the words; for example, the word begins with a specific letter, you can find the word in a specific paragraph, etc.
- j. When they complete the task, tell some students to share the answers with the class. Correct their answers if needed.

| | | | |
|-----------------|----------------|-----------------|---|
| a. announcement | b. empowerment | c. demonstrable | d. (no words in the text for this definition) |
| | e. asset | | |

- k. Next, lead students to **Task B** where they complete the sentences with correct words from the text. Ask them to use one word only.
- l. Form pairs. Ask the students to do the task. Remind them to use single words only in the blanks. While they are doing the task, move around the class, monitor them and provide necessary assistance.
- m. As soon as they complete the task, ask each pair to share their answer with the class. Give feedback and clarify them if they have any confusion.

| | | | | |
|----------------|-----------------|---------------|-----------|-----------------------|
| Answers | | | | |
| a. equality | b. applications | c. completion | d. online | e. speak/have fluency |

- n. Ask the same pairs to work together and find and mark the answers in the text. For this, they have to read the text once more.
- o. Get selected pairs to share their answers and write them on the board. Let the class decide whether those answers are correct or not.
- p. Finally, give your comments on the answers.

| |
|---|
| Answers |
| a. CCNE stands for Cisco Certified Network Engineer, MCSE stands for Microsoft Certified System Engineer and MCP stands for Microsoft Certified Professional. |

- b. Kathmandu/The working station for both jobs is Kathmandu.
- c. For women and girls (eliminating discrimination against them, empowering them and achieving equality for them)
- d. I think the working duration is only for a year because the programme of the UN may not be extended.
- e. Because it invites applications from minority groups, indigenous groups, LGBTIQ and persons with disabilities.

Post reading activities

- a. Ask them if they have seen other kinds of advertisements except those of vacancy announcements.
- b. Form groups and ask them to make a list of the advertisements they know. For this, give them 4-5 minutes.
- c. After the discussion is over, get them to share their ideas. Note them down on the board.
- d. After they share their ideas, share your experiences too. And give concluding remarks.

Possible answer

- a. Product advertisement
- b. Broadcast advertisement
- c. Digital advertisement
- d. Display advertisement
- e.

10.3. Pronunciation

This is the pronunciation task where the students learn to correctly pronounce the words with –sion and –tion.

Objective

To pronounce the words with –sion and –tion correctly

Materials

Recorded pronunciation of the given words and player

Follow these steps:

- a. Learn to pronounce the words correctly in advance. This will help you to correct students' pronunciation if necessary.
- b. Write or display the words on the board/chart paper. Pronounce/play the words one by one and ask the students to listen to them carefully. While doing so, ask them to notice the words being pronounced.
- c. Again pronounce/play the words and ask them to repeat after you.
- d. Let the students pronounce the words in pairs or small groups. Have them say the given words aloud in turns. Encourage students to listen to each other attentively and correct each other's pronunciation if necessary.
- e. Repeat the drill until everyone is capable of pronouncing the words correctly.

f. Finally, ask them to categorise the words into two groups; those with /ʒ/ and /ʃ/. Clarify how these sounds are pronounced.

| -tion and -sion with /ʃ/ sound | -tion and -sion with /ʒ/ sound |
|---------------------------------------|---------------------------------------|
| mission /'mɪʃn/ | collision /kə'lɪʒn/ |
| occupation /,ɒkjʊ'peɪʃn/ | decision /dɪ'sɪʒn/ |
| action /'ækjʃn/ | explosion /ɪk'spləʊʒn/ |
| suspension /sə'spenʃn/ | infusion /ɪn'fju:ʒn/ |
| comprehension /,kɒmprɪ'hɛnʃn/ | |
| revolution /,revə'lʊ:ʃn/ | |

10.4. Writing I

This is the first writing task under this unit. Here, the students will practise creating an advertisement for an office assistant.

Objective

To prepare a vacancy advertisement an office assistant for a school

Follow these steps.

Imagine your school is looking for an office assistant. Prepare a vacancy advertisement for the position.

- Remind the student of the style, language, format and content of the advertisement that they have read/studied in **Reading I**. Ask them what are the major specialties of a vacancy announcement. You can link with the task they did in completion of the table in the classroom.
- Elicit responses such as title, company background, job title, salary and benefits, roles, location, number of vacancies, etc.
- Explain to them what a job vacancy announcement is and its purpose. Make it clear that job vacancies are announced when a company needs to recruit new employees.
- Now, form groups at your convenience and ask them to design an attractive advertisement for the given position. Set the task as a project assignment.
- When they bring their task to school, let them share their writing stuff. Check them and provide necessary feedback.

Sample answer

Vacancy Announcement

Adarsha Secondary School is one of the renowned schools in Ilam district. It has been a center of excellence for a long time with excellent results in SEE. The school has been a centre for the students not only for the students of Ilam but from neighbouring districts.

Adarsha Secondary School is seeking an application from qualified Nepali citizens for the following post.

Post: Office Assistant

Qualifications: +2 or equivalent

Experience: At least 2 years in an office setting

Age: Not 18 – 40 years

Other qualities:

- Excellent communication and customer service skills
- Proficient in computer basic programming like MS Word, Excel, and PowerPoint
- Ability to work independently

Interested candidates are requested to submit their applications to PO Box No 01234 by November 11, 2023, with copies of citizenship, academic certificates and two passport-sized photos.

10.5. Grammar I

In this section, students will learn the use of prepositions of place. There are two activities in this section.

Objective

To use the prepositions of place correctly

Follow these steps.

- a. Ask the students to look at the given pictures in **Task A** carefully. The pictures show apple(s) at different places. Ask them to study how the prepositions are used.
- b. Tell them that these prepositions are used to indicate the positions of the objects given.
- c. Ask them to make complete sentences. For example; the apple is on the box. (for the first picture)
- d. Create situations for the use of these prepositions. Give more example sentences using these prepositions: *on, in, next to, beside, in front of, behind, between, under, through, around, etc.*
- e. Ask them to use these preposition in their own sentences. Tell them to share their sentences. Listen to them and provide feedback.
- f. Now, lead students to **Task B** where they have to complete the sentences with the correct prepositions given in the box. Tell them that they may use these prepositions more than once.
- g. Ask the students to do the task. Go around the class and monitor them. Provide assistance if necessary.
- h. When they complete, do mass correction. Tell the correct answers and get them to check their answers.

Answers

| | | | | | |
|-----------|-------|---------------|-------|----------|----------------|
| a. at | b. on | c. in, before | d. on | e. after | f. under |
| g. behind | h. on | i. at, on | j. in | k. in | l. in front of |

10.6. Listening

This is the listening task where the students will get a chance to listen to a conversation between two women who are making and responding to an invitation.

Objective

To extract the required information and do comprehension tasks

Follow these steps.

Pre-listening activities

- a. Ask the students to look at the given picture carefully.
- b. Ask them the pre-listening questions. Elicit answers from students and accept any guesses.
- c. Talk about the listening procedure; how many times you play the audio, when they have to do exercises, how the correction will be done, etc.
- d. Tell them that they are going to listen to a conversation between two women who are making and responding to an invitation.

While listening activities

- a. Tell the students to read the instruction for **Task B**. This will help them to understand what to expect and to focus on the key information from the audio.
- b. Tell students that you will play the audio just twice and check how much they can understand the audio.
- c. Ask students to copy the questions on their exercise book. Tell them that you will take back when the audio is played the second time.
- d. Play the audio for the first time and get them to listen to it. Doing so, they will familiarise themselves with it.
- e. Play the audio for the second time and ask the students to complete the sentences with the required information.
- f. Go around the class and monitor if they are doing themselves right.
- g. When they complete, take their exercise book back. Check their answers and provide marks. Record the marks for internal assessment purposes.

| |
|----------------|
| Answers |
|----------------|

| | | | | | |
|-----------|-------------|-------------|---------|-----------|-----------|
| a. Sunday | b. birthday | c. February | d. come | e. street | f. drinks |
|-----------|-------------|-------------|---------|-----------|-----------|

Post-listening activity

- a. Ask the individual students to write the gifts they would want if they were Christina. Ask them to write the gifts based on the order of their priority.
- b. Go around the class to check if they are doing the task.
- c. After they have completed the task, ask the individual students to share their list. Congratulate them for the effort.

10.7. Speaking

In this section, the students will practise making an invitation and respond to it. They will work in pairs to do the task.

Objective

To make an invitation and respond to it

Follow these steps.

- a. Ask students to study the sentences in **Task A**. Elicit that they are used to make invitations.

- b. Instruct them to read the sentences aloud one by one. First, ask them to read the sentences for the whole class, then, in small groups.
- c. Go around the class and check whether they are reading the sentences correctly.
- d. Give them some situations and ask them to either accept or deny the invitation. For example:
You are going to celebrate your birthday party tonight. Praise for their efforts.
- e. Now, form pairs. Ask them to read the situations and responses given in **Task B** carefully.
- f. Invite a student to come in front of the class and ask to perform a dialogue. She/He can accept or deny the invitation.
- g. Now, ask the pairs to match the situations and the responses and perform dialogues in the class.
- h. Ask them to perform dialogues in pairs. Check whether they are actively engaged in the task.
- i. Repeat the practice until everyone can perform a dialogue without the responses given.

10.8. Reading II

This reading task is related to making invitations.

Objectives

- a. To learn the words: *poultry, ceremony, delighted, cordially, presence, and auspicious*
- b. To retrieve specific information from the reading text and do comprehension tasks

Follow these steps.

Pre-reading activities

- a. Present a sample of an invitation card for any occasion and ask them questions like: Have you ever seen this type of document? Why are they written? When are they written? Have you or your family ever sent such an invitation? Etc.
- b. Ask the pre-reading questions. Encourage individual students to answer them.
- c. Now, ask the students to guess the types of the given texts based on their overall format.
- d. Accept any answer they say. Don't judge them. Rather provide compliments for their efforts.
- e. Tell them that the first text is an email for invitation and the second one is an invitation card.

While-reading activities

- a. Tell the students to read the text once. Ask them to highlight the unfamiliar words for them.
- b. Ask them to say the words and write them on the board. Pronounce the words correctly and ask the students to repeat after you. Read the sentences with those words from the text and ask them to guess the meaning of the words. Provide visual aids, other contextual sentences, examples, definitions and synonyms or antonyms to help students understand the meaning of these words.
- c. Again, ask some capable students to read the text for a model. Get others to point to the lines being read. It helps them to pay attention to the details of the text as well.
- g. Now, form small groups and ask them to discuss the content of the text. And, after their discussion is over, ask them to share their ideas. Add information in their sharing and also provide feedback.

- h. Now, lead students to **Task A** where they have to read the given definitions and choose the correct words from the texts.
- i. Ask individual student to do the task. Go around the classroom to see if any student needs your help and support. Provide the students with the clues; for example, the first letter of the word, line number where they can find the word, etc.
- j. As soon as they complete the task, ask individual students to share their answers. Ask the class to decide whether those answers are correct or not and give your feedback with the correct answers.

Answers

a. occasion b. cordially c. poultry d. tough e. abroad f. delighted

- k. Next, form pairs. Instruct them to read the statements and the alternatives in **Task B**. Then, ask them to go through the text and decide on which alternative is the correct one.
- l. When they complete the task, ask the pairs to exchange their notebooks for peer correction.
- m. Finally, provide them with the correct answers and get them to check their answers.

Answers

a. iii. b. iii c. iii. d. iii.

- n. Ask the students to read the questions (a-f) first in **Task C**. This helps them to focus their attention on a specific piece of information while reading the text.
- o. Ask them to read the texts and highlight the information in the texts for the answers. Now, instruct them to write answers to the given questions.
- p. Go around the class and check whether all the students are involved in the assigned task.
- q. When they complete, ask individual students to share their answers. Each student shares a single answer and have the class decide whether the answers are correct or not.
- r. Finally, provide the correct answers and ask them to check their answers.

Answers

a. This email is for an invitation to an opening ceremony of a poultry farm.
 b. The party is taking place at Yak Palace, Kali Marg, New Baneshwor.
 c. RSVP means 'please respond'.
 d. The email was written by Rahim to Pratik.
 e. Rahim's father is starting his business on 24th May 2023.
 f. Yes, because he is doing something in his own home country.

Post-reading activities

- a. Explain the task to the students. They need to discuss why and how Rahim invited Pratik.
- b. Ask them to find the related information from the email/the first text.
- c. Form pairs and discuss and finalise their answers.
- d. When they complete it, ask them to share their answers.

10.9. Grammar II

In this section, the students will learn to use tag questions correctly.

Objective

To use question tags correctly

Follow these steps for the given tasks.

A. Study the following statements and their question tags.

- Present the sentences on a chart or ask them to read the given sentences. While reading them, ask them to focus on the subject and main verbs of the statements and the tags.
- Give some more example statements and supply the tags. While doing so, explain the basic rules of tag formation, for example, negation of tags, change of nouns to pronouns, tag's structure, etc.
- Ask the students to form more statements like the ones they have just practised, and ask themselves to provide the correct tags.
- Summarise the activity and lead them to **Task B**.

B. Read the following sentences and correct the mistakes in question tags.

- Ask them to study the example given.
- Get them to explain why the tag in the first statement is incorrect and the second one is correct.
- Do 'a' together with the students. Remind them the basics of tags formation again.
- Ask them to do the task.
- Upon completion, some students to share their answers. Discuss and decide how they are correct.

Answers

- | | | | |
|---------------|-----------------|--------------|-----------------|
| a. hasn't he? | b. aren't they? | c. won't he? | d. doesn't she? |
| e. hadn't he? | f. aren't they? | g. do I? | h. shall we? |
| i. aren't I? | | | |

C. Supply the correct question tags to the following statements.

- Ask the individual students to do the task.
- Go around the class assisting and monitoring the students.
- Identify the struggling students and support them with the task.
- When they complete the task, have some students share their tasks.
- Finally, provide them with the correct answers and ask them to check their answers and correct the mistakes if there are any.

Answers

- | | | | | |
|----------------|---------------|-----------------|----------------|-----------------|
| a. didn't she? | b. hasn't he? | c. can he? | d. has he? | e. doesn't she? |
| f. isn't he? | g. aren't I? | h. aren't they? | i. haven't we? | j. will she? |
| k. have they? | l. do they? | | | |

10.10. Writing II

In this writing task, students will write a message of invitation to their friends to attend a party.

Objective

To write a message of invitation

Follow these steps.

- Ask students to imagine that their uncle has recently got a new job and their family is organising a party to celebrate the achievement. For this, they have to write a message of invitation to their friend to attend the party.
- Instruct them to study the message of invitation given in **Reading II**, the second text. Familiarize them the format and language to be used.
- Set the task as a home assignment. Ask them to make it as attractive as they can.
- Next day, get their works checked and provide feedback.

Sample message of invitation

Invitation

Mr. Raghu Manandhar cordially invites you to attend a celebration party on my uncle's achievement on getting a new job.

Party Venue: ABC Party Palace
Binayaknagar, Sunsari

Date: 1st, January, 2024

Time: 12 noon onwards

RSVP: 9876543210

With Kindest Regards
Raghu Manandhar

10.11 Project work

In this writing task, students will design an invitation card for their birthday.

Objective

To design a birthday invitation card

Follow these steps.

- Ask students to find samples of birthday cards. Select one of the best models for their reference.
- Ask each students to design an invitation card for their birthday. Tell them to make it as attractive as possible. Set a week's time for the completion of the project.
- When they complete, display the cards in the class. Ask them to vote for the best one.
- Award the winner. Appreciate for other's works.

10.12 Extra bit

This extra bit contains expressions used for inviting, accepting, and denying an invitation. Let students read and internalize the language themselves.

ΩΩΩ

Unit 11

This unit deals with the language function “Describing places, people, and objects”. So, it includes different tasks and activities around this language function. The table below shows the overview of all the contents in the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|------------------------------------|-----------------------------------|---|
| 1. | Getting started | Describe the places and the people in the pictures. |
| 2. | Reading I: Sir Isaac Newton | Pre-reading questions Match the words with their meanings. Complete the sentences choosing the correct words/phrases. Write <i>True</i> or <i>False</i> . Answer the questions. Find some other discoveries Newton has made. |
| 3. | Pronunciation | Practise the tongue twisters. |
| 4. | Speaking | Describe places, people, and objects |
| 5. | Grammar I: Relative clause | Combine into a single sentence. Complete the sentences with the correct relative pronouns. Join the pairs of sentences using suitable relative pronouns. |
| 6. | Writing I: Biography | Write a short biography of Pasang Lhamu Sherpa with the help of the given information. |
| 7. | Reading II: Khaptad National Park | Pre-reading questions Match the words with their meanings. Fill in the blanks with the correct information from the text. Answer the questions. |
| 8. | Writing II: Preparing a leaflet | Make a leaflet about a place with the help of the given guidelines. Write a set of rules to be followed in a place with the help of the given clues. |
| 9. | Grammar II: Article | Complete the sentences using suitable articles. Put ‘a’, ‘an’ or ‘the’ to complete the paragraphs. |
| 10. | Listening: Description of a place | Pre-listening activity Listen to the audio and fill in the blanks. Listen to the audio and choose the correct answers. Post-listening activity |
| 11. | Project work | Write a short description of a famous place in your province collecting the information |
| 12 | Extra bit | Common informal expressions |
| Estimated time for the unit | | 7 hours |

Detailed facilitation procedure of each activity and task is suggested hereafter. Teachers can use these activities or adapt them as per their classroom context

11.1 Getting started

This is the first task of the unit. In this task, students have to describe the places and the people by looking at the pictures.

Objective

To describe the places and the people in the pictures

The teachers could follow these steps.

- a. Ask students to read the instructions and make it clear to them if necessary.
- b. Show the pictures one by one either from the textbook or on the slides and ask them to observe them carefully. Let them take some time.
- c. Get them to talk about the first picture. (Elicit: This is Bhaktapur Durbar Square located in Bhaktapur district. The statue of King Bhupatindra Malla, The Krishna temple, the golden gate and the fifty-five-window palace are visible in the picture. It is a historical and religious place enlisted in the world heritage site.)
- d. Similarly, ask students to describe the other pictures. Help them to identify the places and people. (Elicit: the second picture is of Halesi Mahadev temple in Khotang, the third picture is of Dr. Mahabir Pun, and the last one is of Bhuvan Chand, the first Nepali heroine).
- e. Go around the classroom, encourage them to describe the places and the people. Offer your help if they are in need.
- f. Appreciate them for their active participation in the activities.

11.2 Reading I: Sir Isaac Newton

This is the introductory reading text in the unit. It is a short biography of Isaac Newton.

Objectives

- a. To learn the words: *peasant, maternal, interrupted, dull, wonder, gravitation, absent-mindedness, couch, puzzled, apologizing*
- b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students the pre-reading questions: Who is Sir Isaac Newton? (Elicit: Sir Isaac Newton (1643-1727) is an English mathematician, physicist, astronomer, alchemist and theologian), What is he famous for? (Elicit: He is famous for his influential theories on light, calculus and celestial bodies. He is the first scientist to develop the laws of gravity.)
- b. Listen to their responses and give feedback.
- c. Ask students to pick unfamiliar words from the text and write in their notebooks. Also, write those words on the board. Pronounce them and ask them to repeat after you.
- d. Let them find the meanings of these words in groups either from the context or by consulting a dictionary.
- e. The group that completes writing all the meanings will say 'bingo' and let the group share the meanings.

While-reading activities

- a. Read the text at a normal speed and ask students to point to the lines in their textbooks.
- b. Allow any five students to read the paragraphs in turn. Each student will read a single paragraph. Ask other students to listen to them carefully and follow along in their textbooks.
- c. Ask students to read the text. Ask questions from the text to engage them and to make reading interactive.
- d. Ask students to read the biography and prepare some guiding points based on the worksheet given below. You can assign this task as pair work.

| Birth and childhood | Study and college | Interests | Inventions and exploration | Important events |
|---------------------|-------------------|-----------|----------------------------|------------------|
| | | | | |
| | | | | |
| | | | | |

- e. Move around the class, help them in need. When they complete, ask them to present. Summarise the main points.
- f. Now, lead students to **Task A**. Ask them to match the words with their meanings.
- g. When they complete the task, tell some students to share the answer.

| Answers | |
|-------------------|--|
| Column A | Column B |
| a. apology- | x. saying sorry |
| b. absent-minded- | i. forgetful |
| c. couch- | ix. sofa |
| d. curved- | viii. a bent line; not a straight line |
| e. dull- | vii. lacking interest or excitement |
| f. gravity- | v. the force of attraction |
| g. host- | iv. a person who receives other people as guests |
| h. interrupted- | iii. made something discontinue |
| i. puzzled- | ii. unable to understand; confused |
| j. wonder- | vi. a feeling of amazement and admiration |

- h. Next, lead students to **Task B**. Ask them to discuss in pairs and choose the correct words/phrases from the box to complete the sentences. Go around the classroom and identify and assist struggling students to choose the correct words and complete the sentences.
- i. After they complete the task, ask each pair to share their answer. Give feedback and clarify if there is any misunderstanding.

| Answers |
|--|
| (gravitation, absent-mindedness, interrupted, couch, telescopes, curved, dull, hosted, tired of) |
| a. The construction work got interrupted because of the heavy rain. |
| b. Newton used curved mirrors in telescopes instead of lenses. |
| c. My grandmother keeps forgetting things. She is suffering from absent-mindedness . |

- d. Anisha came into my room and sat on the **couch**.
- e. Please draw a **curved** line on the white board, not a straight one.
- f. Particles are attracted to each other by **gravitation**.
- g. Newton was a **dull** boy in his childhood.
- h. My friend **hosted** a birthday party yesterday.
- i. I got **tired of** working the whole day. I want to rest for some time.

j. Now, get them to go through the text again in pairs and write True or False for given sentences in **Task C**. Tell the answers for the students to check.

Answers

- a. Sir Isaac Newton's father was a lawyer. **False**
- b. Newton received his father's affection during his childhood. **False**
- c. In the beginning, Newton was not good at his studies. **True**
- d. The fallen apple helped Newton develop the theory of gravitation. **True**
- e. Newton's mind always remained full of problems and thoughts. **True**
- f. He lived with his wife and children in his later years. **False**

k. Now, lead students to task D. Ask oral questions for the students. Check if they can answer these questions or not. Link this activity for the internal assessment purpose.

Answers

- a. In his early life, Newton was not good at his studies. He was considered a dull boy.
- b. Newton studied mathematics and science at Cambridge University.
- c. Newton made changes to telescopes by using curved mirrors instead of lenses. This gave better results in some ways.
- d. I think Newton forgot his food and friends at times because he was always thinking about his work. He was a very intelligent man and he was always trying to solve problems. He was so focused on his work that he sometimes forgot about the things that were happening around him.

Post-reading activity

- a. Ask students to find some other discoveries Newton has made. Tell them that they can search from the internet or from other sources like books, library, from their elders, teachers, etc.
- b. Set this task as a home assignment.
- c. Ask them to browse the internet and consult their seniors to find more discoveries of Newton and make a list of them.
- d. When they complete the task, ask them to share it to the whole class the next day.
- e. Appreciate them for their efforts.

Answer

The laws of motion: Newton's three laws of motion are the foundation of classical mechanics.

They describe the relationship between force, mass, and acceleration.

The theory of gravitation: Newton's theory of gravitation describes the force that attracts

all objects in the universe to each other.

Calculus is a powerful mathematical tool that is used in many different fields, including physics, engineering, and economics.

The composition of white light: Newton discovered that white light is actually a mixture of all the colors of the rainbow.

The reflecting telescope: Newton invented the reflecting telescope, which uses curved mirrors to collect light. Reflecting telescopes are more powerful than refracting telescopes, which use lenses to collect light.

11.3 Pronunciation

In this section, students will pronounce and practise the tongue twisters.

Objective

To pronounce and practise the given tongue twisters

Follow these steps.

- a. Read the instructions aloud and make them clear about the task.
- b. Start with a warm up activity reciting a tongue twister. For example, 'Betty Botter bought some butter, but she said the butter's bitter. If I put it in my batter, it will make my batter bitter'.
- c. Get the audio of the tongue twisters. (https://www.fluentu.com/blog/english/tongue-twisters-in-english/#toc_5)
- d. Write the given tongue twisters on the board. Pronounce them one by one or play the audio, get students to listen to them carefully.
- e. Have students practise saying the tongue twisters provided in the textbook: 'She sells seashells by the seashore', 'I scream, you scream, we all scream for ice cream.'
- f. Ask them to pronounce them after you or the audio, and ask them to repeat.
- g. Ask them to pronounce them one by one themselves and monitor them. Repeat the drill until everyone is able to pronounce them correctly.

11.4 Speaking

In this section, students will read what the people in the pictures are saying and identify whether they are describing a person or a place or an object.

Objectives

- a. To identify and say whether the people in the pictures are describing a person, or a place or an object
- b. To describe the pictures

Follow these steps for facilitating the given tasks.

- A. Read what the people in the pictures are saying and identify whether they are describing a person or a place or an object.**

- a. Ask students to look at the first picture. Ask them to work in pairs. Get one of the students in the pair to read what is inside the speech bubble and the next to identify whether he describes a place, or an object or a person. (Elicit: a person)
- b. Discuss the rest of the pictures in a similar way. (Second picture: Object, Third picture: Place)
- c. Discuss the language used for describing a person, place and objects based on the given examples.

B. Describe the following pictures.

- a. Show the pictures to the students either from the textbook or on slides one after the other and ask them to identify whether it is a place, object or person.
- b. Help them to identify the temple in the first picture. Ask questions, such as 'where it is', 'what it is famous for' if needed.
- c. Ask individual students to describe the pictures in their own words. (Second picture: Community, Third picture: Travelers, Last picture: A student)
- d. When a student completes describing a picture, ask other students to give feedback.
- e. Go around the classroom, identify struggling students and provide support to them.
- f. Encourage students to speak and appreciate them for their participation.

11.5 Grammar I

This grammar section introduces the use of relative pronouns.

Objectives

- a. To complete the sentences with the correct relative pronouns
- b. To combine the given pairs of sentences using suitable relative pronouns

Follow these steps.

A. Read the following pairs of sentences and study how they are combined into a single sentence.

- a. Ask students to read the sentences a-c focusing the words in red.
- b. Introduce how the sentences are combined using the relative pronouns like *who, where, whose, which, that and when* with examples.
- c. Ask them to generalize the rules. Elicit for what nouns they are used for.

A relative clause is a type of dependent clause that modifies a noun or a noun phrase in a sentence. It often begins with a relative pronoun like "who," "whom," "whose," "which," or "that." A relative clause provides additional information about the noun, making the sentence more detailed and specific.

Examples:

The woman who is wearing a red dress is my sister.

The relative clause "who is wearing a red dress" describes "the woman."

The book that I borrowed from the library was fascinating.

The relative clause "that I borrowed from the library" modifies "the book."

That's the house where I grew up.

The relative clause "where I grew up" gives more information about "the house."

She has a friend whose father is a famous actor.

The relative clause "whose father is a famous actor" describes "a friend."

I remember the day when we first met.

The relative clause "when we first met" refers to "the day."

List of relative pronouns

Who: Refers to a person (as the verb's subject)

Whom: Refers to a person (as the verb's object)

Which: Refers to an animal or thing

What: Refers to a nonliving thing

That: Refers to a person, animal, or thing

When: Refers to time.

B. Complete the following sentences with the correct relative pronouns – who, where, whose, which, that and when.

- Remind students the relative pronouns discussed in **Task A** (who for a person, which for an object, where for a place and when for the time, that for an object or thing, what for a thing etc.).
- Ask them to work in pairs to use the correct relative pronouns to complete the sentences.
- Let some pairs share their answers and ask other students to give feedback.
- Share the correct answers and ask them to correct if necessary.

Answers

- The couple **who** live next door has six grandchildren.
- The house, **which** is painted in red, is mine.
- The woman **whose** house was broken into called the police.
- The car **which** my uncle bought is quite comfortable.
- This is the school **where** I study now.
- This is the place **where** I was born and brought up.
- My uncle **who** is in the army came to see us.
- We have a friend **who** plays the Madal well.
- Is there anything, **which** I can do to help you?
- She remembered the day **when** she met her husband for the first time.

C. Join the following pairs of sentences using suitable relative pronouns.

- Set this task as an individual work. Ask students to go through the sentences a-I and join the given sentences using suitable relative pronouns.
- When they complete the task, check their answers and have a short discussion on their uses.

Answers

- a. We know the woman **who** donated this money.
- b. We walked past my old school **which** is celebrating its 50th anniversary this month.
- c. I met the woman yesterday **whom** I had helped last month.
- d. A new headteacher is going to be appointed next month **which** is good.
- e. Bring me the file **which** is on the table.
- f. This is the player **whom** the committee appointed the captain.
- g. We met a girl **who** has lost her way.
- h. This is the house **which** Naresh built.
- i. Mandy is the girl **whose** car I am using today.

11.6 Writing I

This is the first writing task in which the students will write a short biography of Pasang Lhamu Sherpa.

Objective

To write a short biography of Pasang Lhamu Sherpa based on the given information

Follow these steps.

Write a short biography of her based on the given information.

- a. Ask students to study the given information about Pasang Lhamu Sherpa; the first Nepali woman to scale Mt. Everest.
- b. Discuss what biography is and how it is written based on the provided clues.

A biography is simply the story of a real person's life. It could be about a person who is still alive, someone who lived centuries ago, someone who is globally famous, an unsung hero forgotten by history, or even a unique group of people. The facts of their life, from birth to death (or the present day of the author), are included with life-changing moments often taking center stage. The author usually points to the subject's childhood, coming-of-age events, relationships, failures, and successes in order to create a well-rounded description of the subject.

- c. Discuss the structure of a biography: Introduction, body paragraphs and conclusion.
- d. Ask them to write a short biography of Pasang Lhamu Sherpa on the basis of the given information.
- e. Ask them to write a short draft in the class. Let them share and provide feedback.
- f. Ask them to finalise the writing as home assignment.

Pasang Lhamu Sherpa

Pasang Lhamu Sherpa was born on December 16, 1961, in Solukhumbu district of Nepal. She was born and brought up in a mountaineering family and started climbing mountains in her teens. At the age of 17, she went to Kathmandu with her husband, Lhakpa Sonam

Sherpa, and together they owned a travel agency.

In 1989, Pasang Lhamu Sherpa made her first attempt to climb Mount Everest, but she was unable to reach the summit. She did, however, climb Mount Pisang (6091m) and Mount Blanc (4848m). In 1991, she made two more attempts to climb Mount Everest, but she was only able to reach 8750m and 8500m respectively.

On April 22, 1993, Pasang Lhamu Sherpa finally reached the summit of Mount Everest. She was the first Nepali woman to do so. However, she died on the way down due to bad weather. She was 31 years old.

Pasang Lhamu Sherpa is a national hero in Nepal. She is an inspiration to women all over the world. In her honor, a highway and a mountain have been named after her. She is also the subject of a documentary film, "Pasang Lhamu: The First Sherpa Woman on Everest. Although she is not present with us physically today, she is always remembered for her passion, dedication and courage in the field of mountaineering by the Nepali people.

11.7 Reading II: Khaptad National Park

“Khaptad National Park” is the second reading text of this unit. This gives rich information to the students about Khaptad National Park. The students are required to do various comprehension tasks after reading the text.

Objectives

- To learn these words: *pastures, coniferous, spectacular, pristine, biodiversity, ample, aquatic, tranquility, flora and fauna, harbours, documentary, designated*
- To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- Discuss among students what a national park is. (Elicit: A national park is an area set aside by a national government for the preservation of the natural environment.)
- Discuss among them the other national parks in Nepal. Ask them to name some national parks and tell their locations. (Chitwan National Park situated in Chitwan district, Sagarmatha National park located in Solukhumbu district, Bardiya National Park located in Thakurdwara, Bardiya)
- Ask students to write all the unfamiliar words in their notebooks including the words in red. Write these words on the board: *pastures, coniferous, spectacular, pristine, biodiversity, ample, aquatic, tranquility, flora and fauna, harbours, documentary, designated.*
- Deal these words one by one making the students guess the meanings from the given contexts in the text.

While-reading activities

- Read the text aloud at a normal speed and ask students to point to the words/lines being read.
- Ask students to read the text and complete the following worksheet in pairs.

| Khaptad National Park | | | | |
|-----------------------|--------------|------------------------------|-------------|---------------------------------|
| Areas and coverage | Biodiversity | Religious and cultural sites | Main floras | Main faunas (birds and animals) |
| | | | | |
| | | | | |

- c. Move around the class and help students. Let them share when they finish and provide feedback.
- d. Summarize main ideas of each paragraph. You can interact with students asking various questions related to the text. Provide extra information about Khaptad National Park consulting various sources.
- e. Ask students to go through the words in column A and their meanings in column B in **Task A** and tell them to match the words with meanings.
- f. Tell them the right answers and ask them to correct them if necessary.

| Answer | |
|-------------------|---|
| Column A | Column B |
| a. pastures - | iv. land covered with grass |
| b. biodiversity - | iii. the existence of a variety of animals and plants |
| c. aquatic - | vi. growing or living in, on, or near water |
| d. confluence - | vii. the place where rivers meet and become one |
| e. tranquility - | i. the state of being quiet and peaceful |
| f. documentary - | ii. a film or program giving facts about something |
| g. harbour - | v. to contain something and allow it to develop |

- g. Ask students to go through the sentences from a-e in **Task B** and discuss in pair.
- h. Get them to read the text again and look for the correct information to fill in the blanks and complete the sentences.
- i. Go around the class, identify and help struggling students to locate the required information.
- j. Finally, share the correct answers and tell them to make necessary corrections.

Answers

- a. Khaptad National Park comprises **22 patches of grassland**.
- b. The religious sites in the national park are visited by thousands of **pilgrims** every year.
- c. A tourist from Pakistan should have to pay **Rs. 500** as entry fee.
- d. The highest point of the national park is **Sahashra Linga** situated at the height of 3,276 meters.
- e. Many pilgrims make a holy visit to **Triveni** during Janai Purnima.

- k. Now, ask students to read the questions from a-e in **Task C**.

- l. Ask them to read the text again and write the answers in their notebooks.
- m. When they complete the task, check their answers and provide feedback.

Answers

- a. The main flora found in the park are sal, pine, and alder species. The Khaptad plateau is dominated by sub-alpine vegetation. Fir, oak, birch, and rhododendron are the major species here.
- b. In summer, the patches of grasslands called patans support local livelihood by offering ample grazing ground for cattle.
- c. The Shiva temple is located at the confluence of three rivers, known as Triveni.
- d. The national park is named after the late Khaptad Swami, a renowned spiritual saint.
- e. The documentary/filming fee for shooting a film in the national park is \$1,500 for foreigners, Rs. 50,000 for SAARC Nationals, and Rs. 10,000 for Nepali. An additional 25% should be paid while using drones for documentary/filming.
- f. Flora: sal, pine, alder, fir, oak, birch, rhododendron, primulas, buttercups, wild berries, and a wide variety of medicinal herbs. Fauna: 266 bird species (including Dhanphe, flycatcher, bulbul, cuckoo, and eagle), butterflies, insects, 23 species of mammals (including barking deer, wild boar, ghoral, black bear, yellow-throated marten, rhesus and langur monkey, common leopard, wolf, wild dog, jackal, and musk deer).

Post-reading activity

- a. Ask students to remember the main information in the text ‘Khaptad National Park’.
- b. Get them to write about the things they would like to do the most if they visited Khaptad National Park. Also ask them to give reasons.
- c. Go around the class and monitor what the students are doing. Provide feedback if they seek any.
- e. Ask them to share that in the class.

Answer

If I were to visit Khaptad National Park, I would enjoy doing the following things the most.

Explore the Wilderness: Khaptad National Park is renowned for its biodiversity and lush landscapes. I go for nature walks to explore the diverse flora and fauna, including the unique alpine meadows.

Visit Khaptad Baba Ashram: The park is home to the Khaptad Baba Ashram, a spiritual retreat. Visitors often seek tranquility and spirituality in this serene environment.

Enjoy Bird Watching: The park is a haven for bird watchers, with a variety of species. I would observe the vibrant birdlife.

Experience Local Culture: I would interact with the local communities surrounding the park, learn about their culture, traditions, and perhaps even participate in local festivities if my visit coincides with any.

Camping and Stargazing: I would experience the ultimate connection with nature by camping within the park. Clear night skies offer fantastic opportunities for stargazing.
Trekking and Adventure: I would also love going for trekking and adventure.

11.8 Writing II

This section includes two tasks: Preparing a leaflet about a famous place and writing a set of rules.

Objectives

- a. To prepare a leaflet about a famous place in their locality
- b. To write a set of rules

Follow these steps for the given tasks.

- a. Bring a sample leaflet and introduce it. Alternatively, ask students to study **Reading II** and familiarize the format or language of a leaflet.
- b. Ask them to read **Task A** where they have to make an attractive leaflet about a religious/historical/natural place in their district or locality based on the given guidelines.
- c. Ask them to read the guidelines. Tell them that they can be a good guideline for the format:
 - Introduction and location of the place
 - Major attractions
 - How to get there
 - Provisions and requirements
 - Suitable time to visit the place
- d. Discuss what they can include in the class and ask them to complete it as home assignment. Ask them to make as attractive as possible. Ask them to include some photos if possible.
- e. Check their leaflet the next day and provide feedback.

Discover Bhaktapur Durbar Square: A Heritage Gem in Nepal

Introduction: Nestled in the heart of the Kathmandu Valley, Bhaktapur Durbar Square stands as a testament to Nepal's rich cultural and architectural heritage. This UNESCO World Heritage Site is a captivating blend of medieval charm and artistic grandeur.

Location: Situated in the ancient city of Bhaktapur, this square is easily accessible from Kathmandu, merely a 13-kilometer drive eastward. Its historic significance and architectural marvels make it a must-visit destination.

Major Attractions

1. *55-Window Palace:* Admire the intricate wood carvings and ancient architecture of this iconic palace.
2. *Nyatapola Temple:* Marvel at the five-tiered pagoda, a masterpiece of Newari craftsmanship and the tallest temple in the valley.
3. *Golden Gate:* Witness the beautifully adorned entrance to the palace with its exquisite golden portal.

How to Get There: Travel to Bhaktapur by local buses or hire a taxi from Kathmandu. The journey provides picturesque views of the valley and its surrounding landscapes.

Provisions and Requirements: Entry tickets are available at the square's entrance. Respect the cultural significance of the site by dressing modestly. Local guides are available for an in-depth exploration.

Best Time to Visit: Plan your visit during the post-monsoon season (September to November) for clear skies and pleasant temperatures. Early mornings offer a serene atmosphere, allowing you to absorb the historical charm without the crowds.

Immerse yourself in the attraction of Bhaktapur Durbar Square – a living heritage that encapsulates Nepal's rich cultural tapestry!

- f. Now, lead students to **Task B** where they have to write a set of rules to be followed in the place you have selected in **Task A** above using the given clues.
- g. Ask students to read the clues given in the textbook. Discuss how the rules are written based on the **Reading II** and the clues.
- h. Set this task as a homework. Check their writing the next day.

Rules for the Visitors

In Bhaktapur Durbar Square, visitors are strictly prohibited from wearing or revealing inappropriate attire and are not allowed to wear shoes inside religious temples. Drones for photography or videography are not permitted, and capturing close-up shots of locals without permission is discouraged. Littering is strictly prohibited, and designated bins should be used for waste disposal. Visitors are not supposed to engage in vandalism, such as carving or writing on historical structures. Keeping noise levels to a minimum, especially around religious sites, is encouraged, and playing loud music or creating disturbances is not entertained. Feeding stray animals, entering restricted zones, and attempting to climb historical structures are also strictly prohibited. Adhering to these guidelines ensures a respectful and enjoyable experience while preserving the cultural heritage of Bhaktapur Durbar Square.

11.9 Grammar II

This grammar section is about the use of articles 'a', 'an' or 'the'.

Objective

To put 'a', 'an' or 'the' where necessary

Follow these steps.

A. Put 'a', 'an' or 'the' to complete the sentences. Put a cross (×) if an article is not needed.

- a. Ask students to read the sentences from a-k carefully in **Task A**.
- b. Discuss the uses of the definite and the indefinite articles with examples. Talk about the situations where the articles are not used.
- c. Involve them in the discussion as much as possible. Give them chances to share their ideas.

- d. Ask them to complete the sentences with the correct articles in **Task A**.
- e. Finally, share the correct answers and ask them to correct if essential.
- f. Appreciate them for their active participation.

Answers

- a. I'd like to ask you **a** question now.
- b. It is **a** nice day today, isn't it?
- c. Where is **the** tallest statue of Lord Shiva located?
- d. The boys are playing **X** football in the backyard.
- e. She is **an** intelligent girl.
- f. Do you want to go to **the** restaurant where we first met?
- g. My father bought **a** new TV set yesterday.
- h. I live in **an** old house which needs to be repaired.
- i. Would you like to have **a** piece of cake?
- j. Sharmila can play **the** guitar well.
- k. We usually have **X** lunch at 12:30.

B. Put 'a', 'an' or 'the' to complete the paragraphs.

- a. Ask students to read the instructions and make it clear to them.
- b. Tell them that this task is similar to **Task A**.
- c. Get them to work in pairs. Ask them to put the articles in blank spaces to complete the paragraphs.
- d. Go around the class and make sure that they are engaged in the assigned task. Identify and support struggling students in the selection of correct articles. Provide feedback if necessary.
- e. Ask them to exchange their exercise books for peer correction.
- f. Finally, share the right answers and ask them to correct them if necessary.

Answers

- a. You've probably learned 'the' rule that 'an' comes before a vowel, and that 'a' comes before 'a' consonant. While this is generally true, it is more accurate to say that 'an' comes before a vowel sound, and 'a' comes before 'a' consonant sound. 'The' can be used with both singular and plural nouns, with nouns of any gender, and with nouns that start with any letter. 'The' is 'the' most commonly used word in the English language.
- b. Once upon 'a' time, there was 'an' old farmer. He was honest and helpful. Once, the whole village was affected by famine. People remembered the old farmer. He helped 'the' villagers by providing food and shelter. This news reached the king. He invited the old farmer and gave him 'a' golden stick as a gift for his honesty and help to 'the' villagers during hard times.

11.10 Listening

In this section, students will listen to the description of a place.

Objective

To listen to the audio and do the comprehension tasks

Materials

An audio file (MP3) and an audio player

Follow these steps.

Pre-listening activities

- Ask the pre-listening questions to the students: What do you see in the picture? (A village), What do you think the name of the place is? (Elicit: Sirubari)
- Get them to respond to these questions turn by turn.
- Help them if they could not identify the village.

While listening activities

- Tell the students that they are going to listen to an audio and do the comprehension tasks.
- Make students clear about the listening procedure.
- Give them the listening instructions clearly.
- Play the audio at least four times.
- When the audio is played for the first time, ask students to listen to the audio and think and learn what the audio is about.
- After that, students will go through the incomplete sentences from a-e in **Task B**. This helps them to remain focused on certain required information.
- Then play the audio for the second time. When they listen to the audio for the second time, they will fill in the blanks with missing words or numbers.
- When everyone completes the task, pause the audio for some time and ask them to be ready for **Task C**.
- Ask them to go through the sentences from a-d in **Task C**.
- Play the audio for the third time and ask them to choose the right alternatives. Feel free to repeat the audio.
- When everyone completes the task, play the audio again and ask them to check their answers.

B. Answers

a. south west b. homestay c. 2 hours d. accommodation e. homes

C. Answers

- 1997
- a half day
- to enjoy unspoiled Gurung culture and heritage
- for preserving local culture and heritage

Post reading activity

Ask students to share a real or an imaginary experience of visiting a homestay and spending time there with their friends.

My Experience during the Homestay in Ghale Gaun

Nestled within the serene hills and mountains, our journey led us to a captivating homestay owned by the Gurung family in Ghale Gaun in Lamjung district. The traditional wooden architecture and vibrant prayer flags welcomed us into a cultural haven. Mrs. Gurung, our

gracious host, introduced us to the intricacies of Gurung life, from getting into traditional attire to participating in age-old rituals.

Each morning, we awoke to panoramic views of the Himalayas, and our days unfolded with guided hikes through terraced fields and encounters with friendly locals. Evenings were spent around a crackling fire, sharing stories and savoring dal bhat, a local dish. The rhythmic beats of a traditional drum accompanied us as we danced under a starlit sky, immersed in the warmth of Nepali hospitality. Our time in this Himalayan sanctuary set bonds that transcend cultural boundaries, leaving us with cherished memories of laughter, learning, and the unmatched beauty of Nepal's rural life.

11.11 Project work

In this project work, the students have to collect information about a famous place located in their province. Then, they are required to write a short description of it. They can use pictures/photos to make their description interesting and attractive.

Objective

To write a short description of a famous place in their province

Follow these steps.

- a. Read the instructions aloud and make students clear about the task they are going to do.
- b. Set this task as a home assignment. Ask them to decide one famous place in their province and write about it. Ask them to use pictures or photos to make their description interesting and attractive.
- c. Help them to get more information about the place by asking them to consult their parents/guardians and the internet.
- d. When they complete the task, get them to share their write up to the class. Paste some best descriptions on the classroom notice boards.

Lumbini

Lumbini, situated in the Lumbini Province of Nepal, holds profound significance as the birthplace of Siddhartha Gautama, who later became Buddha. This sacred pilgrimage site is a UNESCO World Heritage site, drawing visitors from around the globe. Surrounded by serene gardens, the Maya Devi Temple marks the exact spot where Queen Maya Devi is believed to have given birth to Prince Siddhartha.

Pilgrims and tourists alike find solace in exploring the archaeological remains, including the Ashoka Pillar and the sacred pond where the infant Buddha is said to have taken his first bath. Lumbini is not only a historical treasure but also a spiritual sanctuary, fostering tranquility and reflection. The atmosphere is filled with a sense of reverence, making Lumbini a place where one can connect with the teachings and legacy of Buddha in a setting of unparalleled serenity.

11.12 Extra bit

This is an independent activity for students to help them learn some common informal expressions in English. Get them to go through the given informal expressions and their standard forms. Help them to add more expressions to the list by consulting various sources.

ΩΩΩ

Unit 12

This unit deals with the language function “Expressing likes, dislikes and preferences”. Different tasks in this present the language skills around the theme of expressing likes, dislikes and preferences. The table below presents a short overview of unit 12.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|---|---|
| 1. | Getting Started | Talk about people’s likes and dislikes based on the given pictures. |
| 2. | Reading I: Nepal’s Birdman | Learn the given words and complete the sentences. Choose the correct alternative. Answer the questions. Discuss with friend about bird watching hobby. |
| 3. | Pronunciation | Learn different pronunciation of ‘ch’ in different words. |
| 4. | Speaking | Tell whether the given expressions express likes or dislikes. Work in group to complete the dialogue. Work in pairs and ask the questions about each other’s likes and dislikes. |
| 5. | Grammar I | Study the expressions that express likes/dislikes. Choose the correct answers. Fill in the gaps with correct form of given verbs. |
| 6. | Writing | Write an essay on 'My Hobbies and Interests'. |
| 7. | Listening | Look at the pictures and answer the pre-listening questions. Listen to the audio and tick the correct answer. Listen and answer the questions. Make a list of mind map of preferences. |
| 8. | Reading II: The Teacher Ate my Homework | Pre-reading questions Write the rhyming words. Find the meanings of the word related to the action of eating. Write a poem about favorite subject. |
| 9. | Grammar II | Match the statements with their questions. Change into questions. |
| 10. | Project work | Find a poem/song about hobbies and interests and present it. |
| 11. | Extra bit | Study the genres with ‘-ology’. |
| Total time for the unit | | 8 Hours |

The item-wise facilitation process is given hereafter. Remember, these are mere guidelines for teachers. A creative teacher like you can use it as per your classroom situations. You can adapt these activities or create your own to fit to your context.

12.1 Getting started

This warm up task presents what these people like, dislike or prefer. The students have to talk based on the given pictures.

Objective

To talk about people's likes and dislikes

Follow these steps while dealing with this task in the classroom.

- Draw the attention of the students to the pictures and set ground for discussion on what different activities they see in the pictures.
- Ask the students what kinds of words are used for expressing likes and dislikes.
- Collect their response. Tell them that expressions like 'I like...', 'I love...', 'I'd be happy to...', 'I enjoy...', 'I'm keen on...' etc. are used in expressing likes and expressions like 'I hate...', 'I don't like to...', 'I'd rather prefer for..' etc. for expressing dislikes.
- Now, ask what these people like, dislike or prefer. Take their responses in class. Then, form pairs and ask them to talk what these people like, dislike or prefer.

Possible response

The man in the first picture loves singing.

The man in running-vest likes to run.

The lady in the picture enjoys treating the sick people.

The man in Nepali dress is crazy about dancing.

12.2 Reading I: Nepal's Bird Man

This reading text is an adapted article by Rajendra N. Suwal in Nepali Times about Hari Sharan Nepali, a bird lover.

Objectives

- Learn different types of birding related unfamiliar vocabulary like: *genteel, birder, ornithologist, ecology, taxidermy, debris, boulders, fluttered, mentoring, nurturing, cooperative, enhance and diversity*
- Read the text and do the tasks

Materials

Pictures of different varieties of birds found in Nepal; Word cards.

Audio visual teaching learning material, etc.

Follow these steps.

Pre-reading activities

- Draw the attention of the students to the pictures and set ground for discussion on what they like.
- Ask the students what kind of hobby people may have.
- Collect their response and discuss people's preferences.
- Tell them that words like 'I love...', 'I like...', 'I really enjoy..' etc. are used to express likes and words like 'I dislike...', 'I can't stand...', 'I'm not a fan of..', are used to express dislikes. Similarly 'I prefer....', 'I would rather...', 'I'm more to...' etc. are used to express preferences.

- e. Ask some students to guess what the man's hobby is. Ask if they have similar hobbies. Take their responses.
- f. Provide visual aids of Hari Sharan Nepali (Kazi Dai). You can provide some more information from: <https://ecs.com.np/people/kajidai-nepals-birdman>

While Reading Activities:

- a. Ask the students whether they have some ideas/information on birding.
- b. Ask a few of the students to read the different paragraphs.
- c. Tell the students to read the text by themselves at first. Tell them to underline the difficult words while going through the text. Introduce these words or let them find the meanings of the words from a dictionary or from context in the text.

Meanings of the words

genteel: having polite and socially respectable manners.

birder: a person who studies / does research on birds, especially as a hobby.

ornithologist: an expert or a scientist who specializes in the study of birds.

ecology: The branch of biology that deals with the relations of organisms to one another and to their surroundings.

taxidermy: The process of preserving the skin, feathers, and other parts of a dead animal by treating them and creating a lifelike representation of them.

debris: rubble or wreckage of something that has been destroyed.

boulders: large rocks

fluttered: flapping of the wings rapidly with light, quick motions.

mentoring: The act of providing guidance, support, and advice to someone.

nurturing: The process of caring for and encouraging the growth or development of someone or something.

cooperative: helpful, supportive.

enhance: To improve the quality, value and effectiveness of something.

diversity: The presence of a variety of different elements.

- d. Ask what they understood from the first reading. Encourage one or two of the students to summarize what is understood from the first reading.
- e. Now, read the text line by line and ask simple questions of each line. Take students responses. This develops students' reading comprehension skills.
- f. Tell them that the text has been adapted from an article of Nepali Times magazine, and the writer is Rajendra N. Suwal. Kazi Dai was the friend of writer's father Parasar Narayan Suwal.
- g. Tell them that the text has tried to provide information on one of the most important but less discussed topics in Nepal. Though Nepal is a home for various unique varieties of birds, most people do not know about the person who has devoted his entire life to the research of birds.

Kazi Dai was the person to identify thirteen new bird species of Nepal. The Natural History Museum established by Tribhuvan University is an outcome of his hard work and passion.

- h. Tell them that Kazi Dai's passion and contribution has become an inspiration to all naturalists of the world.
- i. Then, lead them to **Task A**. Tell them to use the given words in sentences of their own. They can revise the vocabulary section for the recalling of the meanings.
- j. Do necessary corrections and provide answers.

Answers

a. diversity b. genteel c. enhanced d. mentoring e. nurturing

- k. Now, take the students to **Task B**. Ask them to choose the correct alternatives to fill in the gaps.
- l. Tell them to go through the text once again to access the correct information.
- m. Ask them to read again and confirm the the correct alternatives.

Answers

a. Birder. b. Parasar N. Suwal
c. while returning to Kathmandu from Pokhara
d. Ornithological science in Nepal uses modern technologies for study.
e. WWF

- n. Now, lead the students to **Task C**. In this task, the students give answers to the questions provided. Help them when necessary. Check their writing after they finish it.

Answers:

a. Both kazi Dai and Parasar Narayan Shrestha had a common hobby of birding. They both loved to explore the jungles together. So, we can say that their friendship is because of the common hobby and interest in birds.

b. Yes, the journey to Pokhara was quite memorable for the writer. Kazi Dai's mentorship to the writer during the trip was the major factor for his interest in birds.

c. Besides Kazi Dai, the writer also worked with Karna Shakya, who was the then IUCN Commission on Education.

d. BCN is working in nurturing a passion for hundreds of Nepali youth for bird documentation, photography, research and conservation.

e. World Wildlife Fund (WWF) Nepal in partnership with International Crane Foundation and Lumbini Development Trust, is the donor of Lumbini Crane Sanctuary.

f. Yes, I like Kazi Dai mainly because of his contribution in the field of bird conservation in Nepal. His helping attitude and willingness to mentor the people who show interest in birds, also made me like him.

Post reading activities

- a. Now lead the students to **task D**. Ask them the question: Can bird watching be a good hobby for a Nepali student like you?
- b. Tell them to discuss in pairs. Ask some pairs to present their views.

Discussion points

In my opinion, birdwatching can be one of the most interesting hobbies for a Nepali student like me. According to the record of avifauna of Nepal, Nepal is a home of more than 915 species of unique birds. Varieties of birds are found in diverse topography like Terai, hills and in the mountains. From an educational as well as from the entertainment point of view, birding is one of the worthy hobbies to pursue. It will promote love for nature and provide opportunities of adventurous hiking and travelling to unique landscapes.

12.3 Pronunciation:

In this activity students will learn to pronounce the initial 'ch' sound in different English words.

Objectives

To pronounce the 'ch' sound correctly in different words

Materials:

Audio pronunciation from online or offline mobile dictionary

Follow these steps.

- First, show the words one by one asking the students how they pronounce them.
- Play the audio for the correct pronunciation and ask them to imitate.
- Now the teacher will pronounce the words loud and clear and ask to repeat/imitate it.
- Check whether the students have finally learnt to pronounce the words correctly or not.
- Encourage repeating a few more times.

Appropriate pronunciation

| | | |
|-----------------------|-----------------------|----------------------|
| chaired: /tʃ eə(r)/ | charade: /ʃ ə' rɑ: d/ | chemist: /' kemɪ st/ |
| chiffon: /' ʃ ɪ fə n/ | chair: /tʃ eə(r)/ | chimp: /tʃ ɪ mp/ |
| chalk: /tʃ ɔ: k/ | choir: /' kwɑɪ ə(r)/ | chore: /tʃ ɔ: (r)/ |
| child: /tʃ aɪ ld/ | | |

12.4 Speaking

This speaking activity is based on the language function of expressing likes and dislikes.

Objective

To use the expression of likes and dislikes correctly when they talk

Follow the given procedure.

- Ask the students to read the expressions given in Task A. Elicit what they express; likes or dislikes. Tell them that expressions like 'Someone loves something', 'Someone is crazy about something', 'Someone is keen about something', etc. denotes likes. Likewise, expressions like 'someone doesn't like', 'someone hates', 'someone don't like' etc. mean dislikes.
- Ask them to practice the expressions.
- Ask them to generalise the expressions used in order to express likes and dislikes. Provide the correct answers.

Answers

- a. She loves playing football (like)
- b. I don't like rain. (dislike)
- c. I'm crazy about cricket. (like)
- d. She doesn't like going out at night. (dislike)
- e. My brother hates eating chocolates. (dislike)
- f. My father is keen on gardening. (like)
- g. I love reading books very much. (like)

- d. Now, lead the students to **Task B**, where students will have to complete the dialogue with the suitable form of verbs given in the bracket. Once they finish, they will act out the conversation.
- e. Make necessary corrections, if needed.

Possible solution:

Pasang: Hi, you two! What are you doing?

John: We're playing basketball. Do you want to play?

Pasang: No, thanks. I **don't like to play** (not like/play) basketball.

Sara: Wow! I **love playing** (love/play) basketball. It's great!

John: What **do You like** (like) to do, Pasang?

Pasang: Well, I **enjoy riding** (ride) bicycle.

Sara: Yeah! That's really fun.

Pasang: And, I **like** (like) to dance.

John: Dancing! I can't stand dancing.

Sara: But, I prefer **singing** (sing) to dancing.

- f. Now, ask any three students to act out the conversation above.
- g. Lead the students to **Task C**. Ask them to work in pairs. Tell them that one student will ask questions about the given condition and the other will answer in a form of conversation.
- h. Tell them to take turns to ask questions and to answer.

Possible conversations**a. Listening to music**

Ram: Do you enjoy listening to music?

Sita: Yes, I love listening to music! It's one of my favorite hobbies.

b. Drawing

Simran: Do you like drawing?

Ramesh: Absolutely! I find drawing very relaxing and enjoyable.

c. Watching Television

Sabina: Sima, do you love watching television?

Sima: Of course! It's the best pass time I could ever think of.

d. Working in the kitchen

Babin: How do you feel about working in the kitchen?

Radha: I actually enjoy working in the kitchen. Cooking is my hobby.

e. Doing mathematics

Shyam: What about doing mathematics Gita?

Gita: I find mathematics fascinating! Solving math questions is something I really enjoy.

12.5 Grammar I

This section aims to focus on identifying the expression of likes and dislikes with verb +ing / infinitive structures.

Objectives

To identify the different expressions of likes and dislikes

To use verb+ing /infinitive structure correctly

Materials

PowerPoint slides or cards with the expression of likes, dislikes and neutral expressions

Follow the given procedure.

- Ask the students to recall what types of expressions were provided in the beginning of the lesson to express likes and dislikes.
- Ask them to study the sentences given in **Task A**. Ask them to list out the expressions of likes and dislikes in two separate columns. Some expressions are neutral as well. In that case, they can put it in a neutral column.

| Expression of likes | Expression of dislikes | Neutral expression |
|--|--|--|
| <ul style="list-style-type: none">They like skiing.They like to ski.Children love playing with their friends.Children love to play. | <ul style="list-style-type: none">I hate arguing about politics.I hate to argue with you. | <ul style="list-style-type: none">I will wait to hear from you.She wants to tell you something. |

- Now, ask them to pay special attention to the words in red, focusing the use of infinitive or gerund form of the verbs.
- Lead them to **Task B**. In this section, they will have to choose the correct answers to complete the sentences. Check their answers and discuss.

- I don't like **going out** (going/go) out at night.
- She learned **to tell** (to tell/telling) stories.
- I would like **to come** (coming/to come) to the party.
- My grandfather enjoys people **asking** (asking/ask) what he wants.
- She kept on **talking** (talking/to talk) during the film.
- I am learning **to speak** (speaking/to speak) English nowadays.

- g. Do you mind **giving** (giving/to give) me a hand?
- h. Munal helped me **carry** (carry/carrying) this load.
- i. I dislike **waiting** (waiting/to wait) for people.
- j. They' ve finished **preparing** (preparing/to prepare) food-come and eat!

- e. Lead the students to **Task C**. In this task, they will have to fill up the gaps with the correct forms of verbs and complete the sentences.
- f. Tell them that in most cases, the gerund form of the verb is used. Tell them that gerund is a verb form ending in "-ing" and it functions as a noun.
- g. Remind them that they will have to use 'to + infinitive form of the verb' after structures like 'I'd like..'

Answers

- a. Joan loves **listening** (listen) to music.
- b. Tina usually goes **fishing** (fish) at the weekends.
- c. We usually go **swimming** (swim) on Saturdays.
- d. He hates **writing** (write) emails.
- e. Would you like **to talk** (talk) to the manager?
- f. Excuse me, I'd like **to pay** (pay) the bill.
- g. I like **to call** (call) her in the evening.
- h. She avoided **talking** (talk) to her neighbour.
- i. Mr. Thakuri agreed **paying** (pay) the debt on time.
- j. He admitted of **stealing** (stealing) the money.

12.6 Writing I

This task aims to develop the skills of writing an essay on one's hobbies and interests.

Objective

To write an essay on 'My Hobbies and Interests'

Follow the given procedure.

- a. Remind how the essay is written. Tell the students not to forget to write the heading of the essay. Tell them to introduce their topic in the first paragraph.
- b. Then, tell them to write about the details of their hobby, their personal interests etc. in the body paragraph. If they have more than one hobby, separate one paragraph to each hobby or interest. The students need to use topic sentences to introduce the main idea of each paragraph.
- c. Ask students to discuss the points on hobbies and interests. Tell them to discuss to these questions:
 - What are your hobbies and interests?
 - Why have you chosen them?
 - How are you going to achieve them?
 - What support do you need to pursue them? (Are there any barriers stopping you?)

- What changes might they bring to your life?
- d. Ask them to write an essay. Check their answer. Provide feedback.

Sample essay

My Hobbies and Interests

Hobby and interest is something that you like to do during your free time. Hobby and interest can be of many types like drawing, reading novels, dancing, playing football, playing musical instruments etc. I also have a few hobbies. They are dancing and drawing pictures.

I enjoy it a lot while I get time to draw or to dance. Whenever I have free time, I sit with paint and brush and begin to draw pictures. I like to take pictures of flowers, villages, mountains and flying birds. I may not be perfect in drawing, but it is the best pass time I feel like engaging. I have chosen this as my hobby because I feel relaxed when I draw pictures or when I paint. Playing with colours provides me energy. My parents also encourage me to draw. Their encouragement is my nourishment.

My next hobby is dancing. Sometimes, when I am alone at my house, I listen to music and dance. I dance whatever way I can. I am rid of all hesitations and shame while I dance. After dancing, I feel refreshed instead of feeling tired. I think that I discover myself in my dance.

I can confidently say that I will continue pursuing my hobbies at every step of my life.

Pursuing our hobbies / interests makes us a happy human being. We need to nurture our hobbies and interests. This makes us perfect in things we like to do. This makes us happier than before.

12.7 Listening

This listening task is related preference.

Objective

Listen to the audio and do the tasks

Materials

Audio files and audio player

Follow these steps.

Pre Listening Activities:

- Ask the students to look at the picture. Ask questions such as: What did you think the lady likes? What do you think the lady is talking about?
- Tell them that they will have to listen to the audio and answer the questions.
- Play the audio and ask them to check their guesses.

Possible answers

- I think the lady likes to listen to music.

b. I think she is talking about her likes and dislikes.

While listening activities

- a. In **Task B**, the students need to listen to the audio and Tick [✓] for the right answer.
- b. Play the audio and ask the students to do the task. Make sure that each student is engaged in listening to the details attentively.
- c. Tell them that you are going to play the audio once again. This time they will check their answers.

Correct answers

- a. What type of exercise does the speaker like?
→iii. **swimming**
- b. What does the speaker say she will do in her new house?
→ii. **have many animals**
- c. Why does she like dancing to American music?
→i. **because she is good at it.**
- d. Which of the following does the speaker dislike?
→i. **rude people**
- e. Why does the speaker dislike waiting?
→ii. **because she is impatient.**
- f. What is the talk about?
→ i. **personal preferences**

Post listening activities

- a. Lead the students to **Task C**. Ask them what their preferences are. Tell them to make a list of their preferences and talk to their friends why they like that.

Probable responsea

Student A: I like to read my favourite subject which is English because it is an international language. If I am good at English, I can read books written by people from different countries.

Student B: I like playing guitar because it allows me to express myself through music.

Student C: I love reading fantasy novels because it gives me a break from reality and amuses me.

Student D: I like playing football because it promotes sportsmanship in me and provides enough physical exercise.

12.8. Reading II: My Teacher Ate my Homework

The second reading text in this unit is a poem entitled 'My Teacher Ate my Homework'. The title of the poem sounds weird or unusual but as we go through the poem, it becomes clear that the poem is talking about a cooking class. The teacher had actually eaten the food (i.e. the homework) which the student of cooking class cooked for his homework.

Objectives

- a. To learn new words: *sniffed*, *approving*, *nod*, *nibble*, *gobble gusto*, *burp*, etc.
- b. To read the poem and do the tasks

Materials

Pictures/videos of cooking class

Follow these steps.

Pre-reading activities

- a. Ask the students the pre-reading questions: Who do you think the people are? What are they doing? Do you like cooking class?
- b. Take their responses.

Answers

- a. These people are the students and the teacher of a cooking class.
- b. They are in their class, ready to learn to cook the new dish.
- c. Yes, I like cooking class because it is interesting to learn to cook new dishes and try it out.

- c. Ask the students to mark the unfamiliar words in the poem. Introduce them. Ask them to learn the meanings.

Word meanings

sniffed: to smell something

approving: showing approval; expressing that something is okay.

nod: gesture of moving head in an up-down motion showing agreement or acknowledgment of something.

nibble: to take small, gentle bites or to eat in small amounts.

gobble: to eat something quickly and greedily, often with little regard for table manners.

gusto: with great enjoyment or appreciation.

burp: to expel air from the stomach through the mouth with a sound; a belch.

- d. Ask them whether they have ever participated in some kind of cooking competition.
- e. Tell them that cooking is also a subject like mathematics or social studies or English. It is taught in some schools and colleges. Students attend their class, take practical courses and finally get their certificates, once they pass their tests.

While-reading activities

- a. Recite the poem as a model in a clear and audible voice.
- b. Tell the students to recite the poem after the teacher.
- c. Present the explanation of the poem and compare it with each line.

One version of the explanation can be as follows:

The speaker is a student of a cooking class. His work is being tested by his teacher. The speaker-poet says that in the process of the test, the teacher ate his homework (dish).

The teacher smelled it and smiled. Then he nodded his head in approval. Next, the poet

begins to explain the process in detail. At first, the teacher took a little piece of the food, then after, a larger bite and chewed it thoughtfully. The speaker further says that his teacher must have liked his homework because he ate it up with total enjoyment and finished it quite fast. He even licked his fingers, and burped and finally said that the cook had passed his test.

The speaker poet concludes the poem saying that it must be how the students are graded in the cooking class.

- d. Now, lead the students to **Task A**. Before beginning this task, give the students some ideas on rhyming words.
- e. Tell them that rhyming words are words that have similar or identical sounds at the end of the words. They often share the same vowel and consonant sounds at the end, creating a musical / rhythmic quality in language.
- f. Tell them to find one word from the poem and the other from their own vocabulary that rhyme with the provided words.
- g. Once they complete, make necessary corrections.

Answers

- a. **Odd-** nod, rod
- b. **True-**chew, clew
- c. **Town-**down, brown
- d. **Pass-**class, glass

- h. Now, lead the students to **Task B**. Tell them to find the meanings of the words related to eating, from the poem, and use the words in their own sentences.

Probable answers

1. Nibble

Meaning: To take small bites or to eat in small amounts.

Sentence: She decided to nibble on the chocolate, enjoying each small piece.

2. Bite

Meaning: To cut, grip, or tear with the teeth.

Sentence: He took a big bite of a juicy watermelon and enjoyed its sweetness.

3. Chew

Meaning: To crush or grind food with the teeth in preparation for swallowing.

Sentence: The cow chewed its cud in a relaxed way, in the meadow.

4. Gobble

Meaning: To eat something quickly and greedily, often with little regard for table manners.

Sentence: The hungry child gobbled up his dinner in no time.

5. Wolfed

Meaning: To eat something very quickly and in large quantities.

Sentence: After two hours of walking, he wolfed down a big *roti*, in a greedy manner.

6. Lick

Meaning: To pass the tongue over something in order to taste it.

Sentence: The ice cream was so delicious that she licked before it melted.

- i. Now, lead the students to **Task C**. In this task, they will choose the suitable words /phrases to complete the paragraph given below.
- a. Before assigning the task, make sure that the students know the meanings of the given words.

Answer

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

Post-reading activity

- a. Ask the students to compose a short poem on ‘hobbies’ or about their favourite subject.
- b. Give some ideas to the students in writing a poem. Tell them to use sensory details of their best subject while writing the poem. For example how their best subject looks or feels or tastes. These types of details provide more space for various types of vocabulary to play with.
- c. Tell them to express their personal emotions connected to the subject. For example, how do they feel while reading it? Is it easy or difficult? Also consider rhyme, rhythm and swiftly flowing choice of words to make the poem easy.
- d. Tell them to try to make their poem inspirational.
- e. When they finish composing, ask them to recite in the class. Appreciate for their efforts.

Sample poem

English, the Best

English is my best, the bright light,
It takes me to a happy flight!
Poems and stories, of magical land,
Reading and writing, I understand!
Sentences here, dance like stars,
Stories and fiction take me to Mars!
East or West, English is the best,
Time in it, I want to invest!

12.9 Grammar II

The grammar task in this section is about ‘Yes/no question’, and ‘Wh question.’

Objective

To use/write ‘Yes/no question’ and ‘Wh question’ correctly

Materials

Structures of Yes/no and Wh questions

Follow these steps.

- Write 5 yes/no questions and 5 Wh questions and ask them to study them.
- Ask them if they can change them into statements. Change to the statement forms and show how these questions are formed.
- Ask them to generalise the structures of forming questions.
- Provide the structure with example:

| | | | |
|--|--------|-----------|-----------------|
| Auxiliary (or modal) Verb + Subject + Main Verb+ Rest of the Sentence? | | | |
| Examples | | | |
| Is + | he+ | coming + | to the party? |
| Have + | they + | finished+ | their homework? |
| Can+ | she+ | swim? | |
| For Wh-questions | | | |
| Wh-word + Auxiliary +Subject + Main verb +? | | | |

- Now, lead them to **Task A**. Ask students to match the statements with questions.
- Help them in their efforts and finally provide the answers.

| Statements | Questions |
|--|--------------------------------------|
| a. My father is washing the car | What is your father doing? |
| b. Ali doesn't want to help you | Who doesn't want to help you? |
| c. Yes, she sings English songs | Does she sing English songs? |
| d. Yes, they have a hotel in India | Do they have a hotel in India? |
| e. Madan will buy a computer next year | When will Madan buy a computer? |
| f. We can go to the cinema tomorrow | When can we go to the cinema? |
| g. Yes, I had my computer repaired | Did you have your computer repaired? |

- Now, lead the students to **Task B**. Tell them to change the given statements into questions starting from the words given in the brackets.
- Tell them that in case of 'Wh questions', usually the structure will be: Wh-Question Word + Auxiliary Verb + Subject + Main Verb + Rest of the Sentence? Example: What is the dog chasing? And 'Auxiliary /modal verb+ subject+ verb + Rest of the sentence +?', in case of 'Yes/no question'.

| |
|--|
| Answers |
| a. Who is in class eight? |
| b. What is the dog chasing? |
| c. Were they practicing English yesterday? |
| d. Why did he go to the market? |
| e. When did I come to see you? |
| f. Did Anuska buy a new computer? |
| g. Where did William see a snake? |
| h. Will they have to do the work? |

- i. How did we pay?
- j. Does she have a beautiful painting?

12.10 Project work

In this activity the students will find a song/poem about hobbies and interests and present it to the class.

Objective

To find a poem/song about hobbies and interest and present in the class

Follow these steps.

- a. Tell the students that they are going to find any kind of poem or songs on hobbies and interests. It could be songs or poems. Ask them to explore from poetry books in the library or from the internet.
- b. Once found, they will present it to the class.

Sample poem

Leisure

What is this life if, full of care,
We have no time to stand and stare?

No time to stand beneath the boughs,
And stare as long as sheep and cows:
No time to see, when woods we pass,
Where squirrels hide their nuts in grass:

No time to see, in broad daylight,
Streams full of stars, like skies at night:
No time to turn at Beauty's glance,
And watch her feet, how they can dance:

No time to wait till her mouth can
Enrich that smile her eyes began?
A poor life this if, full of care,
We have no time to stand and stare.

- W.H. Davis

12. 11 Extra bit

In this part, the students need to read the given list of names of sciences that study different genres with '-ology'.

ΩΩΩ

Unit 13

This unit deals with the language function of interpreting charts, graphs and table. Therefore, most of the tasks in this unit are around this language functions. The table below shows a quick overview of the contents in the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|---|--|
| 1. | Getting started | Study the given chart and discuss what they represent. |
| 2. | Reading I: Nepal is the first country to double its tiger population | Discuss the pre-reading questions. Match the words with their meanings. Fill in the blanks with the correct information from the text. Answer the questions. |
| 3. | Pronunciation | Pronounce the words used to interpret charts and graphs. |
| 4. | Writing I | Write the interpretation of the given chart. |
| 5. | Listening | Listen and complete the sentences with missing information. Note down as many ingredients as they can remember to make an apple pie. |
| 6. | Listening: Conversation - expressing quantity | Listen to the audio and decide if it is true or false. Discuss what gifts the students would want if they were Christina. |
| 7. | Grammar I | Study the given sentences and notice how the quantifiers have been used. Choose the correct quantifiers to complete the given sentences. |
| 8. | Reading II A Mousetrap | Answer the pre-reading questions. Look in a dictionary and find the meaning of the given words. Put the given sentences in the correct order. Answer the given questions. |
| 9. | Grammar II | Study the given sentences, underline the verb forms and identify their tenses. Choose the correct options to complete the sentences. Use the correct forms of the verbs given in the brackets. |
| 10. | Writing II | Study the given flowchart and write an interpretation of it. |
| 11. | Speaking | Take turns to ask and answer the questions using the information given in a table. Ask and answer questions about the process of making tea with the help of a graphic organizer. |
| 12. | Project work | Collect data related to students' numbers in grades 6-8, present it in a bar graph, and share it to the class. |
| 13. | Extra bit | Vocabularies to use while describing the charts and diagrams |
| Total time for the unit | | 8 Hours |

In the following sections, the list of the activities for the facilitation of each task is given. Please use the guidelines as the starting points and feel free to adopt and adapt as per your unique classroom situations.

13.1. Getting started

The first task of this unit consists of a single activity related to an interpretation of some graphic contents. There are two charts and graphs which the students have to discuss.

Objective

To talk about the given charts/graphs

Follow these steps.

What do the following charts/graphs represent? Discuss.

- a. Ask the students to look at the given figures carefully. Ask them what the following charts/graphs represent.
- b. Ask them to see X axis and Y axis and ask pointing to the number they represent. Elicit that both chart and graph show the favourite fruits. The first graph presents that people like papaya the most. Similarly, the second chart present the students' preferences on fruits.
- b. Ask them if they have seen such texts before and elicit their ideas. Get them to share their experiences if they have any.

13.2. Reading I

This reading text is a text entitled 'Nepal is the first country to double its tiger population'.

Objectives

- a. To learn these words: *prey, nationwide, apex, intricately, undoubtedly, drastically, poaching, pledged, endorsing, declaration, initiatives, enforcement, stakeholders, sustainably, coexistence, backed, corridors, landscape, and dispersal*
- b. To read the text and extract relevant information to do the comprehension exercises

Follow these steps.

Pre-reading activities

- a. Present the enlarged form of the pictures given in the text.
- b. Ask them what they are. Elicit; they are charts.
- c. Now, ask the questions given one by one. Have individual students share their answers.
- d. Hold a discussion related to the question in 'b': Is it good to increase the number of tigers and why?
- e. Ask them related questions: What happens if the wild animals become extinct? What are the reasons behind the decreasing number of wild animals and other creatures? Does it affect the ecosystem?
- f. Listen to students' answers and provide feedback on their answers.

While reading activities

- a. Read some paragraphs as a model at a normal pace and ask the students to point to the lines being read.

- b. Get some students to read the rest of the paragraphs. Make sure one student reads one paragraph.
- c. Now, ask them to go through the text once and underline the words that are unfamiliar to them.
- d. Teach those words' pronunciation and meaning. Don't miss the red-coloured words. Teach other words if necessary. While dealing with the words, use various techniques like displaying meaning with the pictures, synonyms, antonyms, giving context, etc. and ask them to guess the correct meaning.
- e. Discuss the text with students. Ask students what they understand from the text. Ask some self-made questions and check their understanding.
- f. Summarise the text highlighting the important points and lead them to **Task A**.
- g. Instruct students to study the given words and meanings carefully. Ask them to match the words in column A with their meanings given in column B. Allow them some time (4-5 minutes) and ask them to do the task.
- h. Move around the class and support them if needed. After the completion of the task, get them to share their answers.
- i. Cross-verify their answers from other students. Get individual students to share their answers and let others say whether the answers are correct or not.

Answers

a. iv. b. vi. c. ii. d. i. e. iii. f. v.

- i. After Task A, ask them to read the text once more and do Task B.
- j. Have them work in pairs to find the correct answers and write them. When they complete the task, ask the pairs to exchange their notebooks and correct each other's tasks.
- k. Finally, tell them the correct answers and ask them to check their answers.

Answers

a. 235 b. food c. the Prime Minister of Nepal d. stakeholders e. wildlife-friendly

- l. Ask the same pairs to continue to work for **Task C**. Instruct them to read the questions first. By doing so, they can focus their attention on the specific information needed to answer the questions.
- m. Ask them to read the text once more and highlight the related information in the text that helps them to write answers to the questions given.
- n. Go around the class to monitor them. Provide necessary assistance and clues to the answers to the needy students.
- o. Upon completion, ask them to share their answers and let the class decide whether the answers are correct or not.
- p. Finally, tell the correct answers and ask them to make necessary corrections to their answers.

Answers

a. three b. 3% c. in 2010
d. additional habitats for tigers and prey species have been secured/special institutions for the conservation of tigers have been formed

e. poaching, illegal wildlife trade and the impacts of climate change

Post-reading activity

- a. Make sure the students understand what they are supposed to do.
- b. Form groups as per your convenience. Ask them to make a list of the impacts of conducting development and construction activities without considering nature and the ecosystem.
- c. Ensure everyone is actively engaged in the task. For this, go around the class.
- d. When they complete their discussion, ask each group to share their ideas.
- e. Write their ideas on the board and hold a necessary discussion. Give your concluding remarks.

13.3. Pronunciation

This is a single pronunciation activity in the unit. In this activity, students will practise pronouncing the words related to interpreting charts and graphs.

Objective

To pronounce the words used to interpret charts and graphs

Follow these steps.

- a. Learn to pronounce the given words in advance. You can consult online dictionaries to download the correct pronunciation and play.
- b. Tell the students that they are going to learn pronunciation today.
- c. Make strips of the words given and distribute them to individual students.
- d. Randomly play or pronounce the words and ask the students with the correct words to stand up.
- e. Ask the student standing up with the word to pronounce the words correctly. Correct them if she/he makes an error.
- f. Ask students to pronounce the words individually and in chorus. Repeat the drill until everyone learns to pronounce the words correctly.
- g. Make sure that needy students get an apt practice of the words.

13.4. Writing I

This is the first writing task of this unit. In this activity, students will write an interpretation of a given chart.

Objective

To write an interpretation of a chart

Follow these steps.

- a. Provide clear instructions to the students regarding what they have to do. Explain to them that they are going to write an interpretation of the given chart.
- b. Present a sample of an interpretation with a graph. Highlight the main structures and bits of language used. For example: according to the chart/as given in the chart/if we take a closer look at the chart, to sum up, etc.

- c. Now, ask them to write an interpretation of the given chart. Give enough time to do the task individually.
- d. Identify the struggling students and provide them with individualized support. This may include giving them the bits of sentences used.
- e. When they complete writing, check their tasks and provide necessary feedback.

Sample answer

Number of Men and Women Studying Engineering in a University

The given bar chart shows the number of men and women studying engineering at a university in three decades starting from 1992 to 2012. The data clearly indicates that the number of women in engineering has been growing continually.

According to the chart, the number of men studying has decreased slightly in this period. In 1992, there were 1400 students whereas in the years 2002 and 2012, the number decreased by 200. Similarly, the number of women students in 1992 was just 200 which increased in the next two decades. In 2002, the number of women reached 400 and in 2012, it was 600. Surprisingly, although the number of men and women students differed greatly in the years 1992 and 2002, their total number was equal, i.e. 1600. But in 2012, the total number of students increased by 200 and reached to 1800.

In conclusion, the chart is an indication of the changing educational trend; more women are studying today than in the past.

13.5. Listening

In this section, students will listen to a conversation between a man and a woman who are talking about preparing an apple pie and the amount of ingredients needed.

Objective

To listen to a conversation and do the comprehension exercises

Follow these steps.

Pre-listening activities

- a. Ask the students to look at the given picture carefully.
- b. Ask them to guess who these people are. You can ask them about their dress, the thing they are carrying, etc.
- c. Ask the given questions one by one. Elicit various ideas. Don't judge them.
- d. Don't tell the exact answer based on the audio. Give compliments for their efforts; tell them that they will tally their guesses when they listen to the audio.

While listening activities

- a. Listen to the audio in advance so as to familiarise yourself with it.
- b. Discuss the listening procedure with the students. Tell them how many times you will play the audio, when they have to do the task and how the correction will be done.

- c. Now, ask the students to read **Task B** carefully. This helps them to focus on the specific information while listening to the audio.
- d. Play the audio for the first time and ask the students to familiarise themselves with it. Give the transcript of the audio for those who have hearing difficulty.
- e. Ask the students self-made questions: Who is speaking? What are they talking about? Etc.
- f. Again play the audio. Ask them to do **Task B**. Go around the class to check whether the audio is audible and to check whether everyone is engaged in the task.
- g. Play the audio again and ask the students to confirm their answers. If needed, you can play the audio once more.
- h. Finally, check their answers. You can do a mass correction for this.

| |
|----------------|
| Answers |
|----------------|

| | | | | | | |
|-----------------|-------------|--------|----------|----------|--------|------------|
| a. an apple pie | b. a lot of | c. six | d. flour | e. sugar | f. 100 | g. a store |
|-----------------|-------------|--------|----------|----------|--------|------------|

Post listening activities

- a. Ask the students to remember the ingredients the speakers talk about in the audio to make an apple pie.
- b. Move around the class to check that everyone is engaged in the task.
- c. When they complete the task, ask them to compare their list with that of their friends' lists.
- d. Ask them to share their list and write the names of the ingredients on the board. Ask them to compare their list. They may come up with the words like apples, flour, cinnamon, nutmeg, salt, sugar, and butter, etc.
- e. Finally, provide feedback as needed.

13.6. Grammar I

This is the first grammar section in the unit where students get a chance to practise quantifiers; much, many, some and any, etc.

Objective

To use quantifiers correctly

Follow these steps in Task A and Task B given below.

A. Study these sentences and discuss how the quantifiers in red have been used.

- a. Ask the students to read the example sentences from a –f. Tell them to pay special attention to the words in red.
- b. Ask them to guess what the words in red are. Elicit they are quantifiers. Ask them what the red words are followed by. Elicit they are nouns. Again ask them whether the given nouns are countable or uncountable.
- c. Ask them to make similar sentences. Write them on the board.
- d. Now, explain the rules behind the use of quantifiers. Tell them that quantifiers are the words that tell the number or quantity of something.
- e. Instruct them to read the table. Discuss the categories of quantifiers used with countable nouns, used with uncountable nouns and the ones that are commonly used with both countable and uncountable nouns.

B. Choose the correct quantifier to complete the sentences.

- a. Ask the individual students to do the task.
- b. Monitor their engagement in the activity and provide the necessary assistance.
- c. When they complete the task, get them to exchange their answer sheets for peer correction.
- d. Finally provide the correct answers and ask them to check their answers.

| | | | | | |
|---------|---------|---------|-----------|-------------|-------------|
| a. no | b. less | c. some | d. enough | e. a lot of | f. a lot of |
| g. some | h. some | | | | |

13.7. Reading II: A Mousetrap

This is the second reading text of the unit. It is a drama entitled 'A Mousetrap'.

Objectives

- a. To learn these words: *package, horrified, bother, and delicious, etc.*
- b. Read the text and do the tasks

Follow these steps.

Pre-reading activities

- a. Show the picture given. Ask them if they have ever seen such a tool.
- b. Ask them the pre-reading questions one by one. Ask the questions to the whole class and elicit answers from the individual students.
- c. Ask them how they would respond if they were asked for help.
- d. You can share your view related to the question.

While reading activities

- a. Tell them that they are going to read a drama.
- b. Introduce the characters.
- c. If possible, invite seven different students to perform the role of seven different characters in the dramas. Facilitate yourself with other contents (in italics).
- d. Now, ask them to read the drama once more and tell them to pick out the unfamiliar words.
- e. Write them on the board. Discuss the words; pronunciation, meaning and use. For pronunciation, you can download them from the internet. While dealing with the meaning, give contextual sentences, illustrations, antonyms, synonyms, etc.
- f. Hold a discussion about the content of the drama. Ask different self-made questions and tell them to answer.
- g. Ask one or two students to summarise it and lead them to **Task A**.
- h. Provide the students with the dictionary and ask them to find the meanings of the given words.
- i. While they are doing the task, move around the class to check everyone is engaged in the task. Instruct them to underline the words in the drama and ask them to find the contextual meaning in the text.
- j. When they complete the task, get them to share their answers.
- k. Ask the students to read the given sentences a – g in **Task B**.
- l. Form pairs and tell them to read the text once and underline the related information there.

- m. When they underline the related information in the text, get them to write sentences in the correct order.
- n. When they complete the task, ask them to exchange their answer sheets with other pairs for correction. Finally, tell them the correct answers and ask them to tally their answers.

Answers

- a. A man and woman brought a mousetrap.
- b. The mouse was afraid that he would get trapped.
- c. The mouse asked for help with other animals.
- d. None of the animals were ready to help the mouse.
- e. A snake bit the woman.
- f. The doctor recommended chicken soup to the woman.
- g. All the animals except the mouse were killed one after another by the man.

- o. Ask the students to read the questions from a – e in **Task C**. By doing so, the students can focus their attention on the specific information while reading the text.
- b. Tell them to work in pairs and find the answers to the questions.
- c. While they are engaged in the task, walk around the class and provide the support necessary.
- d. Upon completion of the task, ask the students to share their answers in the class.
- e. Check their answers and provide necessary feedback.

Answers

- a. The mouse was shocked thinking that he would be trapped in the mousetrap.
- b. The mouse complained with chicken, lamb, and buffalo respectively.
- c. The lamb replied that the mousetrap was not for him. There was nothing he could do and he could pray for the mouse.
- d. When the woman went to see the mousetrap in the dark night, she was bitten by a deadly snake trapped in the mousetrap.
- e. The couple decided to kill the buffalo to give a party to the well-wishers after the woman got better health.

Post-reading activity

- a. Make students clear about the statement: *"We need to help someone if they ask for our help because we never know when we will be in the same situation."*
- b. Form small groups and ask them to discuss if they agree or disagree on the statement. Let them brainstorm ideas.
- c. Go around the class and help if they need.
- d. Upon the completion of the task, ask the group leaders to share their views.
- e. Listen to their answers and provide necessary feedback on their answers.

Possible answer

Yes, I agree with the given statement. It is important to help others when they ask for because I never know when I will be in a similar situation. I am always ready to help others and expect the same from others as well. By doing so, I think I can help make a cooperative and caring community. It is the best way to establish good social relations as well. So,

offering help to others is a kind thing to do.

13.8. Grammar II

This is the second grammar task in this unit. Here, students will practise using different aspects of the present tenses.

Objective

To use the present tenses correctly

Follow these steps on the given Task A, B and C.

A. Study the following sentences. Underline the verb forms and identify their tenses. One example has been given.

- Ask students to read the given sentences carefully.
- Provide different sentences to represent different aspects of the present tense. For example, present a set of sentences in the simple present tense, and so on.
- Ask them to make similar sentences. Write their correct sentences on the board.
- Now, ask the students to identify the tenses of the given sentences in **Task A**.
- Illustrate different aspects of the present tenses with the structures.

Answers

- The diagram is a bar graph. (Simple present)
- The bar graph shows the population growth in Nepal over the 20 years. (Simple present)
- Look! The dog is running. (Present continuous)
- I've found this pen on the floor. (Present perfect)
- I'd been studying at this school when you were born. (Past perfect continuous)

B. Choose the correct options to complete the sentences.

- Set the task to the individual students.
- Move around the class to see if everyone is doing the task correctly.
- Provide necessary assistance if anyone needs it.
- When the students complete the task, have some students read their answers turn by turn. Ask other students to decide whether the answers are correct or not.
- Finally, tell them the correct answers and let them check their answers.

Answers

- a. i. b. i. c. i. d. ii. e. iii. f. ii. g. iv. h. i. i. i. j. i.

C. Use the correct forms of the verbs given in brackets to complete the sentences.

- Tell students that they have to write the given verbs in their correct forms.
- Do 'a' as an example together with the students.
- Now, form pairs and ask the students to do the task.
- Go around the class to monitor them if they are in the task. Identify and provide necessary assistance to the needy students.
- When they complete the task, ask them to share their answers one by one and ask the class to discuss the correctness of the answers.

f. Finally, tell the correct answers and do a mass correction.

Answers

- a. belongs b. is calling c. play d. is taking e. is carrying
f. have lost g. has been dancing h. Have ... heard i. I am living
j. has been teaching

13.9. Writing II

This is the second writing task of this unit. Here, the students are expected to write a description of a flowchart.

Objective

To write a short interpretation of a flowchart

Follow these steps.

- a. Tell the students that they are going to write a short description of the given flowchart which describes the process of making orange juice.
- b. Ask them questions like:
 - Have you ever drunk orange juice?
 - How do you like it?
 - Do you know how it is made?
 - What is the first step of making orange juice?
- c. Now, ask them to observe the given flowchart carefully.
- d. Ask them to think and write a title of the interpretation.
- e. Based on the chart, ask the individual students to write an interpretation of it.
- f. While they are writing, go around the class to check whether everyone is doing the task correctly. Provide assistance to the needy ones.
- g. Finally, check their written work and provide feedback.

Sample answer

Process of Making Orange Juice

The given flowchart shows the process of making orange juice. There are six steps altogether.

At first, oranges are received from the market or from the tree. Then, the best ones are selected for making juice. The selected oranges are cleaned with clean water. Once the oranges are cleaned, the juice is extracted and it is filtrated. Finally, the freshly extracted orange juice is served in a glass.

13.10. Speaking

In this speaking activity, the students will practise interpreting charts, graphs and tables.

Objective

To interpret charts, graphs and tables orally

Follow these steps.

A. Look at the table below. It gives information about different states of the USA. Take turns to ask and answer the questions using the given information.

- a. Make the students clear about the task.
- b. Tell them that the table contains information about different states in the USA, their area, population, etc.
- c. Ask some questions like: How many states are mentioned? Which state is the oldest state? What is the population of Texas? Etc.
- d. Elicit answers. Provide feedback.
- e. Now, form pairs and ask them to ask similar questions in turn and answer them.
- f. Go around the class to monitor them and provide necessary assistance too.

B. Study the graphic organizer below showing the process of manufacturing tea. Take turns to ask and answer questions about the process.

- a. Tell them that the given figure presents the process of making tea.
- b. Perform a dialogue in the class with the help of a student. Ask a question and tell the student to answer. When finished, switch your roles.
- c. Now, form private and public pairs and ask the students to ask and answer questions.
- d. Provide the students with necessary support that helps to boost their confidence too.
- e. Listen to them and give compliments for their effort.

13.11. Project work

In this project work, students are required to visit the class from 6 to 8 in their school, find the number of boys and girls, present the data in a bar graph and show it to the class.

Objective

To collect data and present it in the form of a bar graph

Follow these steps.

- a. Explain the task to the students and answer any questions students may ask. Tell them that they have to visit the classes from 6-8 in their school. They have to find the number of boys and girls in each class to present the data in a bar graph.
- b. Form small groups at your convenience.
- c. Discuss the deadline. You can provide them with two days for the task.
- d. Instruct them to make a bar diagram of the data obtained. Instruct them to make it attractive.
- e. When they bring their task to the class, paste them on the walls. Ask them to vote for the best one.
- f. Give your compliments for the students' effort.

13.12 Extra bit

This extra bit presents vocabularies to use while describing the charts and diagrams. Ask students to study and use when they do the interpreting tasks in speaking and writing.

ΩΩΩ

Unit 14

This unit focuses on the language function "Expressing conditions" and includes 12 different topics and tasks related to this function. The table below outlines a brief overview of the topics and tasks included in this unit.

| S. N. | Textbook Topics | Textbook Tasks |
|------------------------------------|--|--|
| 1. | Getting started | Look at the picture and say what you would do in the given situations. |
| 2. | Reading I: The Magic Mirror | Pre-reading questions Match the words with their meanings. Put the sentences in the order they appear in the story. Write true, false or not given. Answer the questions. Recall and share a magic story to your friends. |
| 3. | Pronunciation | Learn the British and the American pronunciation. |
| 4. | Grammar I: Type 1, Type 2 and Type 3 conditional | Match the sentence halves to make sensible sentences. Make sensible sentences using the words given. |
| 5. | Speaking: Expressing conditions | Study what the people in the pictures are saying and explain what those sentences mean. Make a chain of events using the given clues. |
| 6. | Writing I | Complete the story with the suitable forms of the verbs given in the brackets. |
| 7. | Listening: Describing a job | Pre-listening activity Listen to the audio and choose the correct answers. Answer the questions. Post-listening activity |
| 8. | Reading II: If I Was a Superhero | Pre-reading questions Solve the crossword puzzle. Fill in the blanks with the correct information from the poem. Post reading question |
| 9. | Writing II | Read the given news story and discuss the questions. Write a news story with the help of the given guidelines. |
| 10. | Grammar II: Conditional sentences | Complete the sentences by choosing the correct options. Complete the given sentences in any way you like. |
| 11. | Project work | Prepare a draft of speech. |
| 12. | Extra bit | Learn the parts of a news story. |
| Estimated time for the unit | | 8 hours |

Detailed classroom procedures for each task under various topics are presented hereafter. Teachers can adapt the tasks and activities suggested here as per their specific learning contexts. Besides the activities presented here, teachers can devise contents and design tasks and activities on their own that are helpful to attain the learning outcomes prescribed by the curriculum.

14.1 Getting started

In this task, the students will look at the pictures and say what they would do in the given situations.

Objective

To say what they would do in the given situations

The teachers could follow these steps.

- a. Show the pictures either from the textbook or on slides and ask them what they see in the pictures.
- b. Have students discuss in groups. (Elicit: First picture (From the left to the right): The policeman is chasing the thief, Second picture: The doctor is checking the patient, Third picture: The boy is counting the money, Last picture: The girl is helping an old man to cross the road.)
- c. Ask students what they would do in the given situations. (Elicit: First picture: I would help the police to arrest the thief, Second picture: I would examine the patient and prescribe some medicine, Third picture: I would request my seniors to help me to count the money, Last picture: I would help the old man to cross the road.)
- d. Appreciate them for their active participation in the activities.

14.2 Reading I

This reading text is a short story about a king's wedding that highlights the importance of self-confidence.

Objectives

- a. To learn the words: *worthy, constantly, reflection, cunning, eligible, gaze, maiden, mountainside, reminded, exception, stains, snatched*
- b. To read the text and do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Get one of the students to read the instruction aloud. Make sure that they have understood the task they are going to do.
- b. Set this task as a group work. So, divide the class into groups of four.
- c. Get them to discuss the pre-reading questions in group: What is the girl in the picture doing? (Elicit: The girl in the picture is looking in the mirror.), Where do you think she is? (Elicit: I think she is inside a big and attractive house.)

- d. Ask students to underline all the words that are unfamiliar to them in the story, including the ones that are in red, and write them on the board.
- e. Teach all these words providing examples, definitions and following pronounce, spell and pronounce (PSP) model. In this model, firstly, students pronounce the words, secondly, they spell and finally, pronounce the words again. For this, the teacher can act out first. Then, introduce the meaning with example sentences as well.

While reading activities

- a. Read the text aloud at a normal pace and ask students to point to the words/lines being read.
- b. Ask any two students to read the text in turn and others to follow him/her.
- c. Ask questions from the text to engage them and to make reading interactive.
- d. Put students in pairs and ask them to read the words and meanings in **Task A** and match them.
- e. Ask students to discuss in their respective pairs and match words with their meanings.
- f. Visit around the class, identify and support struggling students to match the words with their meanings.
- g. Finally, tell the right answers and ask them to correct them if necessary.

Answers

- | | |
|---------------|--|
| a. kingdom - | v. a country ruled by a king or queen |
| b. merchant - | iv. a person whose job is to buy and sell products |
| c. surround - | iii. to be everywhere around something |
| d. convince - | ii. to cause someone to believe something or to do something |
| e. pleased - | i. happy or satisfied |

- h. Now, ask students to read the sentences from a-g in **Task B**. Form groups of seven.
- i. Ask them to read the story and decide the given events in order. Ask each of them to take an event and be in the order as they appear in the story. When the groups complete this, ask them to shout 'Bingo'. Go around the class and make sure that they are engaged in the assigned task.
- j. The first group to shout 'Bingo' will be the winner if all the members in that group can read the sentences in order of the story.
- k. Tell the right order of the events to the students and ask them to correct if necessary.

Answers (in the correct order)

- c. The king promised to give a good amount of money to those who would find him a bride.
- a. The barber would have to tackle a lot of problems finding a bride for the king.
- b. Many girls wanted to be the queen, but none dared to look into the mirror.
- f. Every day, the king asked about the progress.
- d. The barber suggested a shepherd girl to the king.
- g. The shepherd girl was present in the hall.
- e. The women present in the court knew that they were cheated.

- l. Now, ask students to read paragraphs 1-10 and write whether these sentences are True or False. If the information is not given in the text, ask them to write NG.
- m. Get them to discuss in pairs whether the given sentences are true, false or not given. Go around the class and help them if they are in need of your help to complete the assigned task.

- n. Ask some students to share their answers and provide feedback. Share the right answers and ask them to correct them if necessary.

Answers

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

- o. Now, ask students to read paragraphs (11-16) and answer the questions in **Task D**.
- p. Set this task as an individual work. Tell them to write answers to as many questions as they can without reading the text again or without taking help of their friends.
- q. Allow them to read the text again and find the answers to the remaining questions. Give clues (paragraph/lines) on where the answers lie if need be and ask them to write the answers.
- r. When everyone completes writing the answers, ask them to exchange their exercise books for peer correction. Correct the answers if necessary.

Answers:

- a. As soon as the shepherd girl was brought into the palace, the whole kingdom filled the royal hall to see the girl.
- b. It is mentioned that the king was "very pleased" with the girl's appearance when she entered the hall.
- c. Yes, the shepherd girl felt very shy when she entered the hall. It is mentioned she was a shepherd girl living on the mountainside.
- d. The secret about the mirror was that it was a trick played by the barber. Dishonesty would supposedly be reflected in the mirror, but in reality, it had no magic or power.
- e. At the end, the other ladies realized that they had been deceived. They snatched the mirror from the shepherd girl and discovered that there was no magic in it, concluding that a trick had been played on them.

- s. Now, ask students to read the lines from the story and answer the questions given in **Task E**. Tell the correct answers when they complete the task.

Answer

a. "I am afraid I will have great trouble finding a worthy lady for the king."

- i. Who is the speaker? - The barber is the speaker.
- ii. Who is he or she speaking to? - The barber is speaking to the people who questioned him about helping the king find a wife.

b. "What have you got to do with helping the king find a wife?"

- i. Who is the speaker here? - The people who questioned the barber are the speakers.
- ii. Whom does 'you' refer to? - 'You' refers to the barber.

c. "No ladies, you have only yourselves to thank."

- i. Who said this? - The king said this.
- ii. Whom did he say so? - The king said this to the ladies present in the court.

Post-reading activity

- a. Ask students to recall a magic story they have read or heard.
- b. Ask them to tell the story to their friends.

Maya and Her Three Wishes

In the serene hills of Nepal, during a trek, Maya stumbled upon an ancient lucky charm through the mystical forests of the Annapurna region. Curiosity overcoming her, she traced the engraved symbols and unintentionally activated a hidden enchantment. A radiant spirit emerged, revealing itself as the guardian of the Himalayan magic.

Overwhelmed by the magical aura, Maya hesitated before making three wishes. Her first wish transformed her ordinary flute into an instrument that echoed the melodies of nature. For her second wish, she asked for the healing of a drought-stricken village. Rivers flowed again, and fields bloomed with abundance.

For her final wish, Maya selflessly wished for the protection and prosperity of her country. As the king disappeared, leaving behind a shimmering blessing, Maya realized the true magic was in using her wishes to bring joy and harmony to the land she loved. The hills echoed with newfound enchantment, and Nepal thrived under the benevolent spell cast by a humble adventurer.

14.3 Pronunciation

In this task, students get a chance to practise the American and British pronunciation of the given words.

Objective

To learn and practise the British and American pronunciation of the given words.

Material

Authentic pronunciation of the given words

Follow these steps.

- Read the instructions aloud and make them clear about the task.
- Download the audio of the given words from authentic sources.
- Get the students to listen to the audio of the given words or you pronounce them.
- Ask them to pronounce them after you or play the recorded pronunciation of the given words and get them to repeat.
- Ask them to pronounce the words one by one and monitor them. Repeat the drill until everyone is able to pronounce them correctly.

| Word | British pronunciation | American pronunciation |
|----------|-------------------------|------------------------|
| either | /'aɪ.ðər/ /'i : .ðər/ | /'i : .ðə/ /'aɪ.ðə/ |
| schedule | /'ʃedʒ.u : l/ | /'skedʒ.u : l/ |
| leisure | /'leɜ.ər/ | /'li : .ɜə/ |
| mobile | /'məʊ.baɪl/ | /'moʊ.bəl/ |
| neither | /'naɪ.ðər/ /'ni : .ðər/ | /'naɪ.ðə/ /'ni : .ðə/ |
| vitamin | /'vɪt.ə.mɪn/ | /'vaɪ.t̬ə.mɪn/ |
| multi | /mʌl.ti/ | /mʌl.ti-/ /mʌl.taɪ/ |

| | | |
|---------------|-----------------------------|--------------------|
| dynasty | /'dɪn.ə.sti/ | /'daɪ.nə.sti/ |
| evolution | /,i:və'lu:ʃn/, /,evə'lu:ʃn/ | /,evə'lu:ʃn/ |
| advertisement | /əd'vɜ : .tɪs.mənt/ | /,æd.və'taɪz.mənt/ |
| missile | /'mɪs.aɪl/ | /'mɪs.əl/ |
| privacy | /'prɪv.ə.si/ | /'praɪ.və.si/ |

14.4 Grammar I

In this section, students will make sensible sentences.

Objective

To use the correct conditional sentences

Follow these steps.

A. Match the sentence halves to make sensible sentences.

- a. Present 5/6 sentences of conditional type 1, type 2 and type 3 each. Ask them to study the sentences and derive the structure:

| Conditional type 1 | Conditional type 2 | Conditional type 3 |
|--|---|--|
| <p>If I have time, I'll finish that letter.</p> <p>What will you do if you miss the plane?</p> <p>Nobody will notice if you make a mistake.</p> <p>If you drop that glass, it will break.</p> <p>If you don't drop the gun, I'll shoot!</p> <p>If you don't leave, I'll call the police.</p> | <p>If it rained, you would get wet.</p> <p>You would get wet if it rained.</p> <p>If you went to bed earlier you wouldn't be so tired.</p> <p>You wouldn't be so tired if you went to bed earlier.</p> <p>If she fell, she would hurt herself.</p> <p>She would hurt herself if she fell.</p> | <p>If I had worked harder I might have passed the exam.</p> <p>You could have been on time if you had caught the bus.</p> <p>If he called you, you could go.</p> <p>If you bought my school supplies for me, I might be able to go to the park.</p> <p>If we had played a little better, we could have won the game.</p> |

- b. Explain the uses. Help them derive the rules, structures with more examples as:

1. **The first conditional** uses the present tense in the if clause and the future tense in the result clause. This form is used to talk about something that is a probable future result of a condition.

The first conditional form/structure: If + simple present, will + base verb

Example: If I see you later, I will say hello.

2. **The second conditional** uses the past tense in the if clause and a modal and base verb in the result clause. This form is used to talk about a hypothetical situation that cannot happen or is unlikely to happen.

The second conditional form/structure: If + simple past, modal + base verb

Examples: If I had a million dollars, I would buy a large vacation home. If I were you, I wouldn't wait to study for the test.

3. **The third conditional** uses the past perfect in the if clause and a modal and present perfect in the result clause. This form is used to talk about a hypothetical situation in the past that did not happen – typically with an outcome that did not happen and is perhaps the opposite of what did happen.

The third conditional form/structure:Form: If + past perfect, modal + present perfect

Examples: If it had rained last week, the plants would not have died. If I had finished college, I would have become a doctor.

- c. Now, lead them to do **Task A** where they match the sentence halves to make meaningful sentences. Check their works and provide feedback.

Answers

- a. If Anjali won the lottery- vi. she could go for a long trip.
- b. What would you do- iv. if you were in my place?
- c. I will buy you some chocolates- v. if I find a grocery shop.
- d. If they had won the race- i. we would have been very happy.
- e. If they don't stop making noise- iii. I will call the police.
- f. If you drop an egg- ii. it breaks.

- d. Now, lead students to **Task B** where they make sensible sentences using the words given.
e. Finally, share the correct answers and ask them to correct if they have written wrong answers.

Answers

- a. If you study hard, you will pass the exam.
- b. If you heat ice, it melts.
- c. If you work hard, you will succeed.
- d. If she asked me, I would help her.
- e. If they had invited you, you would have come to them.
- f. If she doesn't know the answer, the teacher will be unhappy.
- g. If she hadn't studied hard, she could have failed her exams.
- h. Would you help me if I asked you?

14.5 Speaking

In this speaking activity, students will look at the pictures and explain what the people in the pictures are saying, make a chain of events, and ask and answer the questions on the given situations.

Objectives

- a. To explain what the given sentences mean
- b. To work in groups and make a chain of events
- c. To ask and answer the questions in the given situations

Follow these steps.

A. Study what the people in the pictures are saying. Explain what those sentences mean.

- a. Read the instructions aloud and make it clear to the students.
- b. Set this task as a pair work.
- c. Get them to look at the first picture. Ask one of the students in the pair to read what is inside the speech bubble and the next to explain what it means. (Elicit: The children will play if the rain stops. It is a conditional sentence.)
- d. Discuss the rest of the pictures in a similar way.
- e. Encourage them to speak by appreciating their efforts.

B. Work in groups and take turns to make a chain of events as in the example. Use the given clues.

- a. Get students to work in groups.
- b. Ask them to read the example and act it out. Explain that one will tell a conditional sentence, the others add the chain of events based on the other clues given in the textbook.
- c. Let a group practice in front of the class. Help the group if they need. Let other students listen. When they are clear about the task, let them practice in each group.
- d. Go around the class and monitor their activities. Encourage them all, especially struggling students, to speak up.
- e. Appreciate students for their participation.

B. Answers

- a. Miraj: if it rains heavily,...
Sumira: We'll stay inside.
Dipak: If we stay inside,
Neera: Mother will be happy.
Diya: If mother is happy,
Rajan: She will provide us delicious food.
- b. Sumiran: If I touch snow,...
Jiya: I might get frostbitten.
Riya: If I get frostbitten,
Janak: I will have to go to the doctor.
Heema: If I go to the doctor,
Niroj: I'll need to spend money.
- c. Ivana: If I join a language class,...
Shanti: I'll improve my English.
Alina: If I improve my English,
Dinesh: I'll get good grades.

Sneha: If I get good grades,
 Parbat: My parents will be happy.

d. Krishna: If I eat too much chocolates,...
 Rakshya: My teeth might decay.
 Rita: If my teeth decay,
 Bibek: I'll have to see a doctor.
 Hari: If I see a doctor,
 Ranjita: I might have to take the teeth out.

e. Krishna: If I don't study hard,...
 Ramesh: I might fail the exam.
 Sabita: If I fail the exam,
 Bina: I can't go to college.
 Keshab: If I can't go to college,
 Bindu: I can't get a good job.

C. Ask and answer the questions on the given situations as in the example.

- Ask them to work in pairs. Get them to read the example and act out what is written inside the speech bubble.
- Get them to act out the rest of the situations as in the example. Go around the classroom and facilitate them in their tasks.
- Participate in some groups and help them.
- Appreciate them for their active participation in the activities.

Answers

- A: What would you do if you found a purse?
 B: If I found a purse, I'd submit it to a police station.
- A: What will you do if the weather is not good?
 B: If the weather is not good, I won't go out.
- A: What will happen to you, if you touch a live wire?
 B: If I touch a live wire, I will get an electric shock.
- A: What will happen if a person exercises regularly?
 B: If a person exercises regularly, s/he will become healthy.
- A: What will happen if everyone is sincere?
 B: If everyone is sincere, the world will be a better place.

14.6 Writing I

This is a writing activity in which students will complete the given story with the suitable forms of the verbs.

Objective

To complete the story with the suitable forms of the verbs given in the brackets

Follow these steps.

- a. Set this task as a pair work.
- b. Ask them to go through the given story and ask them to decide the correct forms of the verbs.
You can give them the clue that stories are generally written in the past tense.
- c. Facilitate them to discuss in their respective pairs and write down the correct forms of the verbs.
- d. Write the correct answers on the board and ask them to correct if essential.
- e. Appreciate them for their active participation.

One day, a lamb **was eating** sweet grass away from her flock of sheep. She **did not notice** a wolf walking nearer to her. When she **saw** the wolf, she **started** pleading, “Please, don’t eat me. My stomach **is** full of grass, you can wait a while to make my meat taste much better. The grass in my stomach will be digested quickly if you let me dance.” The wolf **agreed**. While the lamb **was dancing**, she **had** a new idea. She said, “I can dance faster if you **take** my bell and ring it so hard.” The wolf **took** the bell and **started** to ring it so hard. The shepherd **heard** the sound, ran quickly to see what had **happened**. And the lamb was saved.

14.7 Listening

In this section, students will listen to a job description of a technician.

Objective

To listen to the audio and do the comprehension tasks

Materials

An audio file (MP3) and an audio player

Follow these steps.

Pre-listening activities

- a. Discuss the pre-listening questions among the students: Who do you think the woman is? (Elicit: a technician/computer operator), What does a technician do? (Elicit: provides technical support in the office)
- b. Get them to respond to these questions turn by turn.
- c. Facilitate them to discuss based on the given picture and questions.

While listening activities

- a. Tell students that they are going to listen to an audio and do the comprehension tasks.
- b. Play the audio at least four times.

- c. When the audio is played for the first time, ask students to just listen to the audio and think and learn what the audio is about.
- d. After that, ask students to go through the questions from a-e in **Task B** before listening to the audio again. This activity helps them to remain focused on certain required information.
- e. Then, play the audio for the second time. When they listen to the audio for the second time, they will be doing the comprehension **Task B** where they have to choose the correct answers.

Answers

- a. ii. a technician
- b. i. find if there are any problems
- c. ii. she is punctual.
- d. ii. parking is expensive.
- e. ii. four

- f. When everyone completes the task, pause the audio for some time and ask them to be ready for **Task C**.
- g. Make the instruction clear to the students and ask them to go through the questions.
- h. Play the audio for the third time and ask them to write answers to the questions.

Answers

- a. The speaker reaches the office at half past eight in the morning.
- b. The workers go home at 9 O'clock in the morning.
- c. She leaves office at 5:30 pm.
- d. She gets back to home by bus.
- e. The pay is good.

- i. When everyone completes the task, play the audio again and let them correct the answers. Play till find the correct answers themselves.

Post-listening activity

- a. Ask students to talk to their friends on the topic: If you were the speaker, would you continue that job? Why?
- b. Facilitate them for the interaction in their respective groups by asking some questions like: What does the woman do? How do you know that she loves her profession? If they were the speaker, would they continue the job? Why?
- c. Appreciate them for their active participation.

14.8 Reading II

The second reading text in this unit is a poem entitled "If I Was a Superhero" composed by Sally Gray.

Objectives

- a. To recite the poem and enjoy it
- b. To learn these words: *superhero, definitely, outstretched, potions*
- c. To read and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students to look at the picture and tell who the person in the picture is. (Elicit: a superman). Ask them how the person in the picture is different from common people. (Elicit: He can fly.)
- b. Ask students to guess from the title what the poem is about.

While reading activities

- a. Read the poem aloud at a normal pace with the correct rhyme and rhythm and ask them to point to the lines.
- b. Invite some students to the front of the class for model reading of the poem and ask others to follow.
- c. Ask students to underline all the words that are unfamiliar to them. Write them on the board and deal with them. Create context and let them guess the meanings.

superhero /'su : pə, hɪərəʊ/- a benevolent fictional character with superhuman powers, such as Superman.
definitely /'dɛf(ɪ)nɪtli/- without doubt (used for emphasis)
outstretched /,aʊt'strɛtʃt/- (especially of a hand or arm) extended or stretched out
potions /'pəʊʃnz/- liquids with healing, magical, or poisonous properties

- d. Read the poem line by line and explain its meanings. You can make questions and ask to make more interactive.
- e. Tell a summary of the poem.

This is a wonderful poem, full of hope and the aspiration to make the world a better place. The imagery and ideals it presents are truly inspiring. The poem expresses a hopeful vision of making the world a better place through the powers and actions of a superhero. It covers the desire to fly, possess extraordinary physical abilities, protect the environment, and assist the less fortunate. Ultimately, it conveys the idea that with superhero-like capabilities, one could significantly improve the planet and the lives of its inhabitants.

- f. Now, lead to **Task A**, and ask them to solve the puzzle. When everyone completes the task, tell the words one by one and ask them to check their answers.

ACROSS

- 4. a special character with superhuman powers- superhero
- 5. a tall and narrow structure- tower
- 6. insects that produce honey- bees
- 7. having special power to make things happen- magical

DOWN

- 1. reaching out as far as possible- outstretched
- 2. certainty, without any doubt- definitely
- 3. a kind of liquid that is said to cure illness- potion

- g. Now, lead them to **Task C**. Ask them to read the poem and fill in the blanks using the information from the poem.
- h. Ask them to work in pairs. Ask them to exchange their notebooks for peer correction.

Answers

- a. The speaker wants to fly, stretching his **arms**.
- b. The strong legs would be used to **jump** over the towers.
- c. The oceans would be saved with **secret and magical cleaning up potions**.
- d. The speaker would save all the trees, **mountains**, and rivers.
- e. The poor would be helped with **food**.
- f. The **world** would be a better place because of the speaker.

Post-reading activity

- a. Ask one of the students to read the instruction and make sure that they have understood what they are supposed to do.
- b. Ask them to go through the poem once again if essential.
- c. Get them to discuss among friends the five things they would like to do if they were superheroes.
- d. When they complete the task, ask some students to share their answers turn by turn.
- e. Finally, share the correct answer.

Answers

If I were a superhero, I would use my power to protect the environment, provide food and shelter to all the needy people, create employment opportunities for all the youths, help in disaster relief, and ensure education and social justice for all.

14.9 Writing II

This section includes writing news story.

Objectives

- a. To study the sample of the given news story
- b. To write a news story with the help of the given guidelines

Follow these steps.

- a. Ask them to read the news story in **Task A** carefully and discuss the given questions related to headlines, by-line, date and lead paragraph.
- c. Introduce the headlines, by-line, date and lead paragraph on the basis of the given sample news story.

A news story is a written or recorded article or interview that informs the public about current events, concerns, or ideas. News stories are typically presented in a straightforward style and without editorial comment. They are written by journalists who gather information from a variety of sources, including interviews, press releases, and public records. News stories are typically published in newspapers, magazines, on television, or online.

Elements of a News Story

1. **Headline:** The headline is a short summary of the story that is designed to grab the reader's attention.
2. **Lead paragraph:** The lead paragraph of a news story should be a concise and informative summary that answers the most important questions: who, what, when, where, and why (and sometimes how). Ideally, it should also be attention-grabbing, using strong verbs and specific details. Imagine it as a compressed version of the entire story, giving readers just enough information to decide if they want to delve deeper.
3. **Body paragraphs:** The body paragraphs provide more detail about the story. A quote from a source can add credibility and interest to a story.
4. **Conclusion:** The conclusion summarizes the story and may leave the reader with a question or thought to ponder.

d. Finally, get answers from students related to the given questions.

Answers

- a. The headline of the news story is "Nepal begins exporting cement to India."
- b. The by-line of the news story is "By Satish Mishra."
- c. It is written on "10th July 2021."
- d. The lead paragraph is: "Nepal has begun exporting cement to India. Palpa Cement, based in Sunawal-7 of Nawalparasi district, says it has begun exporting cement to India, for the first time in the country."

e. Now, lead students to **Task B**. Ask students to write a news story with the help of the given guidelines.

f. Discuss the guidelines and assign this task as homework

c. Check their writing the next day and provide feedback. Also appreciate them for their efforts.

Sample answer

Nepali Youth Honored in Delhi as National Youth Icon 2022

By Neha Shah

Delhi, July 10: In a prestigious ceremony held in Delhi, Mohammad Irfan, hailing from Banke, Nepal, was conferred with the National Youth Icon Award 2022. The award, presented by the Chief Minister of Delhi, recognizes Irfan's exceptional contributions to the field of development.

Irfan initiated his career with the United States Agency for International Development (USAID) in Jumla, showcasing a steadfast commitment to uplift communities. Notably, he has emerged as a fervent social and political activist, particularly championing disability awareness. His tireless efforts have sparked positive change, making him a role model for the youth.

The National Youth Icon Award not only acknowledges Irfan's past achievements but also

serves as an inspiration for aspiring changemakers in Nepal. His journey from Banke to the halls of recognition in Delhi exemplifies the potential of the youth to drive meaningful progress and social change.

14.10 Grammar II

In this section, students will practise the conditional sentences further.

Objective

To use conditional sentences correctly

Follow these steps.

- As conditional sentences are taught sufficiently in previous grammar section of this lesson, assign **Task A** to do individually.
- When they finish, let some of the students share the answers and discuss further if there are less clarity.

Answers

- If you **were** hungry, I will give you something to eat.
- What **would you do** if you were alone at your home?
- If they had gone to bed early, they **wouldn't have** been late for the bus.
- A snake **may bite** you if you touch it.
- If it rains this evening, I **will stay** at home.
- Would you walk more if you **had** a pair of shoes?
- Maria would have bought a watch if she **had had** enough money.
- If I hadn't climbed up the tree, I **wouldn't have fallen**.
- What **will happen** if the doors are closed?

- Now, lead them to **Task B**. Ask them to do this individually. Check their answers when they complete.

Sample answers

- If I were you, **I would go to the dentist**.
- If you call him, **he will come to meet you**.
- I would have called your mother **if I had known she was here**.
- If you don't brush your teeth regularly, **you will get cavities**.
- If they didn't hurry, **they would miss their flight**.
- If it is a sunny day**, we will play golf.
- I can help you **if you need some money**.

14.11 Project work

In this project work, the students have to prepare a draft of speech that starts with, 'If I were the Prime Minister of our country, I would first.....'.

Objective

To prepare a draft of a speech

Follow these steps.

- a. Read the instructions aloud and make the students clear about the task that they have to prepare a draft of speech that starts with, 'If I were the Prime Minister of our country, I would first' .
- b. Explain various parts of a speech, such as introduction, body and conclusion, and ask them to consult their seniors and search on the internet for more information about drafting a speech.
- c. Ask students in groups and make a list of things they would include in the speech.
- d. Ask them to make a mind map and share with the whole class. Add points from you too and give feedback.
- e. Provide a week's time to draft the speech individually.
- f. Ask them to prepare a draft of speech that starts with, 'If I were the Prime Minister of our country, I would first.....' individually.
- d. When they complete the task, get them to present to the class.
- e. Provide feedback and appreciate their efforts.

If I were the Prime Minister...

If I were the Prime Minister of our country, I would first prioritize the empowerment of our youth, for they are the architects of our future. Investing in education and skill development would be my foremost agenda, ensuring that every child has access to quality education and the tools needed to succeed. By fostering a culture of innovation and critical thinking, we can build a nation that thrives on creativity and adaptability.

Secondly, I would focus on sustainable development, steering our nation towards a greener future. Implementing eco-friendly policies and harnessing renewable energy sources would be pivotal in addressing climate change and preserving our environment for generations to come.

Lastly, I would strive for inclusive governance, fostering unity among diverse communities. By promoting equality, justice, and social harmony, we can build a stronger and more resilient nation where every citizen feels valued and heard. Together, we can shape a brighter and more equitable future for our beloved country.

14.12 Extra bit

This is an independent activity for the students to help them learn the parts of a news story. Get them to go through the given parts of a news story and learn them.



Unit 15

This unit deals with the language function “Giving explanation”. Tasks in this unit are designed in such a way that the language function of giving explanation is intertwined in various tasks in the unit. The table below presents a short overview of task presented in unit 15.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|---|---|
| 1. | Getting Started | Look at the pictures and discuss why the object/animal or place is important. |
| 2. | Reading I: Conservation of Earth | Find the words from the text taking help from the meanings provided. State True or False. Answer these questions. Write any five things that would be taken to another planet. |
| 3. | Pronunciation | Learn the pronunciation of different consonant sounds. |
| 4. | Speaking | Take turns to ask questions and provide explanations. |
| 5. | Grammar I: Connectives | Complete the sentences with missing words. Complete the sentences with 'but/because/because of/so that/in order to', etc. |
| 6. | Writing I: Essay Writing | Write an essay on advantage and disadvantage of listening to radio and watching television. |
| 7. | Reading II: Notice about School Closure | Match words with meanings. Answer these questions. Write a message about the notice. |
| 8. | Writing II | Write a short notice. |
| 9. | Grammar II | Combine the sentences using connectives. |
| 10. | Listening | Look at the picture and answer. Listen and completing sentences. Listen and write True or False. Discuss about keeping animals in Zoo. |
| 11 | Project Work | Prepare a bulletin board. |
| 12 | Extra bit | Connectives and Transition words. |
| Total time for the unit | | 8 Hours |

The activities to deal with these tasks are presented hereafter. However, teachers can use these activities or adapt them as per their classroom context.

15.1 Getting started

This is the warm up task of the lesson related to giving explanations.

Objective

To discuss why the given object/animal/place is important

Follow these steps.

- a. Draw the attention of the students to the pictures and set ground for asking what they see in the picture and why they are important.
- b. Collect their response, provide positive feedback and finally present your opinion.

Possible response

Bicycle

Bicycle is important because it is an environmentally friendly means of transport. It is cost effective and convenient too. For people who want to remain physically fit and choose a clean vehicle, bicycles can be one of the best options.

Cow

Cow is important because it gives us milk. From milk, we make curd, butter, cheese, paneer etc. Cow's milk is full of calcium and vitamins. Its dung can also be used as organic manure.

Smartphone

Smartphones are important because they can be used for multiple purposes. We can make a video call, watch movies, search for different information and can also take photographs.

Forest

Forest is important because it provides us with oxygen, herbs, timber, fruits, greenery etc. It helps in maintaining balance in earth's temperature by providing support to combat climate change.

15.2 Reading I: Conservation of Earth

This reading text is about conservation of Earth.

Objectives

- a. Learn different types of conservation related phrases/vocabulary: *to feel at home, scorching, ancestors, vegetation, used to, conservationists, poaching, timber, extinct, existence, biosphere, existence, die out, precious, habitable etc.*
- b. To read the text and do the tasks

Materials

Pictures of different and unique animal species found in Nepal

Audio visual teaching learning materials like documentaries on conservation of Earth etc.

Follow these steps.

Pre-reading activities

- a. Ask the students to look at the pictures on page 190 and ask them to guess what plants and animals they see in the picture. Further ask them why they are necessary for our lives.
- b. Have a discussion on these questions. Encourage students to put their views.

Sample responses

- a. I can see different types of avian, terrestrial, aquatic animals, reptiles etc. in the picture. There are plants, mountains, water and sky in a single frame.

b. Yes, I think they are necessary for our lives because they are parts of our eco system. Plants give us oxygen, without water we can't survive and without the existence of all living creatures, our existence is not possible. We all living beings need each other for our common survival.

While reading activities

- a. Begin by showing a short video of the earth where all creatures are seen coexisting. Make a connection by showing another video that pictures the destruction of an animal's habitat, pollution and climate change effects. Such videos can be found from the internet. But remember that such videos should be relevant to the reading theme.
- b. Ask them "Who is responsible for the pollution and destruction of animals' habitat? Have a short discussion.
- c. Ask different students to read the text and find the meanings of the highlighted words. Introduce meaning, form and pronunciation while introducing vocabulary.
- d. Ask what they have understood from the first reading. Tell one of the students to summarize the content. This doesn't necessarily capture all the messages.
- e. Tell them that the text has provided information on one of the most important topics of the present time. Earth is a common home of all living things. It is the man who is destroying the habitat of animals. We have to be careful in our activities. It is most important to do earth friendly activities. Focus on the works of conservationists. Explain why the different species are in danger and why all creatures of the earth must be preserved.
- f. Ask students to read the text fluently and ask them to record the time taken for the whole text reading. This helps them gain fluency.
- g. Then, lead the student to **Task A**. Tell the students to find the words from the text for the provided meanings. Explain to them that they can guess the meanings by taking help from the vocabulary section discussed above.

Answers

- a. no longer in existence: **extinct**
- b. to hunt birds or animals illegally: **poaching**
- c. a period of ten years: **decade**
- d. people in your family who lived a long time ago: **ancestors**
- e. kind or type: **species**
- f. people who take an active part in the protection of the environment: **conservationist**
- g. the atmosphere in which plants and animals can live: **biosphere**
- h. suitable to live in: **habitable**

- h. Now, take the students to **Task B**. Ask them to read the text once again in order to find out which statement is True and which one is False. Let them confirm the answers themselves.

Answers

- a. You feel at home when you live in your usual place. **True**
- b. Conservationists started to work saving animals only recently. **False**

- c. There are thousands of undiscovered species on the Earth. **True**
- d. Humans will also die out if they go on destroying the biosphere. **True**
- e. Scientists have already found another habitable planet. **False**

i. Now, lead the students to **Task C**. In this task, the students give answers to the questions provided. Help them when necessary. Check their works and provide feedback.

Answers

- a. Polar bears have a thick layer of fat in their body which helps them to protect from the cold.
- b. Wild creatures can't survive for long in a different habitat because in different habitats, the temperature and vegetation is also different. This makes it difficult for wild creatures to survive in different climates for long.
- c. To save some specific species, the conservationists started by banning some hunting, poaching and overfishing.
- d. There are many negative impacts of cutting down trees. For example, different species of plants and animals will lose their habitat, ice caps will melt due to the increased temperature, and the quality of the biosphere will decrease.
- e. Many of the new species of animals are found in rainforests, deep oceans, in the Arctic and in the Antarctic.
- f. The other creatures provide us with food, building materials, fuel and medicine.
- g. I think the scientists are looking for oxygen and water vapour on other planets to search for the possibilities for human species and other creatures to move there to live in the future.

Post reading activities

- a. Now, lead the students to **Task D**. Ask them the question: *If you got the chance to go to another planet to live, what five things would you take with you? Make a list of the things.*
- b. Once they make the list, tell them to talk to their friends: Why do they want to take those particular items with them?
- c. Collect the opinions of students.

Sample Answers:

If I got a chance to go to another planet to live, I would take the following 5 things from this planet:

1. Oxygen supply system: Oxygen is the prime necessity to remain alive.
2. Drinking water / water purification system: Water is the second essential need for humans to remain alive.
3. Space suit: Temperature of some other planet may not be suitable for us as that of the earth. It might be extremely cold or extremely hot without the special suit to survive. So, it is an immediate need.
4. Scientific tool kits or survival kits: For the exploration of atmosphere, zoology, biology and elements existing there, survival kits or scientific tools are necessary. It will help in

the study of the elements and to get necessary things.
5. Seed bank: For the continuation of crops, vegetation, food etc.

15.3 Pronunciation

In this activity students will learn to pronounce the consonant sounds of English.

Objectives

To pronounce the consonant sounds of English correctly

Materials

Audio pronunciation (recorded or from online/mobile dictionary)

Follow these steps

- a. First, show the words one by one asking the students how they pronounce them.
- b. Play the audio pronunciation and ask them to imitate.
- c. Now the teacher will pronounce the words loud and clear and ask to imitate exactly till they can pronounce themselves.
- d. Check whether the students have finally learnt to pronounce the words correctly or not.
- e. Encourage repeating a few more times.

Pronunciation of words

| | | |
|-------------------------|------------------------------|------------------------|
| creature: /'kri:tʃə(r)/ | temperature: /'temprətʃə(r)/ | layer : /'leɪə(r)/ |
| habitat: /'hæbitæt/ | ancestors: /'ænsɛstə(r)/ | warming : /'wɔ:mɪŋ/ |
| freezing : /'fri:zɪŋ/ | bush : /bʊʃ/ | treasure : /'treʒə(r)/ |
| danger: /'deɪndʒə(r)/ | living : /'lɪvɪŋ/ | great: /gret/ |
| thousands /,hʌndrədz/ | another: /ə'nʌðə(r)/ | you: /ju/ |
| decision: /dɪ'sɪʒn/ | | |

15.4 Speaking

This speaking activity is based on the language function of giving explanations. Different pictures are given. Based on the condition provided by the picture, one student will ask the question and the other will give an explanation.

Objective

To give explanations of certain actions / activities

Follow the given procedure.

- a. Ask two students to act out the conversation given as examples in the textbook.
- b. Discuss what functions they reflect. Elicit the first sentences is a questions and the second sentences give explanation. Tell them that while giving explanations, expressions like because, so that, in order to, etc. are used.
- c. Ask the students to form pairs. Tell them that one will ask a question and the other will provide an explanation.
- d. Before they do so, discuss what the pictures show and what might be possible explanation.
- e. Tell them to take turns to exchange their roles.

Possible conversation

1st Picture

A: Why do people do pranayama?

B: People do pranayama in order to improve their immune system and to calm their mind.

2nd Picture

A: Why do small kids open up the books?

B: Small kids open up the books to see what's there in it.

3rd Picture

A: Why do younger people touch the feet of their parents / elderly members?

B: Younger people touch the feet of their elderly members to express respect.

4th Picture

A: Why do people do exercise/ physical training?

B: People do exercise/ physical training in order to remain fit and fine.

15.5 Grammar I: Connectives: Reason, Purpose, Contrast

This section aims to focus on the use of connectives for giving explanation.

Objective

To use connectives of reason, purpose and contrast correctly

Materials

Sentences that use connectives like 'but', 'because', 'because of', 'so that', 'therefore', 'although', 'in order to', etc.

Follow the given procedure.

- a. Ask them to complete the sentences in **Task A** with missing words from **Reading I**.
- b. When they complete, elicit that they are connectives.

Answers

- a. They can protect themselves from freezing temperatures **because** they have a thick layer of fat.
- b. **Although/Even though** you may not be friends with all of your neighbours, you may know them.
- c. Survival of some species has become difficult **because** global warming is causing ice caps to melt.
- d. This was a great start, **but** / **nevertheless** people realised that saving a single species was not enough.
- e. We have to make an important decision **in order to** protect different species from becoming extinct.
- f. They are searching for other planets in our solar system **so that** the human species and other creatures can move there to live.

- c. Write some sentences that use connectives of reason, purpose and contrast: 'but', 'because', 'because of', 'so that', 'therefore', 'although', 'in order to', etc.
- d. Discuss how they are used. Give some more examples.
- e. Explain them that 'because' is used to indicate a cause-and-effect relationship between two clauses. It justifies something happening. Likely, **because** is used to indicate the reason or cause behind an action or situation; **because of** is used to express the reason for a particular situation or condition. Likewise, 'although' is used to express a contradiction or opposition between two ideas. Similarly, 'but' is used to indicate a shift in the thought. In other words, **but** is used to introduce a contrast or contradiction between two ideas. 'In order to' is used to express purpose or intention or to clarify the reason or goal behind an action. And 'so that' is also used to indicate a reason. **Therefore** is used to show a logical consequence or result.
- f. Now, lead the students to **Task B**. In this task, they will have to complete the sentences with but/because/because of/so that/in order to/therefore and although.
- g. Ask them to complete accordingly. Check their answers.

Answers

- a. I can't walk anymore **because** I've been walking all day.
- b. He could not join the army **because of** his visual impairment.
- c. I like dogs a lot **because** they are usually friendly.
- d. **Although** our class teacher was sick, she still came to school.
- e. I went to the bank **so that** I could withdraw some money.
- f. **Because of** the heavy traffic, we could not reach the cinema in time.
- g. **Although** Sima was tired, she did her homework before she went to bed.
- h. She is talking clearly **in order to** impress the head teacher.
- i. I work a lot **because** / **but** I do not get good grades.

15.6 Writing I

This task aims to develop creative thinking skills. It asks to write an essay analyzing whether listening to radio or watching television is important to the students or not.

Objective

To write an essay on 'The Pros and Cons of Radio and TV for Students'

Follow the given procedure.

- a. Remind students how they need to write an essay. Tell the students not to forget to write the heading at the top. Then, they need to introduce their topic in the first paragraph.
- b. Then, tell them to write about pros and cons in separate paragraphs and finally the conclusion as a synthesis of their opinion, at the end.
- c. Ask students to work in groups of four and prepare a mind map of points they can include in the essay.
- d. Ask students to develop the essay based on the points they have drawn in the group.
- e. When they finish, check their essay and provide feedback.

Sample essay

The Pros and Cons of Radio and TV for Students

There are two types of arguments between people. Some say that TV and radio is good for students while others say that it does more harm than good. In this essay we are discussing both pros and cons of TV and radio to the students.

Radio and TV can bring the world to us. They provide us with real life experiences. We can learn about plant life, animal life, about the elements, about people and places, about technology and development and many such things from such devices. It has the capacity to enrich the educational process and make it interesting and memorable. It is a means of getting knowledge and information.

But, it also can be a problem if we fail to manage our time and remain glued to the TV or radio. For example if a student forgets about his homework and keeps on watching TV, then it will hamper his studies. He might spoil his coursework. Too much screen time is harmful for both mental as well as physical health of a person.

So, what should a student do? It is the major responsibility of a student to find the right balance between study time and screen time. Same applies for radio as well. S/he has to set the limits to the gadget time. If one can't do this, then obviously it does more harm than good.

Thus, in conclusion, setting a limit to TV and radio time and being selective about the program is the most important thing for a student. If you are able to balance between study and entertainment, then it is the best idea to enjoy the both worlds and remain updated and happy.

15.7 Reading II: Notice about School Closure

The second reading text in this unit is a notice about school closure.

Objectives

- To learn new words: *rapid, infection, vacation, vaccination, specified arrangements, alternative, etc.*
- To read the notice and do the tasks

Materials

Sample of an official notice

Follow these steps.

Pre-reading activities

- Ask the students the pre-reading questions like 'What do you think the students are doing?' 'How often do you visit the notice boards at your school?'
- Take their responses.

Answers

- a. The students are reading the notices on their school noticeboard.
- b. I often visit the noticeboard at my school.

- c. Ask the students if they have ever read an official notice in their school or in any other institutions.
- d. Ask them to preview the text and ask why a notice is written and what is its importance.
- e. Take their responses. Tell them that notice is written for various reasons such as for timely information, for authentic communication, for record keeping, for being accountable to the beneficiary, etc.
- f. Introduce the highlighted words using a variety of strategies.

While-reading activities

- a. Present a sample of an official notice and ask the students what type of paper is written. Collect their response and give them the idea of letter head. The students need to know that in order to make the notice authentic, it is usually written on a letter head paper with title and logo of the institution as well.
- b. Tell one of the students to read the notice as a model.
- c. Ask all of them to read and find out who, why and for whom this notice is written.
- d. Take their responses orally. Ask more questions based on the text and ask the students orally.
- e. Further, add that the given notice is a sample issued by the Ministry of Education, Science and Technology. It is about the closure of the school for safety reasons, due to Covid-19. The notice says that the government has decided to vaccinate all children between 12 and 17 years of age at health posts. It has told the schools to make arrangements for alternative methods of teaching and learning.
- f. Now, lead the students to **Task A**. Here, the students need to match the words in column A with their meanings in column B.

Answers

- a. **Rapid**-happening quickly or in a short period of time
- b. **Infection**-the act or process of causing or getting a disease
- c. **Vaccination**-the act of giving a person a vaccine
- d. **Arrangement**-a plan made to do something
- e. **Alternative**-a thing that can be chosen out of two or more possibilities

- g. Now, lead the students to **Task B**. Tell them to read the notice once again to answer the questions.
- h. Move around the class and monitor students if they are doing the task.
- i. When they finish, check their answers and provide feedback.

Answers

- a. The notice is about the closure of the schools due to Covid-19.
- b. The government decided to close all the schools due to the rapid spread of Covid-19

infection.

- c. The schools will remain closed from 27th of Poush to 15th of Magh.
- d. The parents are asked to contact schools and take their children for vaccination on the specified dates.
- e. The universities are told that they can conduct pre-scheduled examinations following the public health and safety standards.

Post reading activities

- a. Now lead the students to **Task C**. In this task, they will have to imagine that one of their friends was absent from the class on the particular day. They need to draft a notice or a message to communicate to him.
- b. Tell them that the notice they are writing is not an official notice, but is a personal one.
- c. Correct their work and provide feedback.

Hello Anup,

I hope this message finds you well. I want to inform you that you were marked absent from class yesterday. Since it was your project work presentation day, and you were absent without prior information, the situation was quite odd. Our teacher and all friends had expected you to be there.

Anup, our class teacher does not seem to be happy with what you have done. She has notified those who remain absent on their presentation day without pre-notice, will have to submit an explanation letter to their teacher the next day. So, make sure that you come with a short explanation letter when you come.

If you have any questions, or if there's anything you need assistance from me regarding the missed class, please feel free to ask.

Your friend,
Sudip.

15.8 Writing II

This task is related to writing a short notice.

Objective

To prepare a short notice about a one-day closure of a school

Materials

Format of an official notice

Follow these steps:

- a. Ask the students if they know how to write an official notice on behalf of some organization. Collect their response.
- b. Tell them to prepare a notice on behalf of their school about a one-day closure of the school.
- c. Present the format of an official notice. Alternatively, the sample of Reading I can help them.
- d. Ask them to prepare a format of school letterhead and write in the same letterhead paper.

Laxmidevi Siksha Niketan Secondary School

Matatirtha 11, Kathmandu, Nepal

15th of Paush 2080

Notice about One-Day School Closure

This is to notify to all the concerned people including the students and parents that the school management committee of Laxmidevi Siksha Niketan Secondary School has decided to close all the regular teaching learning as well as administrative activities of the school on Sunday, 16th of Paush 2080 because of the local Jatra on the date.

The local Jatra holds a great cultural significance, and it is a time for our community to come together for the celebration with joy. To allow all the students, teachers, and staff members to participate in the event, the school has decided for a one-day closure of the school.

Please note that the regular classes will resume on the following day of the Jatra.

Thank you for your understanding and wish you a joyful festive time.

Sincerely,
Anita Maharjan
Laxmidevi Siksha Niketan Secondary School

e. Check their answer and provide feedback.

15.9 Grammar II

This activity focuses on the correct use of connectives.

Objectives

To use connectives of reason, purpose and contrast such as although, in spite of, so that, because of, but, and correctly

Follow these steps.

- Ask the students to do the task as discussed in the **Grammar I** section of the same unit.
- Check the answers.

Answers

- Although she is very rich, she lives a simple life.
- In spite of being ill, he wants to meet me.
- Although she works carefully, she makes many mistakes.

- d. I went to the grocery store, so that I could buy some rice.
- e. She has got good grades, however, she has not passed the entrance test.
- f. He ran away because he was afraid.
- g. We did not go out because of the heavy rain.
- h. Although it was hot, we went to play football.
- i. She bought a book and a pencil.
- j. He likes dancing, but he doesn't like singing.

15.10 Listening

This listening task is about the zoo.

Objective

To make the students able to think critically whether zoos are important or not.

Follow these steps.

Pre-listening activities

- a. Ask them pre-listening questions such as ‘What do you see in the picture?’ ‘Do you like to visit the zoo? Why?’
- b. Take response. Encourage them to talk about the place they think.

Possible answers

- a. We can see a zoo in the picture.
- b. Yes, we like to visit the zoo because we can see different kinds of animals and birds in the zoo.

While Listening Activities

- a. Ask the students to read the questions in **Task B** and **Task C**. Tell them that they have to write one word only in **Task B** and True or false for **Task C**.
- b. Tell the students that they are going to listen to a speech. It is about the zoo. Tell them that they will get a chance to listen to the audio three times. After the completion of the first play, they will have to start writing in case the answers are confirmed. In the second play, they will write all answers and after the third play, they shall correct their own answers.

Answers (Task B)

- a. The speaker feels **sorry** for the animals kept in zoos.
- b. According to him, the zoo animals usually look **sad**.
- c. Zoo bosses argue that zoos are an **important** way of educating children.
- d. Children can learn about animals with the help of television and **internet**.
- e. Most of the animals in zoos are not in danger of **extinction**.

Answers (Task C)

- a. The speaker says the animals are happy in zoos. **False**
- b. The speaker is in favour of the freedom of zoo animals. **True**
- c. Most of the animals in zoos are endangered animals. **False**

d. The speaker says only endangered animals should be kept in zoos. **True**

Post listening activities

- Ask the students to read **Task C**. Ask them what they think about keeping animals in the zoos. Brainstorm ideas from themselves and make notes.
- Take their ideas.

Keeping Animals in Zoos

Most people think that keeping animals in zoos is important for educational reasons. They think that zoos help in conservation of some rare types of animals. They also say that and it provides a single platform to learn about different animals. Others argue that it is inhumane to captivate animals as that is done in the zoo, because it is against animals' rights. According to them, confining animals to limited space is neglecting their physical and mental well-being.

In my opinion, if animals in zoos are kept in a wider space with their own abode-like environment, it is not that bad. In a zoo, there needs to be a little jungle, flowing water and enough space to roam freely, because most of the animals naturally prefer the wild habitat. So, zoos inside the jungle are better than the conventional zoos.

15.11 Project work

This project work is related to preparing a bulletin board using the locally available materials.

Objective

To prepare a bulletin board using locally available materials

Follow the following procedure.

- Ask the students what bulletin board is. Collect their response.
- Tell them that a bulletin board is a board that is used to communicate important notices and information to the class in an attractive way.
- Divide the students into groups and assign the task of collection of necessary materials from local sources like crayon or pencil colours, colourful papers, fabrics of different varieties, thick cardboard or wooden board, ribbon, ruler, pencil, cutting board, cutting blade, tape etc.
- Give each student specific responsibility for doing things. They can take the help of the internet to see the samples.
- Tell them to give the title in each different section of the board like: Teachers' announcements, upcoming events or subject wise sections like poems, essays, formulas, notices etc.
- Once the bulletin board is ready, provide a platform for sharing their work. Finally, congratulate them for their good work.

15.12 Extra bit

In this section, let students read the given list of connectives and transition Words themselves. Help them if needed. They can collect more from difference sources.

ΩΩΩ

Unit 16

This unit deals with the theme and language function of narrating past events. It combines personal stories with historical accounts to deepen the understanding of how events unfold and impact lives. Additionally, the speaking and listening tasks are designed to enhance students' narrative skills. The speaking tasks focus on telling stories, allowing students to practise articulating events in a coherent and engaging manner. Listening tasks involve narrating an anecdote, helping students develop their listening comprehension and ability to understand and retell stories accurately.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|--|---|
| 1. | Getting started | Study the pictures and tell the stories to each other. |
| 2. | Reading I: Why I Became a Vegan | Discuss the pre-reading questions. Decide the contextual meanings of the given words from the given two meanings. Use the words in the sentences. Decide whether the given sentences are true or false. Answer questions. |
| 3.. | Pronunciation | Pronounce the words with silent letters/spellings. |
| 4. | Speaking: Narrating a sequence of events | Study the given pictures and tell the story in small groups. |
| 5. | Grammar I | Underline the verb forms in the given sentences and identify their tenses. Answer the given questions in complete sentences. Complete sentences with the correct forms of the given verbs. |
| 6. | Listening: Narrating an event | Listen to the audio and fill in the gaps. Listen and decide true or false. |
| 7. | Writing I | Arrange the given sentences to make a story. Study the pictures and write a story based on them. |
| 8. | Reading II: The History of Pens | Answer the pre-reading questions. Fill in the table with the correct information from the text. Match the words with their meanings. Answer textual questions. |
| 9. | Writing II | Write a couple of paragraphs about one of the historical events. |
| 10. | Project work | Write a paragraph based on the major events that happened last month in their school. |
| 11. | Extra bit | Blending: a word-formation process |
| Total time for the unit | | 9 Hours |

The detailed teaching-learning procedures for each topic and task are suggested below. Teachers could use these methodologies or design their activities relevant to the content in the classes to

make the class interactive, effective, and vivid with necessary assessments of the students after each skill.

16.1. Getting started

This is the first task of the unit and leads to the theme and the function of the unit, i.e. narrating the past events. The task includes a series of nine pictures that tell stories.

Objectives

- a. To describe pictures to make a story
- b. To use past tense to narrate past events

Follow these steps.

- a. Ask the students to look at the given pictures carefully.
- b. Form small groups at your convenience and ask them to make a story from the pictures.
- c. Move around the class to monitor the engagement of each group in the task. Provide necessary assistance to the groups.
- d. When they complete it, get them to share their stories.

Answer

There was a hungry dog. He went in search of food. Meanwhile, he found a juicy piece of bone. He thought that he would go back home and enjoy it. So, he left for his place. He had to cross a bridge over the river while going back home. The dog saw his own reflection in the water while crossing the rivet, and thought that it was another dog with a piece of bone in his mouth. The dog was so greedy. He said – "Why don't I take that bone as well?" Thinking to take that bone from the dog in the water, he opened his mouth, barking at the other dog. As soon as he opened his mouth, the piece of bone fell into the river. The dog lost its bone and went home frustrated.

16.2. Reading I: Why I Became a Vegan

This is the first reading text of this unit. It is an anecdote entitled 'Why I Became a Vegan'.

Objectives

- a. To learn vocabulary: *cheered, consistently, Whole30, thrilled, holistic, transition, deodorant, eliminating, diary, reflux, abundance, and incorporate*
- b. To read the text and do comprehension tasks

Follow these steps.

Pre-reading activities

- a. Write the topic on the board. Ask the students to guess the content of the essay.
- b. Ask the following questions for further discussion to warm up the class to the reading text.
 - i. What food do you like the most?
 - ii. Do you prefer veg or non-veg food items? Why?
- c. Elicit answers from individual students. Finally, share your views related to your preference for veg or non-veg food.

While-reading activities

- a. Read some parts of the text at a normal speed, and ask the students to point to the lines being read.
- b. Get some students to read the remaining paragraphs in turn; one student reads a single paragraph. Help them read with accuracy and correct pronunciation.
- c. Get them to go through the text once more and underline/pick out unfamiliar words and difficult expressions.
- d. Deal with the unfamiliar words. Present meanings using different techniques like illustration, sense relations (synonym/antonym), definitions, etc. You may also include vocabulary games such as Vocabulary Bingo or Vocabulary Charades. Here is a procedure for Vocabulary Bingo.

Vocabulary Bingo

1. Create Bingo cards. Write the words from the story randomly on the board or create word cards. Distribute one Bingo card and some markers or chips to each student.
2. Explain to the students that the goal is to get five words in a row (horizontally, vertically, or diagonally) marked off on their Bingo card. Let them know that the center square is a free space that can be used to complete any row.
3. Call out definitions or use the words in sentences for students to identify the correct vocabulary word on their cards. For example: "the fact of the liquid contents of the stomach flowing back into the esophagus?" (Answer: reflux), "Give me a synonym for!" This word is often used to describe"
"She when she heard the bad news, showing her displeasure. What's the word?"
4. As students identify the correct words, they mark them on their Bingo cards with a marker or pen.
5. The first student to get five words in a row (horizontally, vertically, or diagonally) shouts "Bingo!" and is declared the winner for that round. Alternatively, play multiple rounds until students fill their entire cards.

- e. To assess the students' understanding of vocabulary in context, lead them to **Task A**. Explain the task to the students. Do one task (a) as an example. Doing so, read the sentence from the text and ask which of the two meanings the word has.
- f. Form pairs and ask them to do the exercise. While they are doing the task, move around the class to monitor their engagement in the task. Offer guidance when necessary.
- g. When they complete the task, ask the pairs to exchange their notebooks for correction.
- f. Finally, check their work making necessary correction.

Answers

- | | | | | |
|-------|-------|--------|-------|--------|
| a. i. | b. ii | c. ii. | d. i. | e. ii. |
|-------|-------|--------|-------|--------|

- i. Next, move to **Task B**. Instruct the same pairs to continue the pair work.

Ask them to read the sentences in the task carefully, and complete them with the words from **Task A**. Go around the class to monitor their engagement in the task. Offer help as necessary.

When they complete it, ask the representatives from each pair to share their answers. Check their answers and make necessary corrections.

Answers

a. consistently b. eliminating c. cheered d. incorporate e. dairy

- j. After this move to **Task C**. Instruct the students to work individually to read the given sentences carefully. Help them scan and skim the reading text and find the information to decide whether the given sentences are true or false. Once finished ask students to share their answers in turn. Check their answers and make corrections if necessary.

Answers

a. False b. False c. False d. True e. True

- k. Finally, lead the class to **Task D**. Ask the students to work individually to read the questions before reading the text once more. Help them scan and skim the text. Then, ask them to write the answers in their notebooks. Monitor their engagement in the task and help guide them to scan and skim the text as necessary. Alternatively, assign this task as homework to the students and check their work in the next class. Make necessary corrections in their answers.

Answers

- a. Vegans are individuals who do not consume products that come from animals such as dairy, eggs and meat.
- b. The writer started gaining weight during her post-college days.
- c. The writer's aunt and uncle first started to become vegan in her family.
- d. The writer became a vegan because her body did not like dairy and animal products.
- e. The writer used to have stomach ache and headache as well as low energy but after Whole30, the writer realized that her body did not like dairy and she rarely had the problems she used to have.
- f. No. I think that we can get all the nutrients needed by our body from veg food as well. For this, we have to eat plenty of plant-based food items like lentils, leafy greens, tofu, etc. which are full of different nutrients.

Post-reading activity

This activity is meant for speaking rather than writing. Explain the task to the students. Ask individual students to recall any incident that has led them to adopt or avoid eating any food item. Let them think for five minutes and then present their stories. Encourage all the students to share their stories and share your own story as well.

Sample answer

Now, I am a great fan of barbecue. Here, I am going to talk about the first time I tried something special; barbecue. This happened when I was just 7.

My family went out to have dinner to celebrate my elder brother's birthday. My parents ordered an item together with other usual items. I asked my mother about the new dish. She told me it was a mutton barbecue. I saw small black pieces of meat together with sauce and some salad. Hesitantly, I took a piece, dipped it into the sauce and gave it a first bite. At first, it was bitter but as I chewed it, it was tasty. Instantly, I started loving it. Since then, whenever I get a chance, I order barbecue and enjoy my favourite dish.

16.3. Pronunciation

This is the only pronunciation activity in this lesson. The students will pronounce the words with silent letters.

Objective

To pronounce words with silent letters

Materials

Audio recording of the words with the silent letters

Follow these steps.

- Learn to pronounce the words in advance to be able to model the correct pronunciation for the students.
- Download the pronunciation from an authentic English dictionary online.
- Write the given words on the board.
- Read the given words clearly or play the words one by one and ask the students to notice them.
- Again pronounce them/play them, and get the students to repeat after you.
- Have students pronounce the words either in pairs or in groups. Repeat the activity until everyone is capable of pronouncing the words correctly.

Phonemic transcriptions of the words

| | | | |
|--------------------------|----------------------|----------------------------------|--------------------------|
| debt: /dɛt/ | knee: /ni:/ | muscle: /'mʌsəl/ | heir: /ɛr/ |
| ledger: /'lɛdʒər/ | calf: /kæf/ | comb: /kʊm/ | autumn: /'ɒtəm/ |
| design: /dɪ'zain/ | scene: /si:n/ | psychology: /saɪ'kɒlədʒi/ | foreign: /'fɔrən/ |

16.4. Speaking

Effective speaking skills are essential for clear communication. This listening skill focuses on key language functions and tasks that enhance proficiency, particularly in narrating past events. Activities include telling picture stories, identifying and using past tense verbs, answering questions in complete sentences, and completing sentences with the correct verb forms. These tasks develop the ability to organize thoughts, use proper grammar, and convey information accurately and fluently.

Objectives

- To narrate a sequence of events

- b. To describe pictures to tell a story

Follow these steps.

- a. Divide the class into groups based on the number of students in your class. Instruct the students to study the given pictures carefully, and think about the story the pictures make. Allow time for groups to discuss among the members. Move around the class to monitor and support them. When they complete the task, ask the group leaders to share their stories in the class. Listen to them and provide necessary feedback.

Sample story

Kind Nurgren

Nugren was a kind and caring boy. One morning Tom was walking in the park. He found an injured bird. Tome took the bird home. Then Nurgren kept the bird in the cage and gave it food, He took care of it for some weeks.

One morning Nurgren saw a group of birds flying happily in his garden. He felt bad for the bird in the cage. So he freed the bird. The bird became very happy. Finally, Nurgren was happy for the bird.

16.5. Grammar I

In this grammar activity, the students will practise three different aspects of the past tense, viz. simple past, past continuous, and past perfect.

Objectives

- a. To identify the past tenses
b. To use the past tenses (simple past, past continuous, and past perfect) correctly

Follow these steps.

- a. Introduce **Task A** to the students. Review the uses of different aspects of the past tense. Then lead the class to **Task A**. Ask the students to work individually. Instruct them to read the sentences in the task. Then ask them to underline the verb and identify their tenses in each sentence as shown in the example. Allow them time to work individually. Move around the class monitoring their engagement in the task and offer assistance as necessary. Once they complete, ask students to share their answers. Check their answers and make the necessary corrections.

Answers

- a. We had a cow at our home. (simple past)
b. I felt as if I was taking away somebody else's right. (simple past, past continuous)
c. By the time my mother came to me, I had already drunk all the milk. (simple past, past perfect)
d. My mother was serving food for my father when he started talking with me. (past continuous, simple past)
e. Perhaps, I was not prepared to share the real reason. Simple past)

- b. Next, move to **Task B**. Ask the individual students the given questions in turn. Remind them to answer the questions in the past tense. Motivate them to answer correctly, and help them with the correct answers if necessary.

Answers

- a. I ate rice with mixed vegetables and lentils yesterday evening.
- b. I was solving a math problem when the teacher came into the classroom this morning.
- c. My mother had cooked bread when I reached home yesterday.
- d. I saw a snake as soon as I opened the door this morning.
- e. Yes, the class had already started when I reached school yesterday.

- c. Finally move to task C. Divide the students into pairs. Instruct the students to read each sentence and complete them with the correct tense of the verbs in the brackets. Monitor the class to check their engagement in the task. Offer guidance as necessary. When the students complete the task ask the pairs to share the answers in turn. Listen to their answers and make necessary corrections.

Answers

- a. hit
- b. had left
- c. was digging
- d. were chirping
- e. hadn't done
- f. had ordered
- h. spoke
- i. had ordered
- j. were you doing

16.6. Listening

In this section, students will listen to a man describing his past experiences.

Objectives

To extract the required information from the audio

To do the comprehension tasks

Materials

Audio file and audio player

Follow these steps.

Pre-listening activities

- a. Present the enlarged form of the given picture.
- b. Ask the students the pre-listening questions one by one. Elicit answers.
- c. Tell them that they are going to listen to an audio in which a man is describing his experience.

Answers

- a. I think these people are strangers.
- b. They are in a bus station.

While listening activities

- a. Ask the students to read the questions **Tasks B and C** carefully and make sure what they have to do. Clarify anything they ask for.
- b. Discuss the listening procedure. It includes how many times you will play audio when they have to do the task, and how the answers will be discussed.

- c. Play the audio for the first time and ask them to listen to it and familiarise themselves with it.
- d. Ask 1-2 self-made questions.
- e. Play the audio again and ask them to complete the sentences in **Task B** with correct information in only one word.
- f. Play the audio once again and let students answer questions in **Task C**. where they have to decide whether the given sentences are true or false.
- g. Now, get them to share their answers. Do mass correction; while discussing answers, play the audio and pause where the answers lie.

Task B answers

a. gym b. parents c. wait d. music e. frightening

Task C answers

a. False b. False c. False d. True e. False

Post listening activities

- a. Clarify the task to the students that they have to tell their friends what they would do if they were in the speaker's situation.
- b. Set the task to individual students. Assign them with a specific time. This helps them to complete the task in a specific time frame.
- c. Ask them to write down their ideas or share them orally with their friends in pairs.
- d. You can also share your views on what you would do if you were in a situation similar to the speaker.

16.7. Writing I

This is the first writing task of this unit. There are two tasks. In the first task, the students have to arrange a set of sentences to make a story. Similarly, in the second task, they have to make a story based on the pictures given.

Objectives

- a. To put the sentences in the correct order to make a story
- b. To write a story based on the given pictures

Follow these steps.

A. Arrange the sentences in order to make a story.

- a. Ask the students to read the given sentences carefully. This helps them to visualize the story in general.
- b. Make the strips of the sentences; print and cut them. Put all the sentences in a basket.
- c. Tell the students to pick up a single sentence.
- d. Ask them to discuss the right order of sentences to make a complete and meaningful story.
- e. Get them to tell the story. Each student should read a single sentence they have.
- f. Finally, ask them to give a suitable title too.

Answer

Eliminating Bad Habits

Once upon a time, a rich businessman asked a wise man to wean his son away from his bad habits. The man took his son to a garden and asked him to pull out a tiny plant. The boy held the plant between his thumb and forefinger and pulled it out easily. Later he asked him to uproot a slightly bigger plant. And he had to struggle for it. Finally, he asked him to uproot a guava tree. He grasped the trunk but it was impossible for him. Now he said, "Bad habits are like them. It is easy to pull them out when they are young but it is impossible to uproot them later." This session changed the son's life completely.

B. Study the following pictures and write a story based on them. You can start in the following way.

- a. Divide the class into small groups. Instruct each group to observe the given pictures.
- b. Tell them that the given pictures tell a story.
- c. Ask them to work in small groups and write stories.
- d. Go around the class. Monitor and provide necessary assistance to them.
- e. When they complete the task, get them to share their answers one by one.
- f. Provide necessary feedback to each group's stories. Assign student's homework to edit their stories based on your feedback. Check their work the next day.

Answer

Once upon a time, there was a little boy named Sanam in a city. He was walking on the footpath of a highway. He was rather careless; he ate a banana and threw the banana peel on the road. After some time, another boy named Rohan was walking along that way. Unfortunately, Rohan happened to step on the peel. As soon as he stepped on it, Rohan fell on the ground badly. He hurt his back and felt bad about it.

16.8. Reading II: The History of Pens

This is the second reading text of this unit. Students will read a text; The History of Pens and do comprehension exercises.

Objectives

- a. To learn these words: *papyrus, reed, hollow, squeezed, quill, discard, shaft, steel-point, sturdier, patented, barrel, transportable, cartridges, annoyance, smudging, biromes, evolution, convenient, and advent*
- b. To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- a. Ask students if they know anything about pens; their colour, price, make, etc.
- b. Ask them if they have known the history of pens.
- c. Ask the pre-reading questions one by one. Get answers from individual students.
- d. Don't judge their answers. Listen to them and give compliments for their effort.

Sample answers

- a. Some types of pens I know are: Ballpoint pens, Gel pens, Fountain pens, Marker pens Highlighters
- b. I use a Fountain pen for my everyday writing.

While-reading activities

- a. Ask some students to read the text aloud in turn. You may help them with the correct pronunciation and intonation whenever necessary. Ask them to mark any unfamiliar words in the text. Now, ask them to highlight the unfamiliar words. Choose suitable vocabulary activities and teach the vocabulary. Don't miss out on the coloured words and deal with any words that they come up with.
- b. Now, lead the class to comprehension tasks.
- c. Divide the class into pairs. Explain the **Task A** to the students. Instruct them to complete the table with the correct information from the text. Monitor the pairs while they are working and provide necessary assistance as required. This may involve checking their work, answering questions, and providing clarifications.
- d. Upon completion, check their answers. Provide necessary feedback.

| Answers | | | |
|----------------|--------------------|--|------------------|
| S. N. | Type of Pen | Time/Year | Inventor |
| 1. | Reed pen | When humans developed papyrus | Egyptians |
| 2. | Quill pen | After centuries of using the reed pens | Spanish |
| 3. | Steel-point pen | After twelve century | John Mitchell |
| 4. | Fountain pen | 1827 | Petrache Poenaru |
| 5. | Ballpoint pen | 1888 | John J. Loud |

- e. Now, lead students to **Task B**. Ask the students to do match the given words with their correct meanings.
- f. Go around the class to monitor and provide assistance if necessary. While doing the exercise, ask them to find the words in the text. By doing so, they can guess the meaning of the words as well.
- g. When they complete the task, get them to exchange their answers for correction.
- h. Finally, check their work making necessary corrections.

| Answers |
|--|
| a. hollow - (c) having a hole or empty space inside |
| b. discard - (vii) to get rid of something that you no longer want or need |
| c. shaft - (V) the long narrow part of an arrow, hammer, etc. |
| d. sturdy - (i) strong and not easily damaged |
| e. patent - (ii) to obtain a right for an invention or a process |
| f. smudge - (viii) to make a dirty mark on a surface |
| g. evolution - (iv) slow steady development of something |
| h. advent - (vi) the coming of an important event, person, invention, etc. |

- i. Ask the students to work individually to read the questions before reading the text once more. Then, ask them to write the answers in their notebooks. Assign this task as homework to the students and check their work in the next class. Make necessary corrections in their answers.

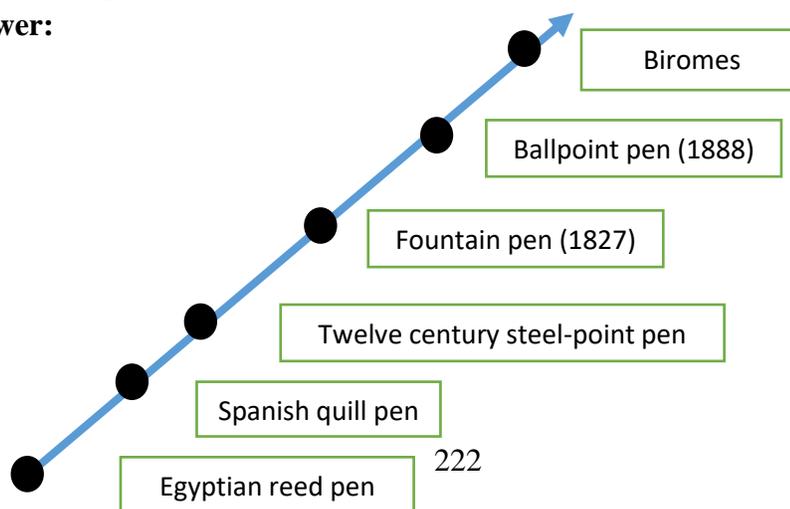
Answer

- a. The reed pens were made by using hollow tubular harsh 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.
- b. The quill pens were made from bird feathers, such as swans, turkeys, and geese.
- c. The quill pens brought changes in writing by improving smoothness and writing speed. They allowed for more decorative and faster means of writing.
- d. The main difference is the steel points were made by machines and made of steel. They were cheaper and sturdier compared to quill pens. Although writing became smoother and faster, they had to be constantly dipped into ink while writing.
- e. The first fountain pen invented in 1827 had an ink barrel and did not need to be dipped in ink regularly. Another variation was a three-channel ink-feed fountain pen introduced in 1884. In the 20th century, the pen went through various changes regarding the use of replaceable and refillable ink barrels and advancements in materials such as plastic, metal and wood.
- f. Lazlo Biro, a Hungarian journalist designed the ball pens for the first time.
- g. Ballpens, also known as ballpoint pens, had quick-dry ink and featured a small metal ball that rotated at the tip of the pen. This managed to keep the ink from drying and also distribute it smoothly. They were highly durable, more convenient and would write on multiple surfaces such as cardboard and wood.
- h. Yes, I think the use of pens will decline in the days to come. It is mainly because pens are being replaced by smartphones, tablets, laptops, etc. with the development in science and technology.

Post-reading activities

- a. Form pairs and ask the students to read the text once.
- b. Ask them to prepare a timeline illustrating the historical development of pens. Instruct them to highlight the time in the past when changes in the types of pens took place. Finally, check their answers and provide necessary feedback.

Sample answer:



16.9. Writing II

This is the second writing task of this unit. Here, students will practise writing a couple of paragraphs about one of the historical events they know.

Objective

To write paragraphs about a historical event

Follow these steps.

- a. Discuss and introduce the paragraph and its parts in the class.
- b. Discuss the format and layout of paragraph writing with suitable examples.
- c. Next, instruct them to read the question given in the task. Get them to think about any historical event in Nepal.
- d. Set the task as a home assignment. Tell them to look at different sources like the internet or library to get information.
- e. Instruct them to write the draft of the paragraphs. Facilitate sessions for peer review.
- f. Finally, provide your feedback. Ask the students to revise their writing based on the peer review and feedback.
- g. Check the final writing the next day.

Sample paragraph

The Mass Movement II

The Mass Movement II, also known as the People's Movement of 2006, was an important turning point in Nepal's history. Since people were dissatisfied with the monarchy's autocratic rule, people started demonstrations. The movement included widespread protests and civil resistance against King Gyanendra's direct rule. In 2005, King Gyanendra took hold of the government, and peoples' rights, and started ruling directly. The movement gained popularity as people from various walks of life, including students, political activists, and civilians, united to demand the restoration of democracy and the establishment of a more inclusive political system.

The movement was characterized by its non-violent and peaceful nature, despite facing considerable force from the government. The movement saw widespread participation in nationwide strikes, demonstrations, and sit-ins. This forced King Gyanendra to announce the end of his autocratic rule. As a result, the restoration of the parliament led to a historical agreement between political parties and the Maoists. This agreement resulted in the abolition of the monarchy and the declaration of Nepal as a federal democratic republic in May 2008. The movement was the foundation for entering Nepal into a new age of governance, marking a historic achievement in Nepal's democracy and social justice.

16.10. Project work

In this project work, students are required to list the major events that happened last month in their school and write a short paragraph using the list.

Objective

To make a list of the major activities in their school and write a short paragraph

Follow these steps.

- a. Discuss and explain the task to the students. Explain that they have to make a list of the major events that happened in their school and write a paragraph based on the list.
- b. Divide the students into small groups at your convenience.
- c. Instruct them to recall and make a list of the major activities that happened in their school the previous month.
- d. When they complete their list, ask them to write a paragraph.
- e. Move around the class to monitor. Also, provide them with the support needed.
- f. As soon as they complete the task, get the group leaders to share their ideas and provide feedback.
- g. Now ask each member of the group to submit their paragraphs making necessary edits based on your feedback.

16.11 Extra Bit

This section includes the task that gives students additional information in the unit. The extra bit section in this chapter includes information on the word formation process through the technique called technique. Encourage students to read the given information and enrich their vocabulary.

ΩΩΩ

Unit 17

This unit focuses on the language function “Making and accepting offers”. It includes eleven different topics and varied tasks around this function. Teachers are expected to present various language expressions around this function. The table below outlines a brief overview of unit 17.

| S. N. | Textbook Topics | Textbook Tasks |
|------------------------------------|---|---|
| 1. | Getting started | Study the pictures and say what the people are offering. |
| 2. | Reading I: Naresh and the Stranger | Pre-reading questions Complete the sentences by finding the words from the text. Who said them to whom? Answer the questions. |
| 3. | Pronunciation: Contractions | Practise how the given contractions are pronounced. |
| 4. | Speaking: Making and accepting offers | Match the offers to the appropriate responses. Make offers in the following situations and respond to them. |
| 5. | Grammar: Voice | Match the active sentences with their passive counterparts. Study the given pairs of sentences with passive form of the verbs. Change into passive. |
| 6. | Writing I: Writing an email | Read an email and reply to it. |
| 7. | Listening: Making and accepting offers | Pre-listening activity Listen to the audio and answer the questions. Post listening activity |
| 8. | Reading II: From a Railway Carriage | Pre-reading questions Write the meanings of the given words. Complete the summary of the poem with the correct words/phrases from the box. Answer the questions. Post-reading question. |
| 9. | Writing II: Writing a reply letter to an invitation | Write a reply letter to your friend. |
| 10. | Project work | Study how people make offers and accept or deny them, make a list of the expressions and present them in the class. |
| 11. | Extra bit | Learn the passive voice chart. |
| Estimated time for the unit | | 8 hours |

Detailed teaching learning procedures of each task and skill are suggested hereafter. Teachers can adapt these activities as per the needs of their students and the specific learning contexts. Teachers are free to design and implement their own activities.

17.1 Getting started

This section includes some pictures and students need to guess what offering the people are making.

Objective

To say what the people are offering in these pictures

The teachers could follow these steps.

- a. Show the pictures either from the textbook or on the slides one by one. Ask students to study the pictures and discuss what offering people are making.
- b. Show them the first picture and ask what is being offered. (Elicit: The boy is offering his help to the girl to stand up. He might have said: Shall I help you to stand up?)
- c. Similarly, get students to discuss the other pictures. Elicit: The boy is offering his exercise book to the girl (in the second picture), The girl is offering her help to the boy (in the third picture), The boy is offering to carry the bags of an old man and a small girl (in the last picture).
- d. Help them to talk about the pictures and ask them to bring new ideas.
- e. Go around the class, encourage them to speak and give feedback if essential. Tell them that this lesson will introduce them with the language function ‘Making and accepting/rejecting offers’.
- f. Appreciate them for their active participation in the activities.

17.2 Reading I: Naresh and the Stranger

This is the first reading text in the unit. It is a short story about the kindness of an honest farmer.

Objectives

- a. To learn the words: *nutrition, condition, stranger, beneath, surprised*
- b. To read and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students to discuss the pre-reading questions: Who do you think the man in the picture is? (Elicit: I think the man in the picture is a farmer.) Does he look poor or rich? Why do you think so? (Elicit: He looks poor because he has worn very simple clothes.)
- b. Go around the class, make sure that they are engaged in the assigned task and appreciate them for their participation.
- c. Ask students to underline all the words that are unfamiliar to them including the red ones. Write them on the board. Teach the vocabularies one by one using the PSP (Pronounce, spell and pronounce) model.
- d. Ask them to work in the group of four. Divide the words to each group and ask them to find meanings either from the contexts in the story or by consulting a dictionary.

While-reading activities

- a. Read the text aloud at a normal pace and ask students to point to the words/lines being read.

- b. Invite some representative students to the front of the class and ask them to read the paragraphs turn by turn. Ask the rest of the other students to follow them by reading silently.
- c. Ask some questions to the students based on the text to make reading interactive and interesting. For example:
 - i. Where did Naresh live?
 - ii. Was Naresh dishonest?
 - iii. Why did he take the stranger to his house?
 - iv. Why was Naresh's wife sad looking at the stranger?
 Do follow this through the whole text so that students will comprehend the text well.
- d. Ask students to read the incomplete sentences from a-e in **Task A**.
- e. Ask them to read the text again and find the correct information to complete the given sentences.
- f. Tell the right answers and ask them to correct if necessary.

Answers

- a. Nilima found her lost purse **under** a pile of leaves.
- b. **Kindness** means 'the quality of being kind'. (This word is not there in the text)
- c. She is a/an **independent** and hard-working girl. She tries to stand on her own.
- d. There is a complete **stranger** sitting at my desk. I have never seen or met him before.
- e. We need to eat **nutritious** food to help our body grow.

- g. Now ask students to read the sentences from a-f in **Task B**.
- h. Ask students to read the story again and write who said the given utterances to whom.
- i. Get them to work in pairs. Go around the class, observe whether they are engaged in the assigned task and assist them if they are in need of your help to decide who said the given sentences to whom.
- j. Give chances to some students to tell their answers and ask other students to listen to them attentively. Correct the answers if they are unable to do themselves.

Answers

- a. Naresh said it to the stranger.
- b. Naresh said it to the stranger.
- c. The stranger said it to Naresh.
- d. The stranger said it to Naresh.
- e. The stranger said it to Naresh.
- f. Naresh said it to the stranger.

- k. Now ask students to read the questions from a-f in **Task C**.
- l. Set this task as an individual work. Tell them to write short answers to as many questions as they can without reading the text again.
- m. Now, get them to read the text again and find the answers to the remaining questions.
- n. Go around the classroom, identify and provide support to struggling students by giving clues (paragraph/lines) on where the answers lie and ask them to write the answers.
- o. When everyone completes the task, ask some students to read aloud their answers.

p. Write all the answers on the board and ask students to correct them if necessary.

Answers

- a. Naresh's wife could not earn any money because she had to look after the family and do the household chores.
- b. When Naresh talked to his oxen, he was worried about when he would earn enough money to provide nutritious food for his kids.
- c. Naresh's wife cried when she knew the stranger would stay in their home because they did not have enough food for themselves and were already struggling to make ends meet.
- d. The stranger wanted to give money to Naresh because Naresh had shown him kindness and helped him when he was in need. The stranger wanted to repay Naresh's kindness and help him and his family in return.
- e. No, the stranger did not take anything from Naresh when he left. Instead, he gave Naresh a bag full of money as a gesture of gratitude for Naresh's kindness and help.
- f. The lesson learned from the story is that acts of kindness and selflessness can be rewarded unexpectedly.

Post-reading activity

Ask students to recall the story “Naresh and the Stranger”. Give them some time and ask them to imagine themselves in the place of Naresh, and ask them to share the story in their own words turn by turn.

17.3 Pronunciation

In this section, students will practise the given contractions.

Objective

To learn and practise the given contractions

Follow these steps.

- a. Read the instructions aloud and make students clear the task that they have to practice how the given contractions are pronounced.
- b. Download the audio of the given contractions. Learn to pronounce them correctly. Have students listen to the pronunciation of the given contractions. Ask students to listen to you or play the recorded pronunciation of the given contractions.
- e. Ask them to pronounce them one by one themselves and monitor them. Repeat the drill until everyone is able to pronounce them correctly.

| Words | Pronunciation |
|------------|-------------------|
| Stranger's | /'streɪn.dʒə(r)z/ |
| Naresh's | /nəʃɪz/ |
| I'm | /aɪm/ |
| They'd | /ðeɪd/ |
| She'll | /ʃi:l/ |
| Can't | /kɑ:nt/ |

| | |
|----------|------------|
| She's | /ʃi:z/ |
| They've | /ðeɪv/ |
| Neil's | /nɪlz/ |
| Couldn't | /kudənt/ |
| Aren't | /arənt/ |
| Mustn't | /'mʌs.ənt/ |

17.4 Speaking

This section is aimed at developing the skills of making offers and responding.

Objectives

To match the offers with their responses

To make offers in the given situations

Follow these steps.

A. Match the offers in the left column to the appropriate responses in the right column.

Practise saying them in pairs.

- Read the instruction aloud and orient students to the activity.
- Ask students to go through the offers in the left columns from a-g and their responses in the right column from i-vii.
- Ask them to work in pairs to match the offers with their counterpart responses.
- When they match, ask the pairs to act these offers and responses out. Monitor them if they are doing right. Invite some pairs to the front of the class and act out.

| A. Answers | |
|---|---|
| Offers | Responses |
| a. Can I help you? | vi. Yes, I hope so. I can't lift the luggage. |
| b. Shall I get you something to drink? | iii. Yes. Can I have orange juice, please? |
| c. Would you like some coffee? | i. Yes, please. I'm dying of coffee. |
| d. Would you like me to wash your clothes? | ii. No, thanks. I'll wash them myself. |
| e. How about some juice? | vii. Yes, that would be nice. I'm very thirsty. |
| f. Shall I help you with the chores? | iv. Yes, please. There's no one to help me with them. |
| g. Is there anything else that you'd like me to do? | v. No, nothing. Thank you. |

- Discuss based on the above offers and responses about their uses.

B. Work in pairs. Make offers in the following situations and respond to them.

- Tell students to work in pairs and make offers in the given situations and respond to them.
- Ask them to go through the given situations from a-e in **Task B**.
- Facilitate them to discuss in pairs to make offers in the given situations and respond to them.
Present some common expressions that are used for offering something, such as 'Would you

like to ...?' 'Would you like me to...?' 'I will bring you something cold to drink if you like', 'Shall I help you with...?' 'Will you try?','How about some juice?'

d. Help them by making offers of the first situation and responding to it as in the example.

For example:

A: Would you like to have a cup of tea?

B: Yes, please. I'm fond of tea.

e. Ask them to do the rest in pairs similarly. In pairs, one will make an offer and the next one will respond. Ask them to switch their roles.

f. Go around the class and monitor their activities. Identify and help struggling students.

g. Encourage them all, especially shy students to speak and participate in the activity.

h. Appreciate them for their participation.

Answers

a. Shall I get you a cup of coffee?

b. Shall I get you an umbrella?

c. Would you like me to open the window?

d. Shall I help you to carry a bag?

e. Would you like me to donate some money to an orphanage?

17.5 Grammar I

In this section, students will learn about passive voice.

Objectives

a. To match the active sentences with their passive counterparts

b. To study and learn the passive forms of the verbs

c. To change the active sentences into passive voice

Follow these steps.

A. Match the active sentences in column A with their passive counterparts in column B.

a. Ask one of the students to read the instruction aloud and make it clear to the students.

b. Give background information about passive voice with examples.

Passive voice occurs when the subject of the sentence receives the action, rather than performing it. This construction often involves a form of the verb "to be" plus the past participle of the main verb. For example: "The cake was eaten by the children." Here, the focus is on the cake, not the children.

c. Ask students to share their ideas about active and passive voice. Ask them to tell 2/2 active and passive sentences and write them on board.

d. Ask students to study the given sentences from a-f in column A and i-vi in column B.

e. Ask them to match them in a group and present it to the whole class.

f. Share the correct answers and ask them to correct if necessary.

g. Appreciate them for their active participation.

| Answers | |
|---|--|
| a. Naresh gave him some water to drink. | iii. He was given some water to drink by Naresh. |
| b. The stranger thanked him. | i. He was thanked by the stranger. |
| c. The stranger took him to the river bank. | ii. He was taken to the river bank by the stranger. |
| d. The stranger opened the pot. | v. The pot was opened by the stranger. |
| e. Naresh took the money. | vi. The money was taken by Naresh. |
| f. The neighbors heard him talking to his oxen. | iv. He was heard talking to his oxen by the neighbors. |

B. Study the following pairs of sentences with passive form of the verbs.

- Ask students to read the active and passive sentences from a-i given in **Task B** and let them study the changes that have taken place while the active sentences are changed into passive voice and vice versa.
- Discuss the rules on part of how they are changed.

C. Change the following sentences into passive.

- Read the instruction aloud and make the task clear to the students.
- Remind **Task A** and **B**. Ask students to give examples of active and passive voice. Write them on the board.
- Ask students to share their ideas about active and passive voice.
- Ask them to study the given sentences from a-j in **Task C**.
- Set this task as an individual work and ask each of them to do themselves.
- Point to students and ask him/her to share the answer. Discuss if they are correct or incorrect and provide feedback.
- Appreciate them for their active participation.

Answers

- My tooth was pulled out by the dentist.
- He is being questioned by the police.
- Breakfast is served at 7 o'clock by the waitress.
- The rubbish was collected by students from our class.
- These tablets should be taken before meals.
- He has been sent out of the classroom by the teacher.
- Coloured clothes must be washed separately.
- The new sports centre will be inaugurated by the mayor next month.
- Nabina's bicycle has been stolen recently.
- Apples are grown in Dolpa.

17.6 Writing I

Students will write a reply email in this section.

Objective

To write a reply email

Follow these steps.

- a. Ask students to go through the email by the online marketing company given in **Task A**. Get them to notice the different parts of an email.
- b. Ask them to write a reply based on the given email. Set this task as an individual task. Before they write, have discussion what they can include in their reply.
- c. Check their writing and provide feedback.

Sample reply

To: nepal_sunglasseshouse@gmail.com

CC/BCC:

Subject:

Dear Sukla Devkota,

Thank you for your email and the exciting offer of two pairs of sunglasses for the price of one. I am pleased with the offer and the quality of your product and service as I am the regular customer of Nepal Sunglasses House.

I am looking for a new pair of sunglasses currently and I am very interested in taking advantage of this offer. However, I have a few questions before I order the product.

First, I would like to know what styles of sunglasses are included in the offer. I am looking for a pair of sunglasses that are both stylish and functional. I would also like to know what the return policy is if I am not happy with the sunglasses I receive.

I would appreciate it if you could answer these questions in your reply. Once I get this information, I will order the product.

With the best regards,
Sameer Dangol

17.7 Listening

In this section, students will listen to a conversation between two friends.

Objective

To listen to the audio and do the comprehension tasks

Materials

An audio file (MP3) and an audio player

Follow these steps.

Pre-listening activities

- a. Ask the pre-listening questions to the students.
 - i. What is the girl doing? (Elicit: The girl is knocking on the door.)

- ii. Have you ever visited your friend's house? Why? (Elicit: Yes, I have visited my friend's house many times to play, to watch films together, to do homework etc.)
- b. Ask them to respond to these questions turn by turn.
- c. Facilitate them to discuss more based on the given picture and questions.

While listening activities

- a. Tell students that they are going to listen to an audio and do the comprehension tasks.
- b. Tell them that the audio will be played at least three times.
- c. Tell students when the audio is played for the first time, they will listen to the audio and think and learn what the audio is about.
- d. Ask students to go through the questions from a-f in **Task B**. (This activity helps them to remain focused on certain required information.)
- e. Play the audio for the second time and ask them to answer the questions in **Task B**.
- f. Pause the audio for some time and get them to check. If anyone has missed, play the audio again and ask them to complete the missed ones.

Answers

- a. The visitor is Lora.
- b. Her dress is lovely.
- c. Lora likes to keep the bag with her because she has got her mobile phone in the bag.
- d. She sits in the living room.
- e. She does not eat cake because she is not hungry.
- f. They are planning to watch a film.

Post-listening activity

- a. Ask students to recall and discuss in pairs what they did together with their best friends when they spent time together.
- b. Encourage them to write and share their experience going around the class.
- c. Appreciate students for their active participation.

Answer

A Day with My Best Friend

One summer day in our serene village nestled in the Himalayas, my best friend, Hari, and I set out on a memorable adventure. We decided to explore the lush trails surrounding our village, the air thick with the fragrance of blooming rhododendrons. The journey led us to a hidden waterfall, its cascading water creating a soothing melody. We dipped our feet in the cool stream sharing stories and laughter.

Later, we ventured into the village market, where vibrant colors of traditional Nepali fabrics caught our eye. After bargaining for some souvenirs, we treated ourselves to local delicacies like momos and selroti. The day reached its peak as we joined the village festivities, dancing to the rhythmic beats of traditional tunes under the starlit sky. Our bond deepened through the shared joy of exploration, laughter, and the warmth of our close-knit

community, making it a cherished memory in the heart of rural Nepal.

17.8 Reading II: From a Railway Carriage

This is the second reading of the unit. It is a poem composed by Robert Louis Stevenson.

Objectives

- To learn these words: *fairies, hedges, ditches, troops, wink, clammers, scrambles, brambles, tramp, stringing, daisies, lumping, glimpse*
- To read and understand the theme of the poem
- To read the poem and do the comprehension tasks

Follow these steps.

Pre-reading activities

- Ask students to discuss and answer the pre-reading questions: What is your favourite means of travelling? Why? (Elicit: A bus/train because there are many other passengers whom we can talk to.), How do you try to make your journey more interesting? (Elicit: By listening to music, by talking to a stranger etc.)
- Ask students to guess from the title what the poem is about.
- Ask students to underline all the words that are unfamiliar to them including the words in red. Divide the whole class into groups. Divide these words to each group and ask them to discuss in group and write the meanings of these words. They can guess from the context in the poem or they can use a dictionary.
- When all the groups complete their task, ask them to share the meanings turn by turn and write them on the board.

hedges /hedʒiz/ - rows of bushes growing close together, often used to divide land into separate areas

fitch /dɪtʃ/ - a narrow channel dug at the side of a road or field, to hold or carry away water

troops /tru:ps/ - soldiers or armed forces

wink /wɪŋk/ - close and open one eye quickly, typically to indicate that something is a joke or a secret or as a signal of affection or greeting

clamber /'klambə(r)/ - climb or move in an awkward and laborious way, typically using both hands and feet

scramble /'skræmbəl/ - make one's way quickly or awkwardly up a steep gradient or over rough ground by using one's hands as well as one's feet

bramble /'bræmbəl/ - a prickly scrambling shrub of the rose family, especially a blackberry

tramp /træmp/ - A tramp is a person who has no home or job, and very little money

stringing /striŋɪŋ/ - hanging (something) so that it stretches in a long line

daisies /'deɪzɪz/ - small European grassland plants which have flowers with yellow discs and white rays

lumping /lʌmpɪŋ/ - carrying (a heavy load) somewhere with difficulty

glimpse /glɪm(p)s/ - a momentary or partial view

While-reading activities

- a. Recite the poem aloud at a normal speed and ask them to point to the lines.
- b. Invite some students to the front of the class for model reciting of the poem and ask others to follow.
- c. Present them a short summary of the poem through chart paper or slides and ask them to see against each stanza or line.

The poet describes the sights that he notices while travelling in the train. The train is moving faster than fairies and witches. The train rushes forward like soldiers who are attacking their enemies in the battlefield. The speedy movement of the train leaves behind bridges, houses, fences and ditches behind. It also leaves behind the green fields where horses and cattle are grazing.

Stevenson says that all the scenes of the hill and plain were being crossed by the train as quick as one drop of rain following the other in a storm. In the next moment, the train passes railway stations and it looked like painted pictures. The poet sees a child climbing a steep ground and collecting berries during climbing. He also sees a homeless person who looks at the train with amazement. As the train moves forward, he sees some ladies in a common village grassy land making garlands with daisy flowers.

The poet then sees a cart moving slowly on the highway. It was full of load and the cart driver was sitting on the top of the load. He also gets a glimpse of a mill and a river by its side. All these objects appeared and disappeared so quickly.

- d. Discuss the theme of the poem.

The title "From a Railway Carriage" captures the essence of the poem. This poem communicates the poet's observations and thoughts in a train journey. The joy that we get from travelling is the major theme of the poem. Beauty of nature is another theme as the poet describes each and every natural scene.

- e. Now ask students to go through the words from a-h in **Task A**.
- f. Set this task as a group work. Ask students to read the poem again and try to recall the meanings discussed earlier.
- g. Get them to consult a dictionary and write their meanings.
- h. Ask some students to tell the meanings. Write them on the board.

- a. **hedge** /hedʒ/ - a fence or boundary formed by closely growing bushes or shrubs
- b. **ditch** /dɪtʃ/ - a narrow channel dug at the side of a road or field, to hold or carry away water
- c. **troop** /tru:ps/ - soldiers or armed forces
- d. **wink** /wɪŋk/ - close and open one eye quickly, typically to indicate that something is a joke or a secret or as a signal of affection or greeting
- e. **glimpse** /ɡlɪm(p)s/ - a momentary or partial view
- f. **tramp** /træmp/ - A tramp is a person who has no home or job, and very little money

- g. **lump** /lʌmp/ - a compact mass of a substance, especially one without a definite or regular shape
- h. **bramble** /'brɑːmbl/- a prickly scrambling shrub of the rose family, especially a blackberry

- i. Now, ask students to go through the incomplete summary of the poem in **Task B** and complete it with the correct words/phrases from the box.
- j. When all the students complete the task, ask some students to share their answers.
- k. Write the correct answers on the board and ask students to correct if they have written wrong words/phrases.

Answer

The poet presents his **experiences** of travelling in a train. He **describes** the sights that he notices while travelling in the train. The train moves **faster** than fairies and witches. It runs like soldiers on the **battlefield**. The **speedy** train leaves behind bridges, houses, fences, and the green fields.

The poet mentions that the train **crosses** all the scenes as quick as the drop of rain. In one scene the train passes railway stations that look like a painted picture. The poet also sees a **child** climbing a steep ground and collecting berries. Further, he sees a homeless person who looks at the train with **amazement**. As the train moves forward, he sees some ladies in a village making garlands with daisy flowers.

The poet then sees a cart moving slowly on the highway. It is full of load and the cart driver is sitting on the top of the load. He also gets a **glimpse** of a mill and a river by its side. All these objects appear and disappear **so quickly**.

- l. Now ask students to read the questions from a-e in **Task C**. Set this task as a group work, ask them to discuss the questions in their respective groups and write the answers.
- m. Ask some students to share their answers and provide feedback.
- n. Write the correct answers on the board and ask them to correct their answers if needed.

Answers

- a. The movement of the train is compared with the movement of soldiers in a battlefield.
- b. The speaker sees horses and cattle in the meadows.
- c. The child is trying to gather brambles while climbing the hill.
- d. The poor man looks at the train with amazement because he is probably not used to seeing such a fast-moving vehicle.
- e. The theme of the poem is the momentary nature of life. The poet is trying to capture the fleeting moments of the journey in the train.

Post-reading activity

- a. Present a model reading of the poem. Help them learn where they need to pause and where to continue. Help them learn the suprasegmental features like speed, pause, rhythm, intonation etc.
- b. Divide the class into groups and get them to follow you for the first time. Then ask them to recite in a group turn by turn.

c. Provide feedback and appreciate them for their effort.

17.9 Writing II

In this section, students will learn to write a reply letter.

Objective

To write a reply letter

Follow these steps.

- a. Ask students to imagine that one of their friends invited to attend his/her success party. Tell them that they have to write a reply letter to him/her.
- b. Remind them the parts of a letter: Sender's address and date, greetings, body, complimentary close etc.
- c. Ask them to write a reply letter of a similar kind individually. Go around the class, identify struggling students and help them organize information to write a reply letter.

Sample letter

Kirtipur, Kathmandu

19 Jan. 2024

Dear Neha,

Greetings!

I am truly thrilled and honored to receive your invitation to your success party in Pokhara. I am excited to attend the event next week. I want to convey my heartfelt congratulations on your well-deserved success!

Your achievements are the testaments to your hard work, dedication, and perseverance. I'm sure the party will be a fantastic celebration of your accomplishments, surrounded by friends and loved ones. I will be there with you to cheer you on and raise a toast to your success.

Wishing you continued success and joy in all your future endeavors. Thank you for including me in your special moment. You will, for sure, enjoy the celebration to the fullest!

Warm regards,

Lata Guragain

d. Finally, check their letters, give feedback and appreciate their efforts.

17.10 Project work

In this project work, the students need to observe how people make offers and accept and decline them in different situations, collect those expressions and present them in the class.

Objective

To observe how people make offers and accept and decline them in different situations and present them in the class.

Follow these steps.

- a. Read the instructions aloud and make students clear about the task they are going to do.
- b. Set this task as a home assignment. Ask them to take permission from their parents to visit various places such as shops, malls, parks etc. and observe people speaking and collect the expressions that they use for making offers and accepting and denying them, and make a list of these expressions.
- c. Help them to translate those expressions into English after they complete the task.
- d. Get them to share those expressions of making offers and accepting and denying them to the class.
- e. Provide feedback and appreciate their efforts.

17.11 Extra bit

This is an independent self-study content for students to help them learn the passive voice chart. Ask them to go through the chart and add more examples of the given tenses.

ΩΩΩ

Unit 18

This unit deals with the language function “Asking for and Giving Opinion”. The tasks in the unit are around the language function. The table below presents a short overview of the task in the unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|---|--|
| 1. | Getting Started | Look at the pictures and talk about them. |
| 2. | Reading I (Road accidents in Nepal: Are Poor Roads Solely to Blame?) | Complete the sentences with the correct words given. Answer these questions. Discuss on what measures can be taken to maximize the road safety in Nepal. |
| 3. | Pronunciation | Listen to the teacher and pronounce the words. |
| 4. | Speaking | Act out the given conversation Give opinion on the given statements |
| 5. | Grammar I | Notice how subject-verb agrees with each other. Choose the correct words to complete the sentence. |
| 6. | Writing I | Write an essay on the importance of extracurricular activities for students. |
| 7. | Listening | Look at the picture and answer. Listen to the audio and fill in the gaps with correct words. Post reading question |
| 8. | Reading II: Long Life (Poem) | Match the words with their meanings. Complete the summary of the poem. Answer these questions. Give opinion on the poet’s views about life. |
| 9. | Grammar II: (Intensifiers too and enough) | Compare the two different pairs of sentences and tell whether the meanings are same or different. Choose the correct words and complete. Rewrite the sentences so that they have similar meanings. |
| 10. | Writing II | Punctuate the given paragraph correctly. Write an essay on the preference of restaurant or homemade food. |
| 11 | Project Work | Make a Survey of friends’ opinion on the given topics. |
| 12 | <i>Extra bit</i> | Pronouns in English |
| Total time for the unit | | 10 Hours |

The sample activities to deal with the above mentioned tasks are presented hereafter. However, teachers can use these activities or adapt them as per their classroom context.

18.1 Getting started

This is the warm up task of the lesson related to giving an opinion.

Objective

To give one's opinion on some activity or topic

Follow these steps while dealing with this task in the classroom.

- a. Draw the attention of the students to the pictures and set ground for asking what they see in the picture and what their opinion on these pictures is. For example in the first picture, the man is talking on the phone and driving. So, the students should be encouraged to give their opinion on what they think about the activity: Is talking on the phone and driving a good activity?
- b. Encourage all to speak. Do the similar activities by showing each pictures. Encourage them to give their opinions.

Possible responses

First picture (Talking in phone and driving)

I think talking on the phone and driving is not safe. Some people may think that it is considerably safe if we are careful, but I do not agree. We do not know that when we are engaged in some sort of activity while driving, we lose focus on our drive and become distracted. This will increase the risk of accidents.

Second Picture (Musical activities at school)

I guess music is something that makes people happy and relaxed. The practice of engaging in musical activities at school will help the students memorize better what they learn. It will build up their self-confidence and creativity.

Meditation

As far as I know, meditation brings multiple benefits in our lives. It reduces stress and improves concentration. Experts say that it helps us in our self-discovery. They also say that meditation promotes emotional and spiritual well-being. It fosters a better and clearer life.

Reading Newspapers

In my opinion, reading newspapers makes us informed and updated about people, places, culture etc. Newspapers deliver us information about what is happening in national and international forums. It also gives us information about different types of products and tells us about the vacant posts through advertisements. It helps people in getting jobs. Most importantly, we can develop our critical skills and understand global perspectives by reading newspapers.

18.2 Reading I: Road accidents in Nepal: Are poor roads solely to blame?

This reading text is an opinion-based text on road accidents in Nepal. The text gives some opinions whether poor roads are solely to blame for road accidents in Nepal.

Objectives

- a. To learn different phrases/vocabulary related to road transportation: *scroll, flip, delve into, infrastructure, outnumber, manoeuvre, congestion, traits, perspective, deployed, culprits, ordeal, coordinate etc.*
- b. To read the text and do the tasks

Materials

A short video of road accident

Pictures of important traffic symbols

Follow these steps.

Pre-reading activities

- a. Ask the students to look at the pictures on page 226 and tell them to guess what they see in the picture. Ask them whether they have ever witnessed road accidents or not.
- b. Ask pre reading questions and note down the response.

Sample responses

- a. I think a road accident is going to happen.
- b. While driving, we must follow the traffic rules such as wearing a helmet while riding a motorbike, or fastening up the seat belt while driving, following the traffic signals etc. The driver must have a presence of mind. S/he should avoid distractions and be watchful about pedestrians and or other drivers. Over speeding or drinking and driving should always be avoided.

- c. Introduce the red highlighted vocabulary. Follow the principles of presenting meaning, form and pronunciation order.

Word Meanings

- a. **scroll:** move displayed text or graphics on a screen in order to view different parts of them.
- b. **flip:** turn over with a sudden quick movement.
- c. **delve into:** to investigate carefully
- d. **infrastructure:** physical structures needed for the operation and development of a society
- e. **outnumber:** to exceed in number.
- f. **manoeuvre:** skillful activities.
- g. **congestion:** being overcrowded, becoming blocked.
- h. **traits:** special qualities of a person
- i. **perspective:** point of view
- j. **deployed:** to place or arrange in some position
- k. **culprits:** person responsible for a crime
- l. **ordeal:** a difficult or painful experience
- m. **coordinate:** to bring together the elements into a harmonious order.

While reading activities

- a. Begin by showing a short video of a road accident in Nepal. Ask the students what might be the cause of that accident. Collect their response and summarize that over speeding, drinking and driving, not following the traffic rules are some major reasons for road accidents in Nepal.
- b. Ask the students to form groups. Each group will present at least four different causes of road accidents, not discussed by the teacher.
- c. Ask the students to read the text by themselves. Tell them that any one student from each group will make a presentation about the text content in his or her own style. Tell them to focus on the solutions too.
- d. Explain the text yourself in short, focusing on why road signals must be followed while driving. Be specific in sharing the safety tips on how we can be safe ourselves and how we can save others.
- e. Tell them that the text has provided information on one of the most important topics most relatable to Nepal's context. In Nepal, there are thousands of road accidents annually. Tell them that the two wheelers handled by the teenagers are mostly found at risk by the traffic police. Overconfidence, carelessness, over speeding, bad condition of the roads, drinking and driving, narrow lanes, countless potholes etc. are responsible for the road accidents.
- f. Provide a platform to one of the interested students to explain what s/he understood from the lesson. Ask him/her to share the major information of the text.
- g. Then, lead the student to **Task A**. Tell the students to choose correct words from the given list to complete the sentences.

Answers

- | | | | |
|-----------------|-------------------|----------------|----------------|
| a. witnessed | b. infrastructure | c. congestion. | d. perspective |
| e. coordination | f. ordeal | | |

- h. When they finish **Task A**, take the students to **Task B**. Ask them to read the text once again and answer the questions. Ask them to do it individually. Check their answers when they complete and provide feedback.

Answers

- a. According to the writer, we curse the people in power, especially the government or the road-department for the road accidents.
- b. Motorbikes are popular in Nepal mainly because of two reasons: First, they are cheaper for the average Nepali person. Secondly, it can pass through the traffic congestion of the roads of Nepal easily in comparison to the bigger vehicles such as cars.
- c. Parents and educational institutions can monitor the youngsters whether they are driving safely or not. Schools and colleges can conduct classes on safe driving. They can restrict students from riding until they turn the age of 20.
- d. To stop drink-driving, the drivers must avoid alcohol when they are supposed to drive. Strict checking mechanisms should be developed at checkpoints to prevent and punish

the people who drink and drive.

- e. I think the main cause of road accidents is overconfidence, poor condition of the road, drinking alcohol and driving, not following lane rules, not wearing a seatbelt etc.

Post reading activity

This post reading is related to discussion on what measures can be taken to maximise the road safety in Nepal.

- a. Ask students to brainstorm and take note of the main points related to the measures to be taken for maximising road safety.
- b. Then, form pairs and ask them to discuss on the given questions. Encourage everyone to participate in active discussion.

Possible discussion points

Road safety in Nepal should be taken seriously because thousands of people are killed annually in Nepal due to road accidents. Most of the roads in Nepal are not in good condition. They are congested, dusty, narrow, and rough. In rural parts, the roads have many bends and they are rough. Moreover, public vehicles are overloaded due to its limited number. Some drivers drink and drive. Also, there is no traffic to check in the remote regions, even though big vehicles are permitted there.

In the city, average people use two wheelers. Even in slight mistakes, such vehicles are prone to accidents. So, to check this problem, the Nepal government needs to upgrade the condition of roads. Strict checking needs to be done to make sure that the drivers follow traffic rules. People who do not have a license should not be allowed to drive. Public transport facilities should be increased and upgraded. Old vehicles have to be banned. Awareness programs should be raised. They should be checked from time to time. Pedestrians who do not follow the traffic rules must be punished and so on.

18.3 Pronunciation:

In this activity, the students will learn to pronounce by listening to the teacher.

Objective

To pronounce the words related to road transport correctly

Materials

Oxford Online English dictionary for listening to the native accents

Follow these steps.

- a. First, show the words one by one asking the students how they pronounce the words.
- b. Play the oxford online dictionary for the correct pronunciation and ask them to imitate.
- c. Write the words and phonemic transcription of the words side by side on the board.
- d. Check whether the students have finally learnt to pronounce the words correctly or not.
- e. Encourage to repeat the correct pronunciation a few more times.

Appropriate pronunciation

congestion: /kə'n' dʒ estʃ ə n/

witness: /' wɪ t n ə s/

manoeuvre: /mə'nu:və(r)/

mishap: /'mɪʃhæp/

transport: /'træns'pɔ:t/

infrastructure: /'ɪnf'ræstrʌktʃə(r)/

pedestrian: /pə'destriən/

jaywalking: /'dʒeɪwɔ:kɪŋ/

motorways: /'məʊtəweɪ/

safeguarding: /'seɪfɡɑ:d/

18.4 Speaking

This speaking activity is based on the language function of asking for and giving opinion. There are two different tasks in it. A,-Act out the conversation in pairs and B,-Giving opinion about the statements.

Objective

To ask for and give opinion

Follow the given procedure.

- Get any 8 volunteer students to act out the role of given speakers.
- Ask the whole class to underline the expression of asking for and giving an opinion.
- Ask the students to act out the expressions. Encourage them to be clear. Help them in pronouncing correctly.
- Repeat the process with other students of the class so that all students can get a chance.
- Tell the class that we ask for other's opinion with expressions such as "What do you think.....", "Don't you think", "What are your thoughts on.....?", etc.
- Further add that we use expressions like: "I'd like to hear your views on...", etc. and we use expressions like "I think...", " I don't quite agree with you on this/that...", "In my opinion...", " I believe that..." for giving opinion.
- Ask them to practise giving opinions using the above initials.
- Now, lead students to **Task B**. In this task they need to give their opinions about the provided statements.
- Form pairs. Ask them to ask for and give opinions in the given statements.
- Move around the class and check whether they are engaged in the task. help them if needed.
- Call any five volunteers in front of the class and ask them to give their opinion on the 5 conditions provided.
- Tell them that they can take the help of the above provided expressions to begin with. Provide feedback on their opinions.

Possible opinion

a. Celebrities earn too much money

I agree that celebrities earn a lot of money but their lifestyle is also quite expensive. They have to maintain their physique and do activities like gym physical exercise, being strict on diet and so on to remain smart and attractive. Also, they don't have a fixed schedule and setting for their shootings. They are known and liked by many. So, they need to appoint body guards and security guards for their safety and convenience. They also wear branded

dressess and travel in expensive vehicles. So, not only the income, their expenses are huge too.

b. All children should be able to access school.

I strongly agree that all children should be able to go to school to get an education. Getting basic education comes under child rights. Education not only promotes individual growth but also helps in the development of the society and nation. Education makes a person wise, tolerant, intellectual and helps in fulfilling his/her dreams.

c. We should not eat too much fast food.

Fast food is not healthy. It contains too much unhealthy fat, spices and excess salt or sweets which promote obesity, stomach pain and heart disease. Instead, we should choose healthy and fresh fruits and vegetables for our better health.

d. Watching television is necessary for school children.

Occasional watching of certain television programs can be beneficial for the students. For example quiz programs can provide information about general knowledge. Likewise, documentaries and talk shows can help in enriching knowledge and improve students' level of understanding.

e. The internet is a good source of learning.

Internet provides a wide range of programs including educational, informative, entertainment related and of many more types such as creative drawings, listening to stories, drama, movies etc. It can help them to find answers and do project work. These days many students learn coding from the internet. Besides movies and games, the internet is helpful for learning creative contents as well.

18.5 Grammar I

This section tries to focus on subject-verb agreement. In English sentence, subject-verb agreement means that a subject and its verb must be both singular or be plural the both. A singular subject takes a singular verb, and a plural subject takes a plural verb.

Objective

To write sentences with correct subject-verb agreement

Follow the given procedure.

- Ask the students to study the sentences in **Task A**. Ask them to underline the subject and verbs in each sentences.
- Ask them how the subject agrees with the verb in each sentences.
- Explain the rules based on these examples. Tell them that subject-verb agreement is a grammatical rule which says that a sentence must agree in number with the subject.
- Tell them that if the subject of a sentence is singular, the verb must be singular, and if the subject is plural, the verb must be plural too. For example in the sentence 'The cat is

sleeping’, ‘The cat’ is a singular subject and ‘is’ is a singular verb. Likewise, in the sentence ‘The dogs are barking’ ‘The dogs’ is a plural subject and ‘are’ is a plural verb.

Description based on the example sentences

In question ‘a’ ‘Games and sports’ are used as two different concepts, so they are joined by the conjunction ‘and’. Thus, the plural verb ‘are’ is used.

In question ‘b’ ‘is’ is used to denote the concept of research which is regarded as a singular noun.

In question ‘c’ ‘Participating in sports’ is taken as a single entity, so, ‘reduces’ and ‘makes’ the singular verb are used.

Likewise in question ‘d’ ‘some of our food habits’ is a plural subject so ‘are’ is used as a plural verb.

- e. After explaining this, take students to **Task B**. In this task, students have to choose the correct option from the bracket to complete the sentence. Tell them to do this as homework.
- f. Check their answers the next day. Discuss about why that happens to these sentences.

Answers

- a. My uncle and aunt **come** to my house every Friday.
- b. There **is** not enough time to watch the movie.
- c. My friends who are in the band **want** me to play a musical instrument.
- d. Everyone **needs** time to relax.
- e. Your trousers **look** new.(trousers is treated as plural noun)
- f. Some of the books on the shelf **are** missing. (some of the books are plural subject)
- g. One of my friends **was** living in that house.
- h. One hundred rupees **is** not enough for me. (amount in money is regarded as singular unit)
- i. Five kilometres is not a long distance to travel. (kilometers is treated as a single unit)
- j. You or he **is** responsible for that job. (Either ‘you’ or ‘he’/ referred to one person, so singular verb)
- k. Linguistics **is** her favourite subject.

18.6 Writing I

This task aims to develop free writing skills. It asks to write an essay giving opinion on how extracurricular activities are important to the students.

Objective

To write an essay on ‘The Importance of Extracurricular Activities for Students’

Follow the given procedure.

- a. Tell the students not to forget to write the title at the top of the essay. Then they will introduce their topic in the first paragraph.

- b. Tell the students to follow the format given in the book for the construction of a good essay.
- c. Do brainstorming. Collect their ideas and ask them to write an essay at the end.
- d. Check their writing and give feedback. While providing feedback, first tell what is good they have written and then what they have to improve.

Sample essay

The Importance of Extracurricular Activities to the Students.

Participating in extracurricular activities like physical sports or drawing pictures or getting involved in musical bands, science fair, music fair etc. especially in school life, plays a major role in the overall development of a student. There are many advantages of extracurricular activities in a person's life of a person.

Firstly, engaging in extracurricular activities enhances students' social, emotional and physical skills. Students who participate in games excel not only in their studies but also in their overall performance of life. Participation in sports generates a sense of mutual respect amongst the players. They also respect the rules and regulations. Players learn collaborative and communicative activities. These skills will help them throughout their lives.

Also, ECA provides the students a break from their academic routines. They get a chance to discover themselves. It will also boost up their presentation skills and confidence levels. A person becomes happy, creative and enthusiastic. They learn to manage their responsibilities and develop leadership skills. Some students get school level sports as their base for pursuing games or sports as their major career later in their lives.

There are some challenges too. All students may not be suitable for the same kinds of sports. Students who are good at playing a guitar may not be able to play the flute well, though both are musical instruments. So, it is quite important to find out which sports or which type of extra-curricular activity is most suitable for which student. Teachers and parents can help the smaller students in identifying their interest and suggesting them to join certain activity.

All rounded individuals are liked by all. So, a person who is good at sports is usually the favourite person of all. Thus, we cannot underestimate the value of sports in a student's life. Sports are equally important in a person's life as academic activities are.

18.7 Listening

This listening task is about the best places in the world to live.

Objective

To listen to the audio and do the tasks

Follow these steps.

Pre-listening activities

- a. Ask the students the pre-listening questions: What countries do the flags belong to? What are these countries famous for?
- b. Take students responses. Present the answers.

Possible Answers

- a. The blue colour flag with yellow cross is of Sweden and the other one is of Canada.
- b. Sweden is famous for its safe and clean society. Canada is famous for its natural beauty.

While listening activities

- a. Ask the students to read the questions in **Tasks B**. Tell them that they have to write one word only in **Task B**.
- b. Tell the students that they are going to listen to a conversation. It is about living in Sweden and living in Canada. Tell them that they will listen to the audio three times. After the completion of the first play, they shall begin writing answers for the confirmed ones. In the second play, they will write all answers and in the third play, they will correct their own answers.
- c. Do play three times as said above. Never tell the answers in listening task. They have to find themselves. For this, if needed, play more times.

Answers

- a. Sweden was voted the best place in the world for being safe and **clean**.
- b. Canada is also considered the best place to live because it has got lots of **parks** and nature.
 - a. It is okay to live in Canada but it is really **cold** there.
 - b. The **summer** time is the perfect time to live in Canada.
- c. Hotels and restaurants in Canada were not very **expensive**.
- d. Canadians are really **friendly** and outgoing as well.
- e. One of the speakers wants to **move** to Canada.

Post listening activities

- a. Ask students to read **Task C**. Ask them if they were to choose between Sweden and Canada, which country they would choose and why.
- b. Form pairs. Ask the pairs to share which country they would choose to visit. Allow them to express their opinions on both countries turn by turn. Tell them to try to bring new reasons why the particular country is best by doing research on the internet.

Sample answer

I like living in Sweden than in Canada.

Sweden is the best place to live because it is a safe and clean country. The price of living in Sweden is reasonable. The quality of education is also high in Sweden. The society in Sweden is multicultural and tolerant too.

Living in Canada is better than living in Sweden.

Canada is safe and clean. Natural beauty, national parks, mountain lakes and forests are

extremely attractive. People in Canada are also friendly and outgoing. Canada is also an immigrant friendly country. It is easier to find a job in Canada.

18.8 Reading II: Long Life

The second reading text in this unit is a poem Long Life by Tricia Mae Chua.

Objectives

- To learn new words: *griping, grievances, fault, compassion, generosity, fainthearted etc.*
- To make the students able to read and interpret artistic literature poems

Materials

Audio of poem recitation (This can be found from YouTube or other the internet sources.)

Follow these steps.

Pre-reading activities

- Ask the students the pre-reading questions: How would you feel if you were there in the picture? What do you think; life is short or long?
- Take their responses. Encourage them to talk on the given questions.

Answers

- I would feel extremely happy if I were in the picture.
 - I think life is neither short, nor long. Best moments may appear short while bad experiences may appear longer. But, it is all about how we feel.
- Ask them what types of text it is. Elicit that this is a poem. Tell them that poems are artistic creations and they deviate from ordinary use of language. They are artistic and aim to communicate in symbolic ways.
 - Give the following meanings to the students and ask them to learn. Let them see how they are used in the poem.

Word meanings

Griping: Complaining or expressing dissatisfaction continuously.

Grievances: a feeling of complaint over something dissatisfied.

Fault: An error or mistake.

Compassion: kindness

Generosity: willingness to give freely; quality of being generous.

Fainthearted: Lacking courage, bravery, or confidence

While-reading activities

- Ask the students to look at the script of the poem and play the audio of its recitation in native accent.
- Then, you recite it as a model and ask the students to repeat.
- Ask any one student to share whatever is understood from the poem.

- d. Explain the poem in simple language. Do not try to give complex ideas of symbolism or any other figurative use of language. Just explain it in as simple a way as you can.
- e. Tell them that life is short, so we should not waste our time complaining about what we do not have or what we did not get. The past is gone and it can't be undone. The future is uncertain. So, man should try to live in the present and enjoy the natural beauty. Enjoy the beauty of sunrise and the smell of wet earth. We should learn to value our free time and live our life the best. This is the theme of the poem.
- f. Now lead students to **Task A**. Here, the students need to match the words in column A with their meanings in column B. They can go through the vocabulary discussed earlier or can take the help of the dictionary for finding the meanings.
- g. Once completed, make corrections.

Answers

- | | |
|------------------|--|
| a. griping : | iii. complaints. |
| b. grievances: | vi. moaning about something. |
| c. fault: | vii. error, defect, flaw. |
| d. compassion: | i. sympathy and concern for others' feelings. |
| e. generosity: | iv. kindness with giving time, help, money, etc. |
| f. fainthearted: | v. lacking courage. |

- h. Now lead students to **Task B**. Ask students to complete the summary of the poem with the suitable words given in the textbook.

Completed summary of the poem

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

- i. Now lead students to **Task C**. In this task, they will have to answer the questions.
- j. Ask one by one student to answer to the questions.
- k. Ask them to write the answers.

Answers

- a. People make their lives short by complaining about the past, or over the things which they cannot control. Keeping ego against other people and by finding others' faults, people waste their own time.
- b. If our life is long enough, we should enjoy the natural beauty, and be kind or warm hearted for all people. We should also learn to be compassionate and generous.
- c. 'You' in the poem refers to the reader and to the common people.
- d. I would like to live my life happily and positively enjoying the beauty of nature.

Post-reading activity

For post reading task given in **Task D**, ask students to give their opinion on whether they agree or disagree with the poet's views about life.

Possible Answer

I completely agree with the poet's views about life. It is up to us to interpret our life and say that life is full of problems or life is full of opportunities. We do not know how long we are going to live. So, why to waste our time moaning about things that are not under our control such as people's behavior or the events of the past. Life is like a flower which will certainly fade its physical glory one day. So, we should learn to enjoy its beauty. We should value our life and be kind, generous and courageous. We should be able to feel and listen to nature's wonders. I thus, completely support and agree with the poet's views about life.

18.9 Grammar II

This task focuses on the use of intensifiers such as 'too' and 'enough'.

Objective

To use use intensifiers 'too' and 'enough' correctly

Follow these steps.

- a. Ask students to study the given pairs of sentences in **Task A** and find if they have different meanings. Ask them to see how 'too' and 'enough' are used.
- b. Based on the study of the given sentences, clarify the uses of 'too' and 'enough'. Now, elicit that they are intensifiers. Tell them that the intensifiers are adverbs or adverbial phrases that strengthen the meaning of other expressions and show emphasis. Some examples of intensifiers that we use day to day are 'absolutely', 'completely', 'extremely', 'highly', 'rather', 'really', 'too', 'totally', 'utterly', etc.
- c. Tell that in this lesson intensifiers 'too' and 'enough' are basically dealt.
- d. Tell them that 'too' is used as an intensifier to indicate an excessive degree of a quality or action. For example: "The water in the pool was too cold for swimming".
- e. Likewise, 'enough' an intensifier, is used to indicate a satisfactory or sufficient degree of some quality or action. For example: "After studying for hours, she felt that she had practiced enough for the exam."

Answers

- a. i. Life is too short to spend on luxuries.
ii. Life is not long enough to spend on luxuries. (both sentences have same meanings)
- b. i. Kanchan's sister is too young to get married.
ii. Kanchan's sister is not old enough to get married. (both sentences have same meanings)
- c. i. It's not late enough to go to school.
ii. It's too early to go to school. (both have same meanings)

- d. i. The box is heavy enough for them to lift.
ii. The box is too light for them to lift. (both sentences convey opposite meanings)
- e. i. The dress is loose enough to wear.
ii. The dress is not too tight to wear. (both sentences give same meanings)

f. Now, lead students to **Task B**. Here the students are supposed to choose the correct words from the brackets to complete the given sentences.

Answers

- a. Akash was **strong** enough to lift the suitcase. (strong/strength)
- b. They aren't too **sociable** to deal with. (sociable/sociably)
- c. My friend is **intelligent** enough to help me with maths. (intelligent/intelligence)
- d. Seema is **smart** enough to solve the problems. (smartness/smart)
- e. The baby is too **weak** to sit. (weakness/weak)
- f. I'm worried. It's too **expensive** to buy. (expensive/expense)

g. Now, lead students to **Task C**. Tell them to rewrite the sentences so that they have similar meanings. They can take ideas from the example provided. Tell them to use the words given in the brackets.

h. Make necessary corrections with discussion.

Answers

- a. It is not near enough to reach there on time.
- b. Smita is not old enough to wear a saree.
- c. My bag is not too heavy to carry.
- d. Sangam is old enough to drive a motorbike.
- e. Priya is too short to reach the ceiling.

18.10 Writing II

This task is related to punctuation and writing an essay.

Objectives

- a. To punctuate the given paragraph correctly
- b. To write an essay on 'food from restaurant vs homemade food'

Materials

Flash cards to display the information of punctuation marks

Follow these steps.

- a. Write some incorrect sentences on the board. Ask the students to identify the punctuation errors.
- b. Tell them that punctuation marks are symbols used in writing sentences correctly. They play a crucial role in conveying the intended message and in facilitating proper understanding of written language.

- c. With the help of flash cards, give the examples of common punctuation marks and their purpose: For example:
 - i. Full stop or period (.) is used to end a declarative or imperative sentence. Example: She went to the store to buy a bottle of shampoo.
 - ii. Comma (,) is used to separate items in a list or to make a pause in a sentence. For example: I bought apples, oranges, and bananas. / My friend, who is a doctor, will be joining us.
 - iii. Question mark (?) is used to end an interrogative sentence. For example: Did you finish your homework?
 - iv. Exclamation Mark (!): to indicate strong emotion or emphasis. Example: What a beautiful sunset!
 - v. Colon (:): It is used before a list or to introduce a quote or explanation. For example: There are three things I love: reading, writing, and hiking.
 - vi. Semicolon (;): to connect closely related independent clauses. For example: She finished her work; then, she went for a walk.
 - vii. Double inverted comma (“...”) to indicate direct speech or to enclose the titles of short works. For example: He asked, "What’s your question?" etc.
- d. Now, lead them to **Task A**, and ask them to punctuate the given paragraph. Check their punctuated writing.

Punctuated paragraph

How do you spend your holiday? I usually do a lot of activities: clean rooms, do shopping, visit new places, watch movies, etc. Yesterday, I cleaned my room. My best friend’s parents like the quality of my cleaning. Last year, they visited our house and saw my cleaning. He said, "Wow, I love the way you decorate your room." While I was cleaning, I dropped an ink bottle. It broke into pieces. It was really tough to clean the floor as the floor turned red because of the smashed bottle. I wiped a painting which was gifted to me by my uncle on my birthday. We celebrated it on January 22, 2023. The day was a memorable one.

- e. Now it is a turn for **Task B**. Tell the students to write an essay giving their opinion on whether they prefer homemade food or food from restaurants.
- f. Divide the class into two groups so that one group will give ideas on preference of food from the restaurant and the other will give ideas on preference of homemade food.
- g. Ask them to note down their ideas so that both groups will get ideas on both opinions.
- h. Ask them to share the idea points.
- i. Based on the noted points for and against the preference on homemade food vs food from restaurant, ask students to write an essay at home.
- j. Check their writing the next day and provide feedback.

Sample essay

Preference of Homemade Food over Foods from Restaurants

I prefer homemade food over food from the restaurant. I think that eating is not just about filling our bellies. It is also about eating healthy and about the exchange of love between family members. Homemade meals always have a motherly flavor. It is made according to our body's needs with the most love and care for our family.

It is rightly said that health is wealth. Though foods from restaurants may offer a break from the regular kitchen duty, at home, we can decide the ingredients into our recipes. We can ensure that we make fresh and nutritious choices. Unlike in restaurants, where we may not be sure about the quality of the ingredients. At home, we can be sure about that. There is a personal touch of the loved ones in homemade food. Besides, we can enjoy the joy of cooking together with our family members. This will promote mutual understanding amongst family members. Homemade food is also cost-effective. It saves time. For that, there is no need to separate the time for going to a restaurant, giving an order and returning back home.

Thus, in my opinion, from the point of view of eating healthy, homemade food is a better option than food from restaurants. After all, I believe that we eat to live, not live to eat.

18.11 Project work

This project work is related to making a survey collecting the opinion of the friends on the provided topic. Once ready, the students will present it to the class.

Objective

To conduct a survey of the opinion and present it systematically

Follow the following procedure.

- Ask the students what a survey is. Collect their response. Tell them that a survey is a method of gathering information, using certain questions from a sample of people, with the aim of understanding peoples' ideas.
- Divide the students into groups and assign the task of making a survey. Tell them that they will ask four given questions to their friends and collect their response.
- Tell them to ask questions to 5 different friends.
- Once the survey is completed, encourage them to present it to the class.

Sample of Filled up Survey Form

| Topics | Friend 1 | Friend 2 | Friend 3 | Friend 4 | Friend 5 |
|---|-----------------------------------|---------------------------|------------------------|--|---|
| a. What is the best way to learn English? | Watching English programmes in TV | Listening to English news | Reading English novels | Communicating in English with friends and with English | Making friends with native English speakers |

| | | | | | |
|---|-------------------------|--|------------------------|---|---|
| | | | | teacher | |
| b. What is your best subject | English | Maths | Social Studies | Health | Nepali |
| c. What clothes do you like the best? | Coat and pants | Kurtha | Half Pants | Daura Suruwal | Jeans wear |
| d. What is the easiest way to make friends? | Playing games with them | Listening to the people when they share their feelings | Helping people in need | Sending friend request via social sites | Participating in cultural exchange programs |

18.12 Extra bit

In this section, students need to read the given list of pronouns in English.

ΩΩΩ

Unit 19

This unit is centered on the language function of reporting. The primary goal is to enhance students' proficiency in using reported speech and related structures to relay messages, describe past events, share information from various sources and writing stories. The emphasis will be on developing clear and precise reporting skills, enabling students to communicate reported information confidently and accurately. The table below presents a brief overview of the nineteenth unit.

| S. N. | Textbook Topics | Textbook Tasks |
|--------------------------------|---|---|
| 1. | Getting started | Look at the pictures and report what the people in them are saying. |
| 2. | Reading I: A Tale of Two Birds | Discuss the pre-reading questions. Find the words that have the given meanings. Put the sentences in the correct order. Read the story and answer questions. |
| 3.. | Pronunciation | Pronounce the words with the consonant clusters. |
| 4. | Speaking: Reporting | Act out a conversation in the group of three. Report their friend's expressions. |
| 5. | Grammar I | Match the sentences with their indirect speech counterparts. Change the given sentences into indirect speech. |
| 6. | Writing I | Write a story beginning with the sentence given. |
| 7. | Reading II: Pokhara international airport inaugurated | Discuss the pre-reading questions. Find the words for the given meanings. Answer the given questions. |
| 8. | Writing II | Write a news report using the given clues. |
| 9. | Grammar II | Choose the correct alternatives for each of the given sentences. Change the given sentences into indirect speech. |
| 10. | Listening: Reporting of incidents | Listen and fill in the gaps. Listen and answer the given questions. |
| 11. | Project work | Design the front page of a newspaper. |
| 12. | Extra bit | Adverbial change in indirect speech |
| Total time for the unit | | 10 Hours |

The following topics are discussed with their detailed facilitation procedures. Teachers are suggested to adopt and adapt these activities as per their needs. In addition to these activities, teachers can also create better activities to use in their classroom needs.

19.1. Getting started

The only task under getting started consists of people with their expressions which the students have to report.

Objective

To report the given expressions

Follow these steps.

- a. Ask the students to look at the given pictures and the expressions carefully.
- b. Tell them that they are the exact words these speakers have spoken.
- c. Read these expressions naturally and ask them to listen to them carefully.
- d. Ask them to report these statements. Do one in the class. Ask one of the students to read the expression and report it to the class.
- e. Now, ask other students to report the given sentences one by one in the class.
- f. Engage more and more students for reporting. This helps to build their confidence in the task and lays foundations for other reporting tasks throughout the unit.
- g. Give compliments and summarise the activity.

Answers

The patient said that it would sting a bit.

The boy said that he would not come to school the next day.

The man told the stranger that his name was Nirman. He further asked the stranger what his name was.

The girl said that there would be no English class the next day.

19.2. Reading I: A Tale of Two Birds

The first reading of this unit is a story 'A Tale of Two Birds'.

Objectives

- a. To learn these words: nestlings, thunder, robbers, hermitage, resided, wicked, issuing, tranquil, company, and imitates
- b. To read the text and extract relevant information to do comprehension exercises

Follow these steps.

Pre-reading activities

- a. Ask the students to share any animal story they know.
- b. Ask them the pre-reading questions one by one in the class. Elicit answers from individual students.
- c. Ask the first question and facilitate discussion by talking about different birds and where they live.
- d. Encourage active participation and help them articulate their thoughts. Elicit answers: trees, bushes, cliffs, rooftops, ledges, and even underground burrows.
- e. Ask them if they have known any one in their surrounding who has changed because of their engagement and personal relations with other people.
- f. If they say 'yes', let them share their experiences.
- g. Share similar experiences if you have any.

While-reading activities

- a. Write the topic of the story on the board. Ask them to guess the story based on the title.
- b. Read one or two paragraphs and ask them what happens next. This helps them to predict and makes them more curious to learn.
- c. Get one or two students to read the remaining paragraphs. Stop at different points and ask them to predict what happens next.
- d. Ask the students to preview the words in red. Ask if there are other unfamiliar words in the text.
- e. Encourage students to guess the meanings of the unfamiliar words using contextual clues.
- f. Teach the words employing definitions, synonymous expressions, opposite words and illustrative sentences to enhance comprehension.
- g. Encourage students to use the words in sentences of their own.
- h. Ask some students to retell the story in their own words. This helps to judge students' understanding of the story as well as boosts their confidence.
- i. Summarise the main points of the story.
- j. Lead students to the tasks based on the reading.
- k. Ask them to do **Task A**, i.e., finding words for the given meanings. Make them clear about the given meanings if they need.
- l. Go around the class to make sure that everyone is doing the task correctly.
- m. Provide necessary assistance to needy students.

Answers

a. nestlings b. wicked c. tranquil d. hermitage e. hermit f. robber g. imitate

- n. Introduce **Task B** where students are required to put the given events from the story in the correct order.
- o. Make the students clear about the task.
- p. Form pairs and ask them to do the exercise. Tell them to read the given sentences carefully first.
- q. Ask them to find and mark the related information in the story so that they can order the sentences correctly.
- r. Monitor and provide necessary support while they are engaged in the task.
- s. When they complete the task, ask them to exchange their exercise books for peer correction.
- t. Finally, tell them the correct answers and let them correct their tasks.

Answers

- a. A bird and two nestlings lived in a forest.
- b. The tall tree in which the birds had their nest fell down.
- c. The mother bird was killed; however the nestlings survived.
- d. The other nestling lived near a hermitage.
- e. The robbers were informed by a brown bird about the arrival of the king.
- f. The bird welcomed the king and requested him to be comfortable at the hermitage.
- g. The hermit told the king that one was known by the company one kept. s

- u. Ask the same pairs to do the **Task C**.
- v. Ask them to read the questions from a – e carefully. By doing so, they can focus on the specific information while reading the text.
- w. Move around the class. Find the struggling students and provide necessary assistance. You can give them clues about the answers; where they lie in the text.
- x. When they complete, ask them to read their answers and provide feedback.

Answers

- a. The big storm caused the tall tree to fall down.
- b. They were flown off to two different places; one near a cave where the robbers lived and another near a hermitage.
- c. No, he wasn't. The deer ran deep into the forest. The king lost his way in the forest.
- d. The brown bird informed the robber about the arrival of the king, possibly because it had made friends with the robbers and learned of their bad conduct.
- e. The king did not fight with the robbers because they were more in number.

Post-reading activity

- a. Help students form pairs and ask them to discuss the statement '**One is known by the company one keeps.**' in pairs concerning whether they agree or disagree with the statement given. Everyone is required to express their views.
- b. Each member in the pair should express his/her view and report their partner's view.
- c. When they are engaged in the task, move around the class to make sure that everyone in the pair is actively engaged in the task.
- d. When they complete it, get students to report their partner's view.
- e. Finally, provide your concluding remarks.

Sample answer

Yes, the statement is true. It means that the people you spend time with can influence who you are with and what you do. If you are around kind and helpful friends, you might become kind and helpful too. But, if you are in the company of bad people, it might negatively affect you too. So, it's very important to choose the right friends who inspire you to make good decisions.

19.3. Pronunciation

In this task, students will learn to pronounce the words with consonant clusters.

Objective

To pronounce the words with consonant clusters correctly

Material

Audio of the words given

Follow these steps.

- a. Download the pronunciation of the words from authentic sources like <https://www.oxfordlearnersdictionaries.com/>. Also, learn to pronounce them in advance.
- b. Make strips of the words and distribute them to the students.
- c. Write the words on the board.
- d. Play/Pronounce the words one by one. Ask the students with the words to stand up and pronounce the words. Ask the class to repeat after him or her.
- e. To make the activity more interesting, you can record the students' voices pronouncing the words and play them.
- f. Repeat the drill until everyone can pronounce the words correctly.

Pronunciation of the words

| | | |
|---------------------------|---------------------|------------------------------|
| storm /stɔ:rm/ | splash /splæʃ/ | nestling /'nes.lɪŋ/ |
| hermit /'hɜ:.mɪt/ | cruel /'kru:.əl/ | trustworthy /'trʌst,wɜ:..ði/ |
| surrounding /sə'raʊn.dɪŋ/ | struggle /'strʌg.l/ | treasure /'treʒ.ə(r)/ |

19.4. Speaking

In this activity, students will learn to report statements.

Objectives

- a. To act out conversations
- b. To report statements

Follow these steps.

A. Read what the people in the pictures are saying. Act out in a group of three.

- a. Clarify the task to the students.
- b. Make groups of three. Invite each group to come to the front of the class and perform the given dialogues. Switch their roles when finished.
- c. Ask the class to look at the direct speech and their reporting/indirect speech.
- d. Write the statement on the board and discuss the changes made while converting a direct question to an indirect one.
- e. Give them some question sentences and ask them to report them.

B. Work in a group of three. Act out the following conversations like you did in task A. Student C will report what students A and B said earlier. Then, switch your role, so everyone does the role of C.

- a. Make them clear about the task and form groups of three.
- b. Invite a group in front of the class and get them to perform the dialogues.
- c. Again, switch their roles. Make sure, each one becomes speaker C.
- d. Now, ask them to perform the dialogues in their groups. Monitor and provide the necessary assistance.

Sample answers

- a. A: Why did you come here?

B: I came here to meet my relatives.

C. A [Name of the student] asked B [Name of the student] why he/she had come there and B [Second name of the student] replied that s/he had come there to meet his/her relatives.

b. A: Do you like ice-cream?

B: Yes, I am fond of ice-cream.

C: A asked B if s/he liked ice-cream and B replied that s/he was fond of ice-cream.

c. A: Can you give me your pen for a while?

B: It's okay. You can take it.

C: A asked B whether s/he could give him/her the pen for a while, and B replied that it was okay and that A could take it.

d. A: Why are you sad today?

B: My brother is sick.

C: A asked B why s/he was sad that day and B replied that his/her brother was sick.

e. A: We have planned a picnic next week.

B: I will join.

C: A told B that they had planned a picnic the following week and B said that s/he would join.

19.5. Grammar I

In this section, students will learn to report direct expressions to indirect ones.

Objective

To report statements of direct speech into indirect speech

Follow these steps.

A. Match the sentences in the left column with their indirect speech in the right column.

- Ask the students to match the direct speech sentences to indirect ones.
- Give them 3-4 minutes for the task to complete. This helps them to complete tasks in a specific time.
- Now, ask them to share their answers.
- Tell them to analyze the structure of both sentences. Discuss the changes made in detail. Elicit ideas from them.
- Discuss basic changes regarding the use of reporting verbs, structures and time adverbs while converting direct speech and indirect speech.
- Give some more examples with explanations and conclude the session.

B. Change the following sentences into indirect speech. Use the reporting clauses given.

- Ask the individual students to do the task following the way they discussed in the **Task A**.
- Go around the class monitoring and providing necessary assistance.
- When they complete the task, ask individual students to share their answers. Let the class decide whether those expressions are correct or not.

d. Finally, give your concluding remarks with the correct answers.

Answers

- a. She told me she was coming then.
- b. He requested me to help him to get to the hospital.
- c. She asked me to give her my phone number.
- d. He said that Reshma did not work.
- e. She asked me where he was.
- f. She commanded me to go there at once.
- g. She asked me what I was doing.
- h. She asked him if he worked in a factory.
- i. She asked me why I had gone out the previous night.
- j. She told me water boils at 100 degree Celsius.

19.6. Writing I

This is the first writing task of this unit. Here, students have to compose a story with the beginning 'Two friends were walking along the forest...'.

Objective

To write a story with the given sentence

Follow these steps.

- a. Make students clear about the task.
- b. Tell them that they have to compose a story beginning with the given sentence.
- c. Discuss possible format and structure of the story.
- d. Model the process by brainstorming and writing some pre-writing points on the board.
- e. Give them some time (2/3 minutes) and ask them to think about the possible story. Remind them that they have to give a suitable title, too.
- f. Set the task as a home assignment. Ask them to write a story based on the idea they have generated.
- g. When they come up with their writing task, check them and provide necessary feedback.

Sample answer

Two Friends

Two friends were walking along the forest one day. Suddenly, they saw a bear at a distance. One of the friends climbed up a tree. He did not think of his friend. The other friend did not know how to climb up a tree. He fell on the ground like a dead body. The bear came near and smelt his body. It tasted his ears and nose. He thought that it was a dead body and left the place. The first friend got down the tree and asked his friend, "What did the bear say to you?" The other friend replied he told me not to believe a friend who does not stand by his friend in danger.

19.7. Reading II: Pokhara International Airport Inaugurated

This reading is a news story entitled "Pokhara international airport inaugurated". Students are required to read the content as well as internalize the format of the news-story.

Objectives

- a. To learn these words: inaugurated, ceremony, unveiled, gratitude, connectivity, commended, maintenance, milestones, infrastructure, transition, harnessing, and congestion
- b. To read the news report and do the comprehension exercises

Follow these activities.

Pre-reading activities

- a. Bring a newspaper to the class. Ask different questions:
 - What is this?
 - Have you ever seen this?
 - What does it contain?
 - Have you read any news in a newspaper?
 - How often do you read newspapers?
- b. Ask them the pre-reading questions one by one. Ask them to share their experiences based on the questions. Share similar experiences if you have any.
- c. Tell them that today they are going to read a news story.

While-reading activities

- a. Write the topic on the board.
- b. Ask some of the students to read the text aloud.
- c. Again ask them to go through the text once again and note down the unfamiliar words. Write them on the board.
- d. Deal with those words. Provide visual aids, examples, definitions, etc. to help students understand the meanings of the words.
- e. Ask them to discuss the format as well as contents of the text. Ask some questions that help them to get the main ideas of the text.
- f. Summarise the text with details and lead them to the exercise.
- g. Introduce **Task A**, where students are supposed to find words in the text for the meanings given. Clarify the task and ask students to do it individually. While they are doing the task, monitor and supervise them. Provide struggling students with clues that support them in finding the answers.
- h. Once students have completed the task, facilitate a class discussion. Ask them to share the words they found.

Answers

- a. commend b. congestion c. inaugurated d. transition e. ceremony
f. maintenance

- i. Take students to **Task B**, where students are required to answer the questions based on the reading text.

- j. Ask the students to read the questions from ‘a to f’ given in **Task B** and tell them that they are going to read the text again to find answers to the given questions.
- k. Ask them to locate the information related to the given questions in the text and decide the answers.
- l. Let students have some time to do the task. Go around the class and make sure that all the students are making attempts to do the task. Provide help, if any of them needs.
- m. When they complete the work, let some students read out their responses to the class.
- n. If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- o. Write the answers on the board and let the students correct their work, if any of them are wrong.

Answers

- a. Prime Minister Pushpa Kamal Dahal inaugurated the newly built Pokhara Regional International Airport on January 1, 2023.
- b. According to the PM, the airport will contribute to the economic development of not just Pokhara, but the whole country as well.
- c. The first airline to land on the newly built airport was Himalayan Airlines.
- d. The locals were commended by the Deputy Prime Minister for their sacrifices and patience for the completion of the project.
- e. ICAO is grateful to the Government of Nepal and CAAN for their long-standing commitment, consistency, and comprehensive support of the organization's work.
- f. According to Tao Ma, airport infrastructure and air services are vital for ensuring connectivity, socio economic development, and disaster relief efforts in landlocked countries.

Post-reading activities

- a. Start by asking about the positive changes a development activity brings to our society.
- b. Write their ideas on the board.
- c. Again, ask them to think about the situation given.
- d. Now, form small groups. Ask them to discuss how the operation of an international airport is helpful for a country.
- e. While they are engaged in the discussion, and go around the class. Get everyone actively engaged in the activity. Ask them to make a list of the benefits a country gets.
- f. When they complete the task, ask the group leaders to present their answers. Write them on the board.
- g. Give comments and compliments on their answers and for their efforts.

19.8. Writing II

This writing task is about writing a newspaper article. Students are supposed to use the given outline and write a newspaper article using the format of the text in the Reading-II.

Objective

To write a newspaper article maintaining appropriate format and structure based on the outline given

Follow these steps.

Write a news report using the following clues.

- a. Ask the students to remind themselves of the text in **Reading II**.
- b. Discuss the format, layout, language and content of the news report. For this, you can ask questions like:
 - What is the title?
 - Where is the byline written?
 - Where is the dateline written?
 - What does the first paragraph contain?
- c. Elicit responses such as:
 - The title is 'Hospital inaugurated in Doti.
 - Byline is written just under the title on the left-hand side.
 - The dateline is written just below the byline.
 - The first paragraph is called the 'lead' which contains answers to questions 5WH1.
- d. Now, ask students to read the given clues carefully.
- e. Now, ask them to write the news report individually based on the clues.
- f. Create an opportunity for students to share their letters with the class. This can foster a sense of community and celebrate their writing achievements.
- g. Provide necessary feedback to students' writings after their presentation.

Sample answer

Hospital inaugurated in Doti

By Rijan Tamang

March 21, 2021

A new hospital building was inaugurated in Doti by the Minister of Health among a big mass collected for the ceremony yesterday. The hospital was built with the financial support of the Government of Nepal.

The foundation stone of the hospital building was laid in 2019 and ended only last month. The hospital has 60 beds capacity including an emergency, general ward, and operation theatre. It also has a pharmacy and a laboratory. With the hospital services in their yard, people look happy and hopeful about the future.

19.9. Grammar II

This is the second grammar exercise of this unit. Here also, students will practise reporting statements.

Objective

To report statements

Follow these steps.

A. Choose the correct alternatives for each of the following sentences.

- a. Write a direct speech sentence and ask them to report it.
- b. Remind them about the tense, adverb and pronoun changes in voice conversion. Give examples how of all types of sentences, questions and command are changed into indirect speech. You can refer students a good grammar book for their reference study.
- c. Ask them to do the exercise where they have to choose the correct reported statements for the given direct speech.
- d. While they are engaged in the task, go around the class and monitor them. Provide them with the necessary support and clues to the answers.
- e. Check their task as soon as they complete it and provide feedback.

Answers

a. ii. b. iii. c. iii. d. iii. e. i. f. iii. g. i. h. iii. i. i. j. iii.

B. Change the following sentences into indirect speech.

- a. Form pairs and ask them to do the exercise.
- b. Go around the class and provide necessary assistance.
- c. When they complete the task, ask the pairs to share their answers and ask the class to decide whether the answers were correct or not.
- d. Finally, give your feedback.

Answers

- a. He said that he would send a post card.
- b. The said to me that they had bought a new car.
- c. Aruna said that she didn't speak German.
- d. Hem orders boys not to play on the grass.
- e. My mum asked me if I was feeling well.
- f. Nishan asked me where I had met him the previous week.
- g. The doctor urged my father that he had to stay in bed.
- h. The boy requested me to let him go.
- i. Arpan asked me how often I played cricket.

19.10. Listening

In this section of the listening task, students will listen to a conversation between a reporter and two teenagers who stopped crimes.

Objective

To extract the relevant information to do the comprehension exercises

Materials

Audio file and audio player

Follow these steps.

Pre-listening activities

- a. Ask them to observe the given picture carefully.
- b. Ask them the pre-listening questions and elicit answers.
- c. Get various students' answers. They may very much accept them. Don't judge them.
- d. Ask them if they have heard or faced any incidents of robbery.
- e. You can share your experience related to robbery.

While listening activities

- a. Tell the students that they are going to listen to the audio and they have to do two exercises.
- b. Instruct them to read the tasks given; both B and C.
- c. Discuss the listening procedure.
- d. Play the audio for the first time and ask the students to listen to it carefully. Provide a transcript if anyone has a hearing difficulty.
- e. Play the audio for the second time and ask them to do **Task B**.
- f. Play the audio for the third time and ask them to do **Task C**. You can play the audio again if needed.
- g. Go round the class and check whether everyone has done the assigned tasks.
- h. Now, discuss the answers. If possible, play the audio and stop at the place where the answers lie. By doing so, students can get proof for their answers. If needed, tell them the correct answers too.

Answers B

- a. teenage heroes
- b. Tampa
- c. 13
- d. robber

Answers C

- a. Yes, he was.
- b. The robber was standing in the middle of the room.
- c. As soon as the robber saw Ralph, he ran away but Ralph followed him all the way to the library where police arrested him.
- d. Yes, they did.
- e. The robber received a fine.

Post-listening activity

- a. Ask students if robbery is a bad deed.
- b. Form small groups and ask them to decide on the issue.
- c. When they complete it, ask them to share their answers.
- d. Listen to them and provide your feedback.

19.11. Project work

This is a project activity where the students are required to design the front page of a newspaper.

Objective

To design the front page of a newspaper

Materials

Front pages of different newspapers, chart paper, colour pencils and pens

Follow these steps.

- a. Present the first pages of the newspaper one after another and discuss the overall format and look of them.
- b. Inform them that they will work in groups and do the task.
- c. Divide the class into different groups.
- d. Ask each group to design the front page of any newspaper. Let them come up with the names of the newspapers themselves. It might be interesting for them.
- e. Provide sufficient time for the activity and set the task as a home assignment. Tell them that they can get help from the library, their teacher or the internet.
- f. Tell them to make it as attractive as they can.
- g. Once they come up with the task, display their task on the classroom walls or display board.
- h. Ask the students to observe each other's tasks and vote for the best design.
- i. Finally, give your constructive suggestions and comments on the students' tasks.

19.12. Extra bit

This extra bit presents adverbs or adverbial phrases denoting 'near' in direct speech turn into those denoting 'distant' in indirect speech.

ΩΩΩ

Audio Transcription

Unit 1

Speaker 1: How is your new schedule?

Speaker 2: Great.

Speaker 1: What's your first class in the morning?

Speaker 2: I have math with Mr. Anderson at eight o'clock.

Speaker 1: What time do you have lunch?

Speaker 2: At 12 noon?

Speaker 1: Really? Me too.

Speaker 2: Do you have history class in the morning or the afternoon?

Speaker 1: In the afternoon at 2:15.

Speaker 2: Oh, what about science?

Speaker 1: I have science at nine o'clock.

Speaker 2: What's your last class?

Speaker 1: Art.

Speaker 2: Me, too.

Speaker 1: Great.

Speaker 2: Oh, no, that's the bell.

Speaker 1: We're late.

Unit 2

Woman 1: What's the time?

Woman 2: About 11:30.

Woman 1: Really? I am starving. Can I make myself some breakfast?

Woman 2: Yes, of course, you can. Help yourself. You know where everything is.

Woman 1: Thanks.

Woman 2: Is there anything else you need?

Woman 1: Uh, well. All our clothes are absolutely filthy from all the travelling. May I use your washing machine?

Woman 2: Actually, I was just going to put some washing in but you can use it later if you like.

Woman 1: Great. Thanks.

Woman 2: So, what are your plans?

Woman 1: Well, I need to look for a job back to me. We spent all our money on the India trip. It's much colder here than in Delhi. Do you mind if I borrow a jumper?

Woman 2: No, not at all. They are in the bottom drawer in our bedroom. Pick whichever one you like.

Woman 1: Great. Thanks a lot. I'll be back in a minute.

Unit 3

Daughter: Dad, I'm bored today. I wanna go to a movie.

Dad: A movie today! Well, I don't know. Here, let me look at the newspaper. Ok, here's a movie that starts in the afternoon at 2:45. Well, should we take Mommy with us?

Daughter: Yeh!

Dad: Ok. We have to wait for Mommy because she's at a meeting right now.

Daughter: Ok.

Dad: All right. And what should we do after we see the movie?

Daughter: Go on a walk.

Dad: Well, where would you like to go on a walk? Would you like to go down to the beach or through the park?

Daughter: To the beach?

Dad: To the beach? Well, that sounds great. And then, maybe we can go out to eat tonight.

Unit 4

There are a lot of things I will always remember such as the first day at primary school, holidays, abroad and birthday parties. These special moments are all linked up with some celebrations or turning points in my life. Although these experiences are nice and great to remember, I have realized there are some beautiful experiences gained not only through special occasions but also through everyday life. Such an experience for me was voluntary work. Last summer, during the vacations, I was working as a volunteer in an elderly home for the aged people. After a conversation with a nurse and a social worker, I was told my job was to take them out for walks and read them newspapers and books. All that might sound a bit boring. But just after a few days, it turned out to be quite different. The elderly people accepted me as if I was their friend. They have told me their life stories and achievements. They gave me many advice and warned me from dangers that youth can bring. I have learned so much from them.

This was an interesting experience. I was taught about life a lot and some of them who do not have many visitors, I was the only one who they could talk to. I gave them feeling of care and support and they have showed me that with great appreciation. However, I found out that it was them and their gratitude what made me so happy.

Unit 5

Speaker 1: We've got a free morning tomorrow. What should we do?

Speaker 2: Why don't we go on a tour?

Speaker 1: Oh, I prefer to explore things on my own. It's more fun and you get to meet local people.

Speaker 2: Maybe but we haven't got much time and a tour is a good way to see the sights quickly. Don't you agree? Look, here is a leaflet for a city jogging tour.

Speaker 1: That sounds interesting but the weather forecast isn't great and I don't fancy running in the rain.

Speaker 2: But I still think we should go on a tour. Look, here is another one. It's called East End Explorer and there's a local person as the tour guide.

Speaker 1: So, we would get to know local people.

Speaker 2: Yes, and you can go shopping too.

Speaker 1: Okay, you've persuaded me. Let's book it.

Speaker 2: Great. You won't regret it.

Unit 6

Customer: Do you have any openings today for an oil change?

Receptionist: Yes, we have an opening at 5:30. Can you come back?

Customer: That's my dinner time. Do you have anything earlier?

Receptionist: Uh, we have 3:30 tomorrow afternoon.

Customer: That works for me. How much do you charge?

Receptionist: Is 4995 for regular and 8995 for Deluxe.

Customer: Ok. I'll take the regular. See you tomorrow.

Unit 7

Now the general weather forecast for the country for tonight.

The meteorological forecasting division has forecast the weather to be partly to generally cloudy in Province 1 and Madesh Province along with the hilly region of the country. And, it will be partly cloudy to mainly fair in the remaining parts of the country. Similarly, light rain,

thunder and lightning are also likely to occur in a few places of Province 1 and Madhesh Province and at one or two places of the high hilly region of the rest of the provinces.

Unit 8

Girl: Did you have a good time during activity week, Tony?

Tony: Oh, yes. It was fantastic. It's such a shame you couldn't come.

Girl: Well, hopefully, we can all go again some time.

Tony: I'd love to. There are so many things to do. I tried boxing this time but maybe I could try kickboxing if we went again.

Girl: What did everybody else do?

Tony: Well, Lucy did ice skating. She's really good you know. She was skating backwards and doing all sorts of fancy turns.

Girl: What about Will?

Tony: He wanted to play water polo but there were too many people doing that. So, he did mountain biking instead. Catherine could not decide what she wanted to do. So, she tried out all the different ball games. You know, football, hockey. She even played basketball for a bit, I think.

Girl: I really want to try climbing if I go. Did anyone do that?

Tony: Yeah, Paul did. He said he really enjoyed it as well. He wanted Helen to go with him but she was scared. She ended up playing tennis instead.

Unit 9

Toads and frogs begin their lives in similar ways.

The eggs hatch in or near water and the babies called tadpoles spend the first part of their lives living in the water. When they become adults, frogs continue to live in the water while adult toads usually live on the land.

When you come across one of these animals, how can you tell whether it's a toad or a frog?

The easiest way is to touch its skin. Frogs have smooth skin while the skin of toads is generally rough and bumpy. Their shape is somewhat different. Also with toads being plumper and broader than frogs.

What is a more typical sound on a summer evening than a chorus of croaking frogs and toads.

Both of these animals make their croaking sound by inflating a sack in their throat.

Unit 10

Woman 1: Hi!

Woman 2: Hello!

Woman 1: This is Christina. How are you?

Woman 2: Oh, I'm great. And you?

Woman 1: I'm great. Do you have any plans this Sunday? Do you wanna come to my birthday party?

Woman 1: Yes, I'd love to.

Woman 2: It's on February 15th.

Woman 1: Let me check my calendar, please. Mmm... So, did you say uh... February 15th Sunday?

Woman 2: Yeah, February 15th Sunday.

Woman 1: Yes, I can come.

Woman 2: It's gonna be at my place. My address is 104 Supaive Street.

Woman 1: 104 Supaive. OK. OK.

Woman 2: Yes, great.

Woman 1: Uh, by the way, what should I bring to your party?

Woman 2: Come empty-handed. It's just my birthday.

Woman 1: No. Really. What should I bring?

Woman 2: Well, I don't know, maybe some drinks or snacks.

Unit 11

Sirubari village is located in Syangja district which lies in the south west of Pokhara. It is situated at the height of 1700 metres from sea level. Sirubari is one of the pioneers to introduce the concept of community-based homestays for the sustainable tourism development in Nepal. Sirubari began community-based tourism in 1997.

The visitors can reach the village either by using public buses or private vehicles. The driving distance from Pokhara to Sirubari is about 45 kilometre and takes about two hours to reach the village. Trekking lovers can have a half day walk from Naagdanda, a place along Siddhartha Highway, to reach the village.

Sirubari offers unspoiled Gurung culture and heritage to the visitors. A tourism management committee has been formed which is responsible for welcoming the tourists and managing accommodation, sightseeing and guiding. The village consists of 60 households. The local

people themselves provide food and lodging facilities to the tourists at their homes.

Sirubari village tourism was awarded the PATA Gold Award 2001 in recognition of its efforts to preserve the local culture and heritage.

Unit 12

I would like to tell you a little bit about some things I like and then a little bit about some things I don't like. First of all, I really enjoy exercising. Some of my favorite types of exercise are swimming, especially in rivers in the country and in big oceans because I like to jump over the waves.

I also really enjoy dancing. I like dancing to American music because that's what I know best. And I also like southern moraine, which is a more Latin type of music. I also like to walk in the woods and to explore. I like to walk through forests and I like to hear rivers.

I enjoy meeting new people, too, I like to find out about different ways of life, what different people think where they're from and how they live.

Probably one of my favorite things is animals. I really love dogs and cats and horses. When I was little, I always tried to talk my mom into letting me have more animals, but usually, she wouldn't. So, I think now that I'm going to have my own house, I'll try to get lots of animals. Some things that I don't really like are rude people.

Sometimes people are not very nice to strangers and that makes me feel bad. I also don't really like driving. I tend to get pretty bored in the car and it seems like it just takes a long time to get there. One final thing I don't really like is waiting. Sometimes I'm not a very patient person I just like to hurry things up.

Unit 13

Man: We have to make dinner tonight. I hope you're remembered.

Woman: Oops, I forgot, actually. What do you want to make?

Man: Well, I thought we could make that apple pie we did last time. What do you think?

Woman: Yeah, OK, that's a good idea. Do we have everything we need?

Man: Hmm? Let's go and have a look in the kitchen.

Woman: Right. First, of course. We need some apples. Do we have any?

Man: Yes. We have a lot of apples. I bought 10 only yesterday. How many do we have to use?

Woman: I think six large apples will be fine. Now, is there any flour? We have to use 2.5 cups of flour. How much do we have?

Man: I think we'll have to buy some flour. We don't have much. Maybe only 200 grams. I'll start a shopping list. OK, flower. What about cinnamon and nutmeg?

Woman: Well, for this recipe we only need a little cinnamon and nutmeg. How much do we have?

Man: Oh, these containers are both full. So we don't need any more. Now we need a little salt.

Woman: OK. We have a lot of salt.

Man: And quite a lot of sugar. Hm. It says in the recipe about a cup.

Woman: Oh, we don't have any sugar! We can't make apple pie without sugar. Write sugar on the shopping list.

Man: OK, I've got it. We need a little butter too. Did you buy any butter yesterday at the store?

Woman: No, I didn't get any. How much do we need for the recipe?

Man: Well, it says 100 grams. I think we have some butter in the fridge.

Woman: Yes, we don't have much, but there's enough.

Man: OK, I will go to the store and buy these things we need. And we can start when I return.

Woman: Fine. I'll come with you.

Unit 14

I work at a hospital. I'm not a doctor or a nurse. I'm a technician. I look after the computers. Everyone uses them in the hospital; nurses, doctors, receptionists too. It's important that they all work properly. So, that's my job. I start work at half past eight in the morning. When I arrive, I find out if there are any problems. Sometimes problems happen in the night, the workers always go home at nine o'clock in the morning. So, I have half an hour to talk to them about any problems before they go home. I finish work at five o'clock but usually I'm too busy to go home then I can't leave when I'm half way through a job. Usually I don't leave work until half past five. Then, the roads are really busy and it takes me one hour to get home. So, I get home at half past six. Lots of people at the hospital cycle to work because parking a car is expensive there. I tried cycling to work but I didn't like it. I get too tired and I hate cycling in bad weather. So, I take the bus. That way I can relax and read emails or listen to music on the way. It's really small and three other people use it too. I'd like a bigger place but it's not possible. But I don't complain much. It's a nice job and the pay is good. So, I am lucky.

Unit 15

Zoos!
 Zoos are very interesting, but I'm not sure if I agree with them. I like looking at the animals, but I always feel sorry for them. They usually look sad. Most of the time they are in tiny cages, they must miss the wild.

I think animals need freedom as much as we do. Zoo bosses argue, Zoos are an important way of educating children. Of course, that's true. However, with the internet and television documentaries, there are many other ways children can learn about animals. Zoos also argue they are necessary to save endangered species. That may be true too. But most of the animals in zoos are not in danger of extinction. I suppose zoos are ok if they only have endangered animals and breed them for the wild.

Unit 16

This happened when I was 17 years old. I was heading for the gym. It was Sunday and I had just missed my bus. So, I had to wait longer for another one. I would have called my parents, but they were out for the evening in a taxi that charged more. So, I decided to wait in the bus shelter. It was a cold night. My bus was taking longer than usual. So, I got my phone out and listened to some music. All of a sudden, I noticed something out of the corner of my eyes. It was a frightening guy dressed in thick layers of clothing, walking slowly towards me. I knew staring at him would draw more attention. So, I just focused on my phone. He sat down at the other end of the shelter and just stared at me. He seemed like he was either drunk or on drugs. He then asked, when is the bus coming? I took out my earphones and said, I think it's delayed because of the snow. He stared at me for a while. After a couple of minutes, I took another look. He had moved closer to me. I looked away for a second and heard the sound of him coming even closer. I turned to him and said, are you OK there? He stared at me with his shiny eyes. Immediately I grabbed my bag and ran trying my hardest not to look back. I kept going until I got to the next bus stop. I turned around to check to see if he was there. He was gone. So, I went to sit down, feeling relieved. I rested my head on the back of the glass and waited for the bus.

Unit 17

Friend 1: Hi! Lora. Come in.

Friend 2: Hi! Thanks.

Friend 1: Hey, what a lovely dress!

Friend 2: Thanks. It's new.

Friend 1: Can I take your coat?

Friend 2: Yes, thank you.

Friend 1: Shall I take your bag, too?

Friend 2: No, it's okay. Thanks. I've got my mobile in here.

Friend 1: Let's go into the living room. Have a seat. Would you like anything to drink? We've got some orange juice in the fridge.

Friend 2: Yes. That would be great.

Friend 1: How about some cake?

Friend 2: No thanks. I'm fine. I'm not hungry at the moment.

Friend 1: Here you are. Right! I have got the film ready. Shall I start it now?

Friend 2: Yes, sure.

Unit 18

Speaker 1: What a beautiful day. Did you know Sweden was voted the best place in the world to live?

Speaker 2: Sweden? I wonder why it was voted the number one place in the world to live.

Speaker 1: I read that it's really safe and clean.

Speaker 2: I've never been to Sweden, but in my opinion, Canada seems like the best place to live.

Speaker 1: What makes you think that?

Speaker 2: Well, first of all, it's also safe and clean like Sweden. There are lots of parks and nature.

Speaker 1: Yes, that's true, but it's really cold.

Speaker 2: Yes, the winter is cold. The summer time is perfect.

Speaker 1: The price of living in Sweden is also reasonable compared to other countries in Europe.

Speaker 2: I think Canada is also pretty reasonable.

Speaker 1: Yes, I agree. I went there last year and the hotels and restaurants weren't very expensive.

Speaker 2: Everybody is really friendly and outgoing as well.

Speaker 1: The food is quite tasty too. There's a great selection of international foods.

Speaker 2: I want to move to Canada someday.

Unit 19

Announcer: Welcome to our summary of Florida local news. Today, we have two stories of teenage heroes who stopped very different crimes this week. Tracy, can you tell us what you discovered there?

Tracy: Sure, I can, Ted. The first story took place in Tampa. 13-year-old Ralph Black

came home from school and found a robber in the living room. Earlier, I asked him what it had felt like when he saw the robber and I also asked him if he'd been scared. He admitted that he'd been a little scared.

Ralph: Well, I walked in and there was this guy, a total stranger standing in the middle of the room. He saw me and ran straight out the door. I don't know why, but I decided to follow him all the way to the library.

Tracy: And this is what he said when I asked him how he had caught the robber.

Ralph: It was weird. Nobody wanted to help me at first. The police only arrested the man at the library after I insisted that he was a robber.

Tracy: Thanks to Ralph's bravery, the family got their property back and the robber received a fine.

Announcer: Thanks, Tracy.

ΩΩΩ