

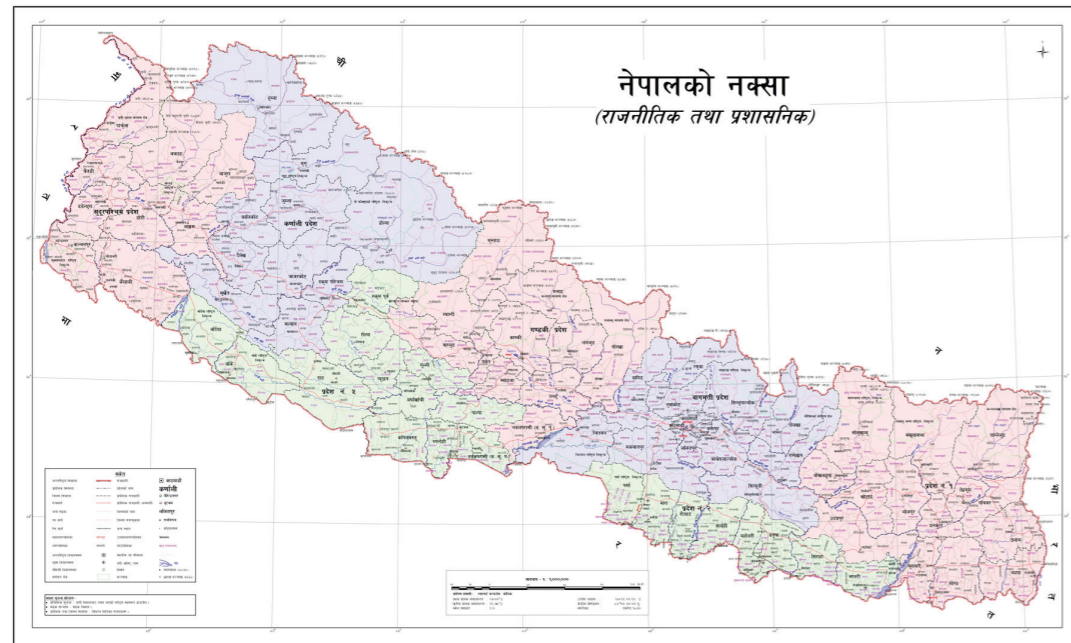
Curriculum
Development Centre

Teacher's Guide

ENGLISH 5



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



Teacher's Guide – English - Grade 5

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Basic Level **English**

Class 5



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Sanothimi, Bhaktapur

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(यो शिक्षक निर्देशिका पाठ्यक्रमले तोकेका विषयगत सिकाइ उपलब्धि पूरा गर्न तथा पाठ्यपुस्तकका क्रियाकलापको सहजीकरणमा शिक्षकलाई मदत पुगोस् भन्ने हेतुले विकास गरिएको हो । यसलाई अब राम्रो बनाउन प्रयोगकर्ताका सुझाव भए केन्द्रको समन्वय तथा सम्पादन शाखामा उपलब्ध गराउनुहुन अनुरोध छ ।)

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Preface

Curriculum, textbook and teacher's guide are the minimum tools and resources for a teacher. These resources make teaching learning activities smooth in the classroom. This teacher's guide has been developed to assist the teachers teaching English in Grade five. It is fully based on the contents and tasks of Grade five 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 five published by CDC.

This teacher's guide was developed by a team of English language practitioners that include Mr. Bhanubhakta Bhatta, Mr. Nabin Kumar Khadka, Ms. Pemakala Bhusal Pandey, and Mr. Kuber Bhattarai. 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 book 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, Ms. Kunti 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 the 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 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, confidence in learning English, and creativity in class. The Curriculum Development Centre always welcomes constructive feedback for the betterment of its publications.

Curriculum Development Centre
Sanothimi, Bhaktapur

Table of Contents

Unit	Contents	Page
1	Meeting People	1
2	Possession	17
3	Getting Information	35
4	Requesting and Apologising	50
5	Thanking and Congratulating	66
6	Talking about Quantity	84
7	Making Comparisons	98
8	Describing Location	114
9	Facts and Truths	128
10	Instructions and Directions	142
11	Narrating Past Events	155
12	Giving Reasons	172
13	People and Places	189
14	Our Likes and Dislikes	206
15	Expressing Ability	221
16	Agreeing and Disagreeing	236
17	Future Plans	250
	Audio Transcription	267

About the Teacher's Guide

Introduction

This teacher's guide is a self-help book for teachers particularly teaching English in Grade five. It has been prepared to help teachers teaching Grade five English textbook 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 book. 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.

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 textbook of grade five English. 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

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 five. 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.

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 five 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](http://www.moecdc.gov.np)

Introduction

The first unit focuses on the language function of 'Introducing and leave taking'. There are eleven different tasks on this unit. These tasks incorporate four language skills, grammar, project works and extra bits. The following table provides a brief overview of the first unit.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Make guesses about how people introduce and take leaves. Listen and sing.
2.	Reading I: Kumari's first Day at Saraswati Basic School	Discussion on pre-reading questions Complete the sentences with correct words. Answer the questions. Fill the table with suitable expressions and responses.
3.	Pronunciation	Practice the given expressions.
4.	Writing I : Personal profile	Use capital letters and full stops. Write an identical paragraph about oneself.
5.	Grammar I: Present simple	Identify the uses of present simple tense. Answer the questions. Fill in the blanks with the correct alternatives.
6.	Listening: A girl introducing herself in short.	Picture based pre-listening questions Choose the correct answer. Write about Sara Lambert on the basis of audio.
7.	Speaking	Learn the expressions about introducing and saying goodbye. Act out the given conversation with a partner. Have conversations in the given situations.
8.	Reading II: Tree Leaves (poem)	Make guesses about the pre-reading questions. Find the rhyming words from the poem. Answer the questions. Find out the season tree leaves fall in.
9.	Grammar II : Preposition of time	Learn the uses of 'in', 'on' and 'at'. Fill in the blanks with correct prepositions.
10.	Writing II : Completing a skeleton email	Complete the given email with suitable information.
11.	Do it Yourself	Find out the ways of greeting and introducing.
Total time for the unit		9 hours

Detailed classroom procedures for each task under various topics are mentioned hereafter. However, teacher can adapt or adopt these activities as per their classroom context.

1.1 Getting started

This task introduces the language function of introducing and taking leave.

Objective

To identify various expressions for introducing and leave taking

Follow these steps.

A: Look at the pictures. Guess what they are doing.

- a. Show given pictures one by one to students and ask them: What do you see in the pictures? What do you think they are doing ?
- b. Elicit responses such as: The people in the picture are introducing and saying good-bye to their family members and friends.
- c. Ask them what they would say if they were in a similar situation. For example: When you leave home for school. When you meet your friends and teachers in school, etc.
- d. Tell them that we can use expressions such as, "Hello, my name is ..., Hi, I am ..., Nice to meet you. I am 'Please meet my friend etc. when we introduce ourselves.
- e. Ask students what they say when they take leave.
- f. Elicit responses such as; good bye, see you later, sorry I have to go now, Bye, take care etc.
- g. Give more examples and make sure that students are familiar with the expressions of introducing and leave taking.

B. Listen and sing.

- a. Tell students that they are going to sing a song on 'Introducing and leave taking'.
- b. Introduce the tune of the song asking students to follow you. Make sure students point to the lyrics when you sing. While singing, emphasize the expressions that are used for introducing.
- d. Secondly, sing the song and ask students to follow along with you. Sing together until they get familiar with the tune of the song.
- e. Ask students to sing in the chorus. Facilitate them where necessary.
- f. Ask students to sing the song again with their name in place of Nita. For this, teacher's modelling is necessary beforehand.

1.2 Reading I: Kumari's First Day at Saraswati Basic School

The first reading text in this unit is about 'Kumari's First Day at Saraswati Basic School'. It's a very short reading text which makes students familiar with the expressions used for introducing and taking a leave.

Objectives

- a. To identify the use of introducing and taking leave such as: Good morning, Hello Kumari, Meet my friend Rita, Pleased to meet your.
- b. To read the text and do the comprehensive tasks

Follow these steps.

Pre-reading activities

- a. Show each picture to students and discuss who these people are, where they are, and what they are doing.
- b. Pick any two students to share their experiences of their first day at school. Provide hints if necessary. When students finish their sharing, appreciate them by clapping. Share your experience as well if you can remember.
- c. Discuss the pre-reading questions: Who do you think these people are? What do you think they are doing? What might they be saying to each other?
- d. Ask students to pay attention to the words in red in the text. Write these words on the board: gatekeeper, head teacher, pleased, goodbye, wonderful.
- e. Ask students if they find unfamiliar words in the text. Teach all these words providing examples, acting, defining 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, teacher's modelling is necessary in the beginning.
- f. Assess the student's vocabulary understanding level by asking them to create meaningful sentences. For example: Head teacher- Our head teacher works very hard for us.

While reading activities

- a. Ask students if anyone is willing to read the text. Appreciate their initiation if anyone gets ready. If not, pick two students randomly to read the text. Assess their reading ability simultaneously which will help to address their difficulties while teaching reading.
- b. Read the text for the first time at a normal pace, using appropriate gestures. Ask students to point to the lines with their fingers. Ask

different questions in between the reading such as: Where is Kumari from? Where is Rita from?

- c. Now, invite four students in front of the class and assign them different roles as gatekeeper, head teacher, Kumari and Rita. Clarify that they are acting the sentences given in the book.
- d. Make necessary materials ready for their performance such as furniture is needed to act the role of a headmaster.
- e. Ask them to act out the activities mentioned in the sentences below the pictures. Facilitate them throughout their performance.
- f. Now, discuss the expressions given in the book used for greeting, introducing and leave taking. For this, read the given expressions one by one and let students identify whether the statements are of greeting, introducing or leave taking.
- g. Tell students to read **Task A** where students are supposed to complete the sentences with the correct words given in the book. Orient them in such a way that they understand the task clearly.
- h. Tell students to read the incomplete sentences and let them guess the suitable words. Have students work in pairs to complete the sentences.
- i. Have some pairs read aloud their answers. Provide feedback as per the need. Write correct answers on the board and ask them to make corrections if any.

A. Answers

a. head teacher b. gatekeeper c. pleased d. wonderful

- i. Ask the same pairs to read the questions given in Task B and find the answers from the reading text.
- j. Move around the classroom to make sure that all students are engaged in the activity. Help them to find answers from the text by pointing to the lines or providing hints if necessary.
- k. Pick two students to share their answers with the whole class once they complete the task.
- l. If the student's answer is wrong, correct the answer and explain the reason behind it.

B. Answers

- a. Kumari went to school with her parents.
- b. The name of Kumari's new school is Saraswati Basic school.
- c. Kumari is from Kaski.
- d. She introduced herself by saying, 'Good morning, I am Kumari Majhi from Kaski'.
- e. Kumari said goodbye to her friends by saying 'Goodbye to you all.'

- m. Tell students to read the instructions for **Task C** where they need to fill in the table with suitable expressions and responses in two different columns.
- n. Ask some general questions before involving students into the task such as; how do you respond if someone says 'Nice to meet you'? Or you say nice to meet you, see you tomorrow and wait for their responses. Reflect on their responses and have a discussion.
- o. Let them guess and fill with the suitable expressions and responses. They can also take the reference from the text.
- p. Have some students read their answers aloud. Correct the errors if any with positive feedback.

C. Answers	
Expressions	Responses
Nice to meet you.	It's a pleasure to meet you too.
Goodbye.	See you tomorrow.
Hi, I'm Mahesh.	Hi/Hello, I'm
Pleased to meet you/ Nice to meet you.	Nice to meet you too.
Hi, Diana. Meet my friend, Satyam.	Pleased to meet you, Satyam.

Post-reading activity

Ask students to surf the internet and collect the expressions of greeting, introducing and leave taking, and present it to the class. Provide feedback on the basis of content, tidiness and overall presentation.

1.3. Pronunciation

In this section, students will practise pronouncing the expressions related to introducing and leave taking.

Objective

To pronounce the expressions of greeting and leave taking correctly

Materials

- a. Recorded pronunciation of the given expressions
- b. Mobile, speaker

Follow these steps.

- a. Tell students to look at the expressions given in the book.
- b. Produce the expressions individually and ask students to repeat them after you. Continue the process until students master the correct pronunciation.
- c. Now, play the recorded audio and ask students to follow the audio. Assist them during their practice. If you are equipped with the internet, visit the website Youglish.com and type the following expressions in a search box; Meet my friend, pleased to meet you, take care, good bye, nice to meet you. The videos will start from the words you type. Do 'next' to listen to the variety of accents. Let students listen to them, imitate and compare with their pronunciation.
- d. Now, pair up students and ask them to practice the expressions given in the book. Move around the class, monitor their pronunciation and assist them where necessary.

1.4. Writing I

This is a writing activity in which students practise the use of capital letters and full stops. They also practise paragraph writing about oneself.

Objectives

- a. To make correct use of capitalization and full stops (periods)
- b. To write a short description about oneself based on the given text

Follow these steps.

A. Use capital letters and full stops where necessary.

- a. Ask students what they know about capitalization and full stops.
- b. Listen to their responses and appreciate them for their effort.
- c. Explain the importance of punctuation marks giving examples. Let them know how punctuation helps to make the sentences meaningful.

For example:

Let's eat grandpa.

Let's eat, grandpa.

- d. Write the simple sentences on the board and ask them to identify the erroneous sentences and correct sentences.

For example:

my name is asmita
My name is Asmita.
I am ten years old.
I am ten years old

- e. Tell students to study the paragraph and find out where to use capital letters and full stops.
- f. Let them do the activity. Assist them where necessary.
- g. Finally, check their answers and make corrections if needed.

A sentence starts with a capital letter and ends with a period/full stop. ___

B. Now, write a similar paragraph about yourself. Use the text above as an example.

- a. Give clear instruction to students telling them that they are going to write a paragraph about themselves based on the information given in the book.
- b. Tell them to re-read the paragraph given in **Task A** and underline the words they should replace with. For this, involve students into the discussion.
- c. Ask students to develop a similar paragraph about themselves based on the sample given in **Task A**.
- d. Move around the class and check how they have been doing.
- e. Check their written work and provide them with individual feedback.

1.5. Grammar I

This section introduces students about the positive and negative forms of present simple tense.

Objective

To use the structure of present simple tense appropriately

Follow these steps.

A. Study the sentences carefully.

- a. Tell students to study the given sentences and ask if they can identify the form of the verb in the sentences.
- b. Read the sentences from 'a-e' and ask students to follow you. Tell them

to notice the words in red in the given sentences.

- c. Pick any two students to share the things they do and don't do every day in their day to day life.
- d. Note them down on the board. Underline the present form of the verbs. Then, ask them to derive the rules from the sentences.
- e. Let them know they are examples of present simple tense.
- f. Now, tell students to read the sentences given in the book. Make clear about the positive and negative forms of the verb.

Affirmative	Negative
I am	I am not
You/we/ they are	You/we/ they are not
He/she/it is	He/she/it is not
He welcomes (v5)	He <u>does not</u> welcome
He welcomed (v2)	He <u>did not</u> welcome
I have (v1)	I don't have

B. Answer these questions. Write complete sentences.

This is a practice exercise where students are expected to answer the questions about themselves using the structure of present simple tense.

- a. Ask students to read the questions.
- b. Discuss the given questions.
- c. Set the time frame as per the student's level to complete the questions. Whoever completes the task with correct answers will be the winner. Write their names on the board.
- d. Celebrate their hard work and assist them answering the questions where necessary.

Possible answers

- a. I live in Satdobato, Lalitpur.
- b. I like tea to coffee.
- c. My mother is a teacher.
- d. I arrive at school at 9:30 am.
- e. I don't want to fight with my friends at school.
- f. I take a bath, wash clothes and help my family with household work on Saturdays.
- g. One thing that I do every day is to brush my teeth.
- h. One thing that I don't do in the morning is to watch TV.
- i. One thing that my father or mother doesn't do is to disrespect me.
- j. The thing I like about my school is the education that it provides.

C. Choose the correct alternatives from the brackets to complete these sentences.

a. Remind the rules using examples.

Singular Subject + Singular Verb, Plural Subject + Plural Verb

For example:

He/ She reads a story book.

They/ We read a story book.

I read a story book. (Although I is a singular subject, it takes a plural verb)

b. Pair up students. Let them discuss the correct answer.

c. After they finish, have them exchange their answers with another pair and check each other's work.

Answers

a. read b. swims c. doesn't d. doesn't like e. works
f. looks g. have h. What do you do i. is j. am

1.6 Listening

In this section, students will listen to a conversation in which a lady introduces herself.

Objective

To listen to a short introduction and choose the correct answer

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Ask students to look at the picture. Discuss the answers to the pre-listening questions.
- Elicit the responses such as: I think she is an artist. She is giving a speech about something.
- Appreciate students by clapping for their answers.

B. Listen to the audio and tick the correct answers.

- Orient students that they are going to listen to a short self-introduction of a lady.
- Tell them to go through the questions given in Task B. Give them 1-2 minutes to read the questions. Make sure that they understand the

questions.

- c. Play the audio and let them tick the correct answer.
- d. Go around the class and check whether all students have been doing it correctly.
- e. Play the audio again if necessary and let students recheck their answers.

Answers

a. 40 b. London c. two girls d. paint e. guinea pig

C. Write as much information from the audio as you can remember. Compare your list with your friends.

- a. Pick two students to summarize the introduction about Sara Lambert orally. Ask other students to listen carefully. Assist them to add information if they miss any.
- b. Now, ask students to write as much information from the audio as they can remember.
- c. Let students share the information.

1.7 Speaking

In this section, students will learn the use of common expressions for introducing and saying goodbye.

Objective

To learn the expressions for introducing and saying goodbye

Material

Expression cards (prepare the materials beforehand)

Follow these steps.

A. Study the expressions which are used when introducing and saying goodbye to someone.

- a. Ask students to study the expressions given in the book. Then, read it aloud to the class.
- b. Show the expression cards individually. Ask the whole class to read.
- c. Now, invite fourteen students to come in front of the class (7 for introducing and 7 for saying goodbye including the topics). Line them up in two different lines.
- d. Provide expression cards of introducing and saying goodbye separately.

Make sure each of them gets the card and students face towards the other students.

- e. Let them read their expressions written on the cards individually moving towards their place.
- f. Repeat the same process with remaining students as well.
- g. Facilitate them during the activity.

B. Act out the following conversation with a partner.

- a. Introduce yourself to the class including the information given in the conversation.
- b. Invite two more students. Tell them to introduce themselves in the same way the teacher did.
- c. Tell the same pair to act out the conversation as Ramesh and Timila.
- d. Repeat the same process with other students as well. Encourage students who are shy to act out.
- e. Monitor their performance and give constructive feedback,
- f. Appreciate the class by clapping.

C. How do you respond in the given situation?

Have conversations in pairs.

- a. Tell students to read the given situations. Tell them that they have to introduce or take leave as per the situations given in the textbook.
- b. Pair up students, ask them to discuss and find out the expressions for the given situations.
- d. Tell them to take turns. Ask them to ask and respond.
- e. Move around the class and observe how they are doing.
- f. Pick some pairs to perform in the situations. Assist them if they need any support.
- g. Assess their performance when sharing is going on.

Sample conversations

- a. Bibek: Hello, I'm Bibek.
Sushil: Hi, I am Sushil. Nice to meet you.
- b. I: Hello, friends, this is Riya.
Class: Hi, Riya. Nice to meet you.
- c. I: Hello friends, see you tomorrow.
B: Bye.

1.8 Reading II: Tree Leaves

This is the second reading text in the unit. It is a poem entitled 'Tree Leaves'. This is followed by three activities: finding rhyming words, answering the questions, and finding the season tree leaves fall.

Objectives

- a. To learn the words: stem, wondered, land, and bade
- b. To recite the poem and find the rhyming words
- c. To do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Tell students to look at the picture and guess answers to the pre-reading questions given in the book. Take their responses.

Sample responses

- a. I see a tree with colourful leaves.
- b. The tree seems dead when the leaves of a tree down.

- b. Ask students to pay attention to the words in red in the poem. Write these words on the board: stem, wondered, land, bade
- c. Ask students if there are any unfamiliar words to them in the poem. Let them underline if any.
- d. Ask them to read the lines with these words and guess the meaning.
- e. Clarify the meaning of the words showing a real plant for 'stem', giving examples for 'land', showing expression for 'wonder' and acting out for the word 'bade'.

While reading activities

- a. Ask students if they know how to recite the poem. Encourage them if anyone is willing to do.
- b. Recite the poem aloud with pitch, volume, gestures and expressions.
- c. Tell students to follow you pointing to the lines. Repeat the process until they are familiar with the poem.
- d. Let them recite the poem aloud dividing them in small groups.
- e. Now, ask them some extensive types of questions.

For example:

What is the title of the poem ?

What are the colors of the fallen leaves ?

Where did the leaves fall on ?

What were they playing with ?

- f. Discuss the summary of each stanza of the poem and make the concept clear.
- g. Introduce **Activity A**. Let them re-read the poem to find the rhyming words for the given words.
- h. Give an example such as; brown rhymes with down.

Answers

Brown- down

Them-stem

Hand- land

Long- song

Goodbye- sky

- i. Instruct them clearly to answer the questions given in the Task B which includes both intensive and extensive types of questions.
- j. Let them go through the poem to find the answers. If they face problems, facilitate them in their writing.
- k. Pick some students to share their answers to the class and provide feedback.
- l. Write the correct answers on the board and ask them to recheck their answers.

Answers

a. The colors of the fallen leaves are red, yellow, orange and brown.

b. The leaves have fallen down because the winter called them.

c. The leaves fell on the poet's head and hand.

d. The leaves were dancing and playing with the wind after they fell on the ground.

e. The leaves flew again towards the sky.

Post-reading activities

- a. Ask students to guess in which season tree leaves fall and the reason behind it.
- b. Let them participate in a discussion and share their ideas.

1.9 Grammar II

This grammar section deals with prepositions of time: in, on and at.

Objective

To use prepositions in, on and at correctly in the sentences

Follow these steps.

A. Study the sentences carefully. Notice the highlighted words.

- a. Ask students to study the sentences given in the book and find out what this exercise is about. Tell them to notice the words in red in the sentences. Elicit: They are prepositions.
- c. Write some more sentences on the board. Tell them to identify the use of prepositions in the sentences. Also indicate how they are used.

Use of in, on and at

In

Months: My birthday is in December.

Seasons: I always go to the beach in summer.

Length of time: I will be ready in 20 minutes.

Years: He was born in 1990.

On

Days of the week: We will see you on Sunday.

Dates: We get together on Christmas Day.

At

Specific time: I wake up at 6 o'clock.

Location: I am standing at the door.

- d. Clarify the concept with some demonstration too.

For example:

Stand at the door and ask, 'Where am I?'

Put the book on the table and ask 'Where is the book?'

Put a pen in your pocket and ask 'Where is the pen?'

- d. Repeat the process by asking students to do the same with different objects.

B. Complete the sentences with correct alternatives from the brackets.

- a. Set up a 'Beat the Time' activity. Orient students about the task they are going to do.
- b. In this activity, have students work individually. Students try their best to complete the sentence as fast as possible. Whoever completes the task first with correct answers will be the winner.

- c. Write the name of students on the board whoever has finished quickly. Announce the winners as well.
- d. Do mass correction once everyone completes the task. Ask all students to get ready with their answer for mass correction.
- e. Tell them to tick if the answer is correct and make corrections if the answer is wrong.
- f. Based on the student's written work, assist further where necessary.
- g. Celebrate their achievement by clapping.

Answers:

a. on b. in c. on d. at e. in f. in g. in h. in i. at, on j. on

1.10 Writing II

This is a writing activity that requires students to complete a skeleton email with suitable information.

Objective

To complete the email with suitable information

Follow these steps.

Complete the given email below using suitable information from the box.

- a. Ask a few questions related to email before you teach them.

For example:

What is an email?

Have you ever written an email?

What is it used for?

- b. Ask students to study the given information and email closely. Talk about the different parts of an email such as; subject line, salutation, body, closing sentence, and signature.
- c. Discuss the given hints asking students to guess the appropriate information that fit in the sentences. Let students complete the email choosing suitable information from the box given in the book.

- d. If they are confused, read each line, provide hints that suit best.
- e. Clarify their confusions if they have any. Check their writing when they finish.

Answers

- a. to talk about my family and me.
- b. five members in my family
- c. My mother is a nurse.
- d. our grandfather
- e. He always tells good stories to me

1.11 Do it yourself.

It is an extended activity where students should visit some public places and find how different people greet, introduce and say goodbye to each other.

Objective

To explore the ways of greeting, introducing and saying goodbye in one's locality

Follow these steps.

- a. This activity is supposed to be done as homework.
- b. Clarify the given instruction to students.
- c. For this, assign students to visit the public places of their locality such as hospital, park, garden, school and whatever is available in their locality.
- d. Tell them to meet different people from these places and ask how they greet, introduce and say goodbye to each other.
- e. Tell them to take notes and fill the information using the table given in the book.
- f. Have students share their notes in class.
- g. Provide feedback based on the sharing by students.
- h. Make sure you talk about the project submission deadline. Provide time considering the level of students. It can be given up to a week considering the situation and the context.
- i. Remind them during school days to know the progress of their project.

Introduction

This unit centers around the language concept of 'possession.' Its primary focus involves discussing and instructing activities with this function in consideration. Emphasis is placed on the application of possessive pronouns within various contexts and individual sentences. The activities in this unit are designed to give students practice in the use of this function in reading, writing, listening, speaking as well as grammar. A concise summary of the second unit is provided in the table below.

S. N.	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the possessions of people and animals. Listen and sing. Discuss on keeping our possession safe.
2.	Reading I: Rooms in my House	Discussion on pre-reading questions Show the things in the picture. True/False statements Answer the questions. Sharing where students keep their possession in their house
3.	Pronunciation	Practise the sounds /ʌ/, /u:/ and /ɔ:/ in the given words.
4.	Grammar I	Use of possessive pronouns.
5.	Listening: Conversation about a house	Picture based pre-listening questions and discussion Sentence completion Discuss on owning or renting a house.
6.	Speaking: Expressing possession	Use various possessive pronouns in sentences.
7.	Reading II: How I am Made	Discuss on the pre-reading questions based on the given picture. Read the given poem. Match words with their meanings. Answer the questions. Talk about the body part which works more.
8.	Writing	Write short notes or messages on the given situations.
9.	Grammar II	Use of pronouns
10.	Do it by Yourself	Write a poem on possession.
Total time for the unit		9 hours

The teaching learning activities presented below outline the specific classroom procedures for various tasks across multiple skills and aspects of language. Teachers have the flexibility to implement the suggested activities or create their own to enhance language learning. There is room for creativity to further improve and make language learning more engaging. In addition to the described activities, teachers can include additional tasks to assess language skills and aspects throughout the unit. Encouraging student collaboration and idea-sharing in pairs and groups is crucial for effective language learning.

2.1 Getting started

This task introduces the concept of possession and possessive expressions.

Objectives

- a. To identify belongings of the people and animals given in the pictures and write respective possessive pronouns
- b. To sing the given song

Follow these steps.

A. Look at the pictures and discuss these questions.

- a. Show students the given pictures and ask them: “What things do you think they own?” Encourage students to answer the question based on the evidence seen in the pictures.
- b. Help the struggling students with further questions such as: “What does the boy in the first picture have?” “What is he riding?” “Bicycle?” “And in the second picture, what do they have?”
- c. Elicit responses like: The boy owns a bicycle. The family owns a house. The girl owns a bicycle. The people own a car. The dog owns a piece of bone. The boy owns a mobile phone.
- d. Now, tell students to write the correct words (his/hers/theirs/its) under each picture as given in the example.
- e. Move around the class and make sure that all students are doing the task.
- f. Elicit responses like: ‘his bicycle’, ‘their house’, ‘her bicycle’, ‘their car’, ‘its bone’ and ‘his mobile phone’.

B. Listen and sing.

- a. Ask students to look at the picture and say what they see in it. Ask them who the person in the picture is, what he is doing and so on. Elicit responses like: the person in the picture is a shepherd and he is taking care of the grazing sheep.
- b. First, present the song providing students an opportunity to point to the

lines and listen to you and be familiar with the rhyming pattern or way of singing it. While singing, start simply with repetitive tunes and rhymes.

- c. For the second time, sing the song and ask students to follow along. Use gestures and other body language to encourage students' active participation.
- d. For the third time, sing it again and have students sing the song with you.
- e. If any students are silent, go to them and encourage them to sing however they can. The purpose of the song is to promote language learning through rhyme and melody and make the learning process enjoyable and effective.
- f. Introduce the discussion question: 'How do you keep your possession safe? Discuss with your friends'. Make sure that everyone understands the discussion task clearly.
- g. Encourage the discussion by providing some examples of their possessions and their places in the house, for example, book- table, dress- hanger, shoe- shoe rack etc.
- h. You can write these examples on the board and ask students to talk about their other possessions.

2.2 Reading I: Rooms in my House

The first reading text in this unit is a description of Laura's house and her possessions in the house. The reading familiarizes students with descriptions of possessions in their houses and elsewhere.

Objectives

- a. To learn the words and phrases: garden, hangs, bedside table, seek, closet, spacious, tidy, salmon and vase
- b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask the first signpost questions and make students think about their own rooms in their houses and express themselves freely.
- b. Ask the second signpost question. Encourage them to express freely on why they like the particular room. Provide encouraging feedback on what they say.
- c. Show the pictures given on page-14 and 15, and ask them what the pictures show. Encourage them to express by providing some prompts based on the pictures.

- d. Ask students to preview the words in red. Write the words on the board. Ask if there are other unfamiliar words in the text.
- e. Read, and tell students to read, the sentences containing the unfamiliar words to contextualize their meanings. Teach all these words following the Meaning, Form, and Pronunciation (MFP) model. Encourage students to use these words on their own.

While-reading activities

- a. Read the text for the first time at a normal speed as a model reading. Ask students to point to the lines with their fingers while paying attention to the teacher's reading.
- b. Frequently ask short questions to contextualize the contents of the reading. For example: Do you have a small or big house? Is your house beautiful, too? What are there in Laura's garden? Do you have such a garden in your house? How many rooms altogether are there in Laura's house? On which floor does she have her bedroom?
- c. Now, take students to Task A. This is a vocabulary exercise where students should know the meanings of the words and point to the item in the picture where each of them is located.
- d. You can set this activity as a game, where students finishing early stand up announcing that s/he has finished doing the activity. Check their responses and provide feedback to their responses.
- e. Now, send the early finishing students to help the struggling students. It promotes collaborative learning and learning from each other. But note that students should not be dealt as the poor students.
- f. Go round the class and make sure that each of students is able to point to the given picture and say where each item is located.
- g. Have students say the answers and either write them on the board or say it loudly once again.

Answers

wardrobe:	by the window
lamp:	on the bedside table
window:	on the wall
bedside table:	next to the bed/ right to the bed
toy:	above the bed, on the base cap
pillow:	on the bed
carpet:	on the floor
shelf:	above the bed, on the base cap

- a. Tell students to read the statements from 'a to f' given in Task B. Tell them that they are going to read the text again to find whether the given statements are true or false.
- b. Ask them to locate information related to the given statements in the reading text and decide whether the statements have similar meanings to the ones given in the reading text or not.
- c. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to solve the problems. Provide help, if any of them needs it.
- d. When they complete the work, let some students read out their answers to the class.
- e. If any student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- f. Write the answers on the board and let students correct their work.

Answers:

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

Tell students to read the questions from 'a to f' given in **Task C**. Tell them that they are going to read the text again to find answers to the given questions.

- a. Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- b. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to answer the questions. Provide help, if any of them needs it. Promote creative answers rather than exact copy of the statements from the reading passage.
- c. When they complete the work, check their answers and provide feedback. Discuss how they can find the specific information from the text.

Answers

- a. Laura lives in a small house in London.
- b. There are altogether seven rooms in her house.
- c. Her favourite room is her bedroom.
- d. Her brother has got a computer.
- e. She uses her mother's mobile to have fun and learn from the internet.
- f. One vase is on the bookshelf and another one is in the corner of her living room.

Post-reading activities

- a. Tell students to read the instructions for Task D. This is a follow up activity based on the reading text.
- b. Let students have some time to think about their belongings at their homes.
- c. Provide some examples of where they can keep their belongings. For example: I keep my books on the table in my reading room. My bed is by the door of our bedroom. There is my photo on the wall of my reading room.
- d. Help students to express these ideas with some prepositions of place. They can also learn these expressions from how Laura describes her belongings in the reading text.
- e. Have some students share with their friends. Encourage them to express freely and provide feedback.

2.3 Pronunciation

This is a pronunciation exercise where students will practice the sounds /ʌ/, /u:/ and /ɔ:/ in the words with 'double-o'.

Objective

To practise the sounds /ʌ/, /u:/ and /ɔ:/ in the words with 'double-o'

Materials

Recorded pronunciation of the given words

Follow these steps.

- a. Begin by introducing the three sounds: /ʌ/, /u:/ and /ɔ:/ in three different words as in 'room', 'blood', and 'floor' respectively.
- b. Tell students to identify the sounds /ʌ/, /u:/ and /ɔ:/ in three different words. Pronounce the words repeatedly so as to let students perceive the sounds clearly.
- c. Now, play the recorded sounds and ask students to mark the words they hear in their books.
- d. Ask them which sound is represented by the words in each of the first column, second column and the third column.
- e. Elicit responses: the words in the first column represent /u:/ sound, the words in the second column represent /ʌ/ sound and the words in the third column represent /ɔ:/ sound.
- f. Play audio clips or say words aloud once again in order to help develop their listening skills and reinforce their ability to distinguish between the sounds.

- g. Incorporate repetition and drill exercises. Have students repeat words, containing the target sounds multiple times to reinforce pronunciation.

room /ru:m/	broom /bru:m/	blood /blʌd/	floor /flɔ:(r) /
groom /gru:m/	moon /mu:n/	flood /flʌd/	door /dɔ:(r) /
soon /su:n/	loop /lu:p/		poor /pɔ:(r) /
loot /lu:t/	too /tu:/		moor /mɔ:(r) /
boot /bu:t/	cool /ku:l/		

2.4 Grammar I

This grammar section introduces students to the use of possessive pronouns in sentences.

Objective

To use possessive pronouns in sentences correctly

Follow these steps.

A. Study the following paragraph about Meena.

Who do the words in red refer to?

- Read the paragraph slowly and ask students to follow you pointing to each word you read. Tell them to notice the words in red in the given paragraph.
- Tell students that these words are the pronouns which refer back to some names mentioned earlier in the paragraph.
- Focus on the first example and explain that the first pronoun 'she' refers back to the noun 'Meena'.
- Now, ask students to write or mark who the other pronouns refer to. They can either mark in their books with pencils or write on their exercise books.
- Help students to complete the task. Make sure that all students in the class have understood and completed the task.
- Write all the pronouns on the board and write their respective nouns after you elicit answers from students.

Answers

She: Meena her: Meena their: Meena's parents her: Meena they: Meena's parents
 her: Meena their: Meena's parents its: the dog our: Meena and her parents
 my: Meena

B. Make as many sentences as possible using the following table.

This is a practice exercise where students are expected to use the possessive pronouns and make sentences.

- a. Present the table to students. Clearly explain the information within the table and way to form sentences out of the information given in the table.
- b. Provide one or two model sentences using the information from the table. Demonstrate how to combine different elements to create meaningful sentences, both assertive and interrogative. This helps students understand the task and structure.
- c. Divide the class into groups or pairs. This fosters collaboration and allows students to benefit from each other's ideas. It also creates an interactive learning environment.
- d. Specify a time limit for the activity. This encourages students to think quickly and prevents over thinking. A time constraint also adds an element of competition as well as excitement to the task.
- e. Offer guidance and support as needed. Circulate among the groups or pairs to answer questions, provide feedback, and ensure that students are on the right track.
- f. After the allotted time, have each group or pair share a few of their sentences with the class. This allows for a class discussion, where students can learn from each other.
- g. Provide constructive feedback on the sentences shared. Highlight particularly creative or well-structured sentences and address any common mistakes or areas for improvement.

C. Choose the correct words in blue and rewrite the sentences.

This activity is also related to the use of possessive pronouns. However, this is not completely based on **Task A and B**.

- a. First, ask students to go through the task and mark the correct alternative with their pencils.
- b. Ask students if they know the differences between your/yours, her/hers, my/mine and their/theirs.
- c. Explore how they chose the alternative.
- d. Go through their answers randomly.
- e. Remember that this activity is not completely based on Task A and B. Therefore, if students are unable to respond correctly, tell them the rule that possessive pronouns with '-s' ending as well as 'mine' don't take noun after it but the ones without '-s' ending as well as 'my' take noun

after them.

- f. Let students revise their answers based on this rule.
- g. Have some students share a few of their sentences with the class. Provide feedback, and ensure that students have understood and done the task correctly.

Answers

a. your b. her c. mine d. their e. hers f. mine

D. Complete the sentences with the correct words given below.

You can use the words more than once.

This activity is based on the **Task A, B and C**, and gives practice to students on the use of various possessive pronouns in the given contexts.

- a. Tell students to go through the pronouns given in the box and the sentences to be completed from a to j.
- b. Model the process of completing the first sentence with the correct word. Tell students how to consider context, grammar, and meaning when filling in the blanks.
- c. Ensure that students understand the contexts in which the words are used.
- d. Ask students to complete all the sentences individually. Move around the class and make sure that everyone is doing.
- e. Provide constructive feedback on completed assignments. You can encourage students to exchange their completed sentences with peers before your feedback. This allows them to learn from each other and discuss different choices.
- f. Highlight correct choices and offer explanations for incorrect ones. This helps students learn from their mistakes.

Answers:

a. my/his/her b. hers c. her d. theirs e. his f. their g. its h. theirs i. our j. its

2.5 Listening

In this section, students listen to a short conversation that lasts for 43 seconds.

Objective

To listen to a short conversation and complete the given sentences

Materials

Audio file and audio player

Follow these steps:

A. Look at the picture and guess the answers to these questions.

a. Who are these people? b. What are they doing?

- a. Ask students to look at the picture and answer the questions.
- b. Encourage students to answer the question freely based on their understanding about the picture. Do not judge their answers as right and wrong. Accept multiple answers.

B. Listen to the audio and complete the following sentences with the words/ phrases given in the box below.

- a. Tell students that they are going to listen to a short conversation.
- b. Introduce and discuss the words/phrases in the box with students to ensure they understand their meanings.
- c. Tell them to go through the incomplete sentences given in Task B. Allow them 1 to 2 minutes to read the sentences.
- d. Make sure that they understand the questions. This gives them a sense of what to expect and focuses their attention on specific information.
- e. Have students listen to the conversation without worrying about filling in the blanks initially. The goal is to understand the overall meaning and context of the dialogue.
- f. Replay the conversation, instructing students to listen for specific details that will help them complete the sentences. Go around the class and check whether all students are involved in the assigned task.
- g. Play the audio again and let them review their answers. Move around the classroom and ensure that all students have corrected their answers and completed the task.
- h. Facilitate a whole-class discussion about the completed sentences. Encourage students to share their answers, as well as any challenges they faced.

Answers:

a. very low b. 300 c. family d. six e. heating f. California

C. Do your parents or guardians rent or own a house? What are the good and bad things about renting or owning a house? Share your ideas to your friends.

- a. Begin by introducing the topic and explaining the difference between renting and owning a house. Define key terms and concepts to ensure students have a clear understanding.
- b. Divide the class into small groups and ask them to brainstorm the advantages and disadvantages of renting and owning a house. Provide a list of prompts or questions to guide their discussion, such as:
 - What are the financial implications of renting versus owning?
 - How does the level of responsibility differ between renting and owning?
 - What are the long-term benefits and drawbacks of each?
- c. Have each group share their ideas with the class. Encourage students to articulate their thoughts clearly and support their points with reasoning or personal experiences.
- d. Open the floor for a whole-class discussion. Ask probing questions to delve deeper into the topic and encourage students to challenge each other's perspectives respectfully.
- e. Conclude the activity by summarizing the key points discussed during the class. Highlight common themes and differences in opinions.
- f. As homework, you can assign each student to write a brief reflection on their personal thoughts about whether they prefer renting or owning a house.

2.6 Speaking

This is a practice exercise in which students will learn the use of common expressions for greeting and introducing.

Objective

To talk about people's possessions using possessive pronouns

Follow these steps.

- a. Start with Task A, where students look at the pictures as well as the expressions and report the expressions to their friends.
- b. Instruct students to carefully observe the pictures. Encourage them to notice who is speaking and what possessive pronoun can be used for the person.
- c. Tell students to look at the given example, where a woman is saying "This is my house". When students report this expression, they can say

“This is her house”.

- d. Ask students what change they find in the two expressions. Elicit the response that only the possessive pronouns should be changed.
- e. Now, ask in a group to report each of the statements. Provide feedback and offer guidance if they need it.

Answers

- | | | |
|----|------------------------|--------------------|
| a. | This is Reena’s house. | This is her house. |
| b. | This is my son. | This is his son. |
| c. | This is my dog. | This is her dog. |

Tell students to read the instruction for **Task B**. Model the conversations by taking one part, i.e., Question and giving another part, i.e., Answer, to students.

- a. Swap the role and practise all the conversations once again.
- b. Let students have some practice with the conversations in private pairs. Go around the class and monitor their activities.
- c. Randomly select some pairs and make them practice the conversation.
- d. For Task C, instruct students to work in groups of four. Help them form the groups.
- e. Tell them to study the given example. Make everyone clear that there are four words given. One student should ask question with the first word, another one should answer it with the second word (i.e., noun) another student should answer with the third word (i.e., pronoun to be used with noun) and the fourth student should answer with the last word (i.e., adjectival form of the pronoun)
- f. Assign roles to each student within the group, specifying who will play each role in the conversation. This helps distribute responsibilities and encourages participation.
- g. Provide opportunities for groups to rehearse their conversations multiple times changing their roles. This repetition helps students become more comfortable with the language and improves their overall performance.
- h. Go around the class and monitor their activities and provide feedback.
- i. For Task D, explain that students will be making a list of items in their house and will later talk to their friends to explain who these items belong to.
- j. Review and introduce relevant vocabulary related to household items. Ensure that students are familiar with the names of common objects

found in a typical home.

- k. Model the activity by creating your own list of five items and providing a brief explanation of who each item belongs to. This will help students understand the task and the language they should use.
- l. Instruct students to create a list of five items from their house. Remind them to choose items that are interesting and can lead to engaging conversations.
- m. Divide the class into pairs or small groups. Each student should share their list with their partner or group members. Encourage students to discuss the items on their lists and ask questions for clarification.
- n. Have students take turns presenting their lists and explanations to their friends. Emphasize the use of complete sentences and encourage students to express themselves clearly.
- o. Provide constructive feedback on each student's performance, focusing on the use of possessive pronouns, pronunciation, vocabulary use, and overall clarity.

2.7 Reading II: How I am Made

The second reading text in the unit is a short poem about the various parts of the human body and their functions.

Objectives

- a. To learn the words: belly, grab, hold, lungs, bend, gab, hum, pumps and bits
- b. To read the poem and do the comprehension exercises

Follow these steps.

Pre-reading activities

- a. Ask students to observe the picture in the pre-reading section and answer the two questions given. Encourage students to express freely as much as they know. You can help them explain the functions of the body parts they chose.
- b. Write these words on the board: belly, grab, hold, lungs, bend, gab, hum, pumps, bits.
- c. Tell students to find these words in the text. Tell them to look at the meanings of these words in a dictionary or the glossary at the end of the book.
- d. Provide visual aids, examples, synonyms, antonyms, and definitions to help students understand the meaning of these words. Encourage students to use these words in their own sentences.

While-reading activities

- a. Read the poem aloud at a normal speed to your students. Read with expressions and body movement, and ask students to point to the lines you are reading with their fingers.
- b. Ask four randomly selected students to read the four stanzas of the poem respectively while others point to the lines and read silently along with their friend.
- c. Now, take students to Task A. This activity is based on the vocabulary they learnt before they read the poem. Instruct them to draw lines from words to their meanings in their textbook with pencil.
- d. Move around the classroom to monitor Students' progress. Offer assistance if needed, and encourage them to discuss their choices with their friends. After the matching activity, facilitate a class discussion and whole class feedback.

Answers

belly	stomach or tummy
grab	catch or snatch something
hold	grasp and carry
bend	bow or twist
gab	chat or talk
bits	small pieces

Tell students to read the questions from 'a to e' given in **Task B**. Tell them that they are going to read the poem again to find answers to the given questions.

- a. Ask them to locate the information related to the given questions in the poem and write answers to the questions in their exercise books.
- b. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to answer the questions. Provide help, if any of them needs it.
- c. When they complete the work, let some students read out their answers to the class. If any of the answers are wrong, provide feedback and correct the answer by explaining why the answer is wrong.

Answers

- a. Eyes see the world.
- b. We need lungs to breathe.
- c. The heart pumps our blood to every part of our body.
- d. The brain makes things run and helps us learn many things.
- e. Nine parts of the body are mentioned in the poem. They are: feet, belly, eyes, hands, lungs, knees, mouth, heart and brain.

Post-reading activities

- a. Tell students to read the question for Task C. This is a follow up activity based on the reading text.
- b. Explain that the human body is made up of many parts, each with its own unique function. Engage students in a discussion about different parts of the body. Ask them to name various body parts and their functions. This will help lay the foundation for understanding the question.
- c. Engage students in an interactive discussion about which part of the body they think works the most in various activities. Encourage them to provide reasons for their answers.
- d. Encourage them to express freely what they think.
- e. Have some students share with their friends. Encourage their expressions with some positive feedback.

2.8 Writing

This is a writing activity that requires students to write short notes for various purposes based on the models provided.

Objective

To write short notes for various purposes

Follow these steps.

A. Label the following messages and notes (in blue) with their correct types from the boxes.

- a. Discuss meanings of the words in the boxes and tell students that they are the purposes of writing notes.
- b. Analyze the example and provide guidance to complete the task in the same way.
- c. Make small groups of students. Set some time and tell them to discuss within the members of the group and label the notes with their purposes.
- d. Offer guidance and support as needed. Move around the class and ensure that students are on the right track.
- e. After the allotted time, have each group share their responses. This allows for a class discussion, where students can learn from each other.
- f. Provide constructive feedback on the task completed.

Answers

Wishing	Inviting	Accepting	Wishing
Thanking	Welcoming		

B. Write similar short notes and messages for the following situations.

- Take students back to the notes given in Activity A. Analyze the format and style of writing notes.
- Discuss the purposes of writing notes in the given situations. Make sure that the given situations are related to the purposes inviting, thanking, wishing and wishing respectively.
- Tell them to use the templates in Activity A and reproduce the notes based on the given situations. Go around the class offering help to the struggling students, if any. Make sure that everybody is on the right track.
- Have some students present their tasks. Provide opportunities to the poor students too. Provide constructive feedback on students' writings.
- Acknowledge improvements in students' writing skills. Highlight the better writings examples and motivate others to write in that way.

Sample messages	
<p>a. Dear Umesh, I'm giving my birthday party. I would love for you to join the celebration! It's on 15 May at Hotel Pashupati. Hope to see you there! Manoj</p>	<p>b. Hey Tina, Just want to express my gratitude for your awesome help with my homework. Your support means a lot to me! Thank you! Shambhavi</p>
<p>c. Dear teacher, Wish you a joyful anniversary! Your dedication to teaching is truly inspiring. Cheers to many more years of success and happiness. Happy wedding anniversary! Best, Dolma Lama</p>	<p>d. Happy new year, Dinesh! Wishing you a year filled with joy, success, and exciting adventures. Let's make it an amazing year together. Ranjit</p>

2.9 Grammar II

Grammar II in this unit is the extension of what students learnt in Grammar I. In this section, students make an attempt to identify nouns and pronouns and replace nouns with their correct pronoun.

Objective

To identify nouns and pronouns, and replace nouns with their correct pronoun

Follow these steps.

A. Study the following sentences. What do the words highlighted in red mean? Identify whether the words in red are nouns or pronouns.

- Remind students of the Grammar I section where they learnt the use of nouns and pronouns and make a brief review of what nouns and pronouns are.
- Explain that nouns are words that name people, places, things, or ideas, while pronouns are words that replace nouns.
- Discuss a few highlighted words from the sentences given.
- Ask students to identify and justify their answers. For example, "Why do you think 'Jivan' is a noun?" or "Why is 'he/me' a pronoun in this context?"
- Ask them to go through all the highlighted words and independently identify whether they are nouns or pronouns.
- Encourage them to ask questions if they are unsure. Provide constructive feedback on their performance. Reinforce correct answers and address common mistakes.

Answers

- Jivan: noun, he: pronoun, me: pronoun
- Kristina: noun, she: pronoun, her: pronoun
- Karma: noun, he: pronoun, it: pronoun
- We: pronoun, it: pronoun
- I: pronoun
- They: pronoun
- She: pronoun
- They: pronoun

B. Replace the noun highlighted in red with their correct pronouns.

- Discuss the given example and give instruction to do the task.
- Tell students to work individually and replace the highlighted nouns with their correct pronouns.
- Once they complete the task, let them compare their answer with their partner.
- Provide correct answers on the board or orally and let students compare their answers to the correct ones.

Answers

a. She b. She c. They d. He e. her f. She g. He h. him
i. We j. It

2.10 Do it by yourself

It is an extended activity where students are to produce a creative writing about their possession.

Objective

To write a short poem about one's family possessions

Follow these steps.

- Begin with a simple introduction to poetry. Introduce basic poetic structures, such as stanzas and lines. Explain that poems don't have to rhyme but can include rhythm and patterns.
- Share examples of short and simple poems that highlight everyday objects or experiences.
- Conduct a brainstorming session with students to generate ideas about the things they and their family possess. Encourage them to think about objects, activities, or special belongings.
- Introduce relevant vocabulary that can be used in their poems. This could include words related to family, possessions, emotions, and descriptive terms.
- Model the process of writing a short poem about possessions. Use simple language and focus on one or two objects or experiences.
- You can either make them write the poems in the class or assign it to be completed at home.
- Organize a display session in a wall magazine or the school notice board. Students can read each other's poems and create a positive environment for creative expression.

Getting Information

Introduction

The unit 'Getting Information' is related to the language function 'Asking for Information'. It includes eight various tasks comprising the four skills and grammar. A precise outline of this unit is introduced in the table below.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Ask for information about the given things and the objects. Listen and sing. Find the words from the song that rhyme with the given words.
2.	Reading I: Let's protect ourselves from Covid-19	Pre-reading questions Write appropriate words for the given pictures. Find meaningful words from the poster for given words or sentences. Answer the questions. Talk to friends saying the importance of washing hands.
3.	Pronunciation	Practise the vowel sounds the letter 'a' makes.
4.	Writing I: Personal letter	Write a letter to a friend telling him/her to be safe from Covid-19.
5.	Grammar I: Adverbs of frequency	Write the answer in one word. Tick the correct alternative and complete the blanks spaces. Rewrite the sentences using the words appropriately given in the brackets.
6.	Speaking: Asking for information.	Act out the conversations in pairs. Ask questions and give answers using given clues.
7.	Reading II: Hong book Fair	Pre-reading questions Complete the blank spaces using the appropriate words. Answer the questions. Post reading question
8.	Grammar II: Past simple of to be	Complete the blank spaces with 'was' or 'were'. Underline the past forms of the verb 'be' in the given sentences. Rewrite the sentences using 'was' or 'were'. Complete the sentences with the appropriate question words given in the boxes.
9.	Listening: Conversation at library	Answer the questions looking at the picture. Write true or false. Ask information questions.
10.	Writing	Write a letter to brother or sister using the given clues.
11.	Do it yourself	Design a schedule for the School Annual Day and display on the wall of the classroom.
Total time for the unit		9 hours

The specific classroom activities for the above tasks are outlined below. However, teachers can create their own activities or use them in accordance with their classroom context.

3.1 Getting Started

In this opening section, students are made aware of the language of getting information.

Objectives

- a. To ask and answer the information about the things and animals
- b. To sing the song with correct rhymes and rhythm

Follow these steps.

A. Look at the pictures. What things would you like to know about them? Take turns to ask and answer questions about them.

- a. Show students the given pictures and ask them: What do you see in the picture? How many pictures are there? Where do you see them?
- b. Elicit students' responses like: They are rhinoceros, television, telephone and car.
- c. Ask them again either individual students or the whole class like: Where can you see them?
- d. Expect their answers as: in the zoo, at home, on the road or garage etc.
- e. Ask more information questions using what, where, why, which, when etc. as: What does rhinoceros eat? Where do we keep the car? Why do we use telephones? When do people drive cars? Which one is the oddest among of them?
- f. Elicit responses as: grass, leaves, parking, at home, to talk with people, to go outside, visit distant places, rhinoceros respectively
- g. Again, let students ask each other their own questions for getting information.
- h. Make sure that students are familiar with getting information about various things.

B. Listen and sing.

- a. Ask students pre-questions like: Have you ever sung/listened to a song in English? Take students responses. Students may answer either yes or no or mixed.
- b. Ask them again: Can anybody sing a song now? If anybody sings, ask the rest of students to listen carefully.
- c. Ask students questions belonging to the present song: What do you see in the picture? What is he/she doing? Students might answer: a girl or boy sitting and raising their hand.
- d. Ask students to follow you when you sing the song, repeat this activity two or

three times.

- e. Ask students to sing themselves and watch them whether they are reciting correctly or not.
- f. Ask students to say the words with the same sounds like: back and jack, Zoe and so. And ask to write rhyming words for Bree, sigh and please.
- g. Help students by giving examples of rhyming words. Correct students' errors.
- h. Make sure that students are able to find the words that rhyme similar from the song.

Answers:

back - Jack, Zoe -so, Bree- me, sigh- Ty, Please- knees

3.2 Reading I: Let's protect ourselves from COVID-19

This reading is related to a poster information about protecting ourselves from COVID-19.

Objective

To read the text and do the comprehension tasks

Follow the following procedures.

Pre- reading activities

- a. Tell students to look at the poster and answer these questions:
What does it show?
What are the people doing in each picture?
- b. Elicit answers from students: It shows the ways of protecting ourselves from Covid-19. Ask them to say what they have found or thought. Help them getting the right things.

While- reading activities

- a. Tell students to see on the poster.
- b. Read all the instructions at the normal speed. Tell students to point to each instruction one by one.
- c. Ask students to share their experiences during Covid-19. Take their experience.
- d. Ask students to note the unfamiliar words in the text. Teach all these words following the meaning, form and pronunciation and ask students to repeat after you.
- e. Form a group of eight members. Ask them to sit together and plan for acting out each instructions. Ask the remaining students to observe. Later discuss the intended meanings of each instruction.
- e. Show the five pictures given in **Task A** to students and ask them to write these

words in the blank spaces under the given pictures: cough, handshake, distance, sneeze and rub.

- f. Ask students in turn what's happening in the first picture and in the second picture and so on. You can also make students work in pairs to get the meanings of the instructions and pictures. Go around the classroom to make sure that students are busy doing activities. Help students if necessary.
- g. Ask students in the same pairs to read the poster once again and find words from the poster for these meanings given in **Task B**.
- h. Write their answers on board and ask students to check themselves. You can also assign this task as homework.

Answers

- a. save – protect.
- b. again and again – frequently
- c. ill – sick.
- d. stop oneself from doing something- avoid
- e. a group of people together- crowds.

- i. Ask students to read the poster once again and answer the questions in **Activity C**. Assign this as a home assignment. Check their answer the next day.

Answers

- a. We should wash our hands with soap.
- b. We should stay at home if we feel sick.
- c. We should cover our nose and mouth when we cough or sneeze.
- d. i. stop touching our face. ii. Stop touching other people.
- e. No, we should not shake hands because Covid-19 may pass on.

Post reading activities

- a. Tell students to sit in pairs. Ask them to talk why it is important to wash their hands properly. Move around the class and make sure that they are talking right.
- b. Ask some students to tell the importance of washing hands properly. They can give the reasons like: It helps us keep healthy, protects from getting ill, etc.

3.3 Pronunciation

This exercise is about pronunciation where students practise and learn how the letter 'a' is pronounced when it is used as the initial and middle position of a word.

Objective

To identify how the letter 'a' written in red color is pronounced differently used in initial and middle positions in different words

Follow these steps.

Pronounce these words. Notice what different sounds the letter 'a' in the words make.

- Ask students to look at the words given in the pronunciation section. Pronounce the words with correct pronunciation. Tell students to notice how the letters 'a' in the words are pronounced and what sounds they make.
- Drill them. Show the word chart with the words given in the textbook with phonetic symbols and ask them to pronounce in pairs. Move around the class and monitor how they are performing.

mask /mɑːsk/	wash /wɒʃ/	hand /hænd/	warm/wɔːm/
father /fɑːθe(r)/	and /ænd/	snake /sneɪk/	avoid /əˈvɔɪd/
many /ˈmeni/	change /tʃeɪndʒ/	last /lɑːst/	add /æd/
man /mæn/	ask /ɑːsk/		

Discuss: Is the letter 'a' with red (in the textbook) color, pronounced similarly or differently? Elicit that they are pronounced differently. They notice and say that there are seven sounds.

3.4 Writing I

This task is about writing a personal letter to their friends describing the measures for being safe from the viral disease COVID-19.

Objective

To complete a letter to a friend writing some rules from the poster COVID- 19

Follow these steps.

Write a short letter to your friend telling her or him the ways to be safe from COVID-19. Use the reading text above as a guide.

- Tell students to read the instructions and ask what they have to write.
- Tell them to go through the letter and ask what they have to complete. Elicit that they have to go through the **Reading I** and complete the letter.
- Discuss the different components of a letter based on the given framework.
- Now, ask them to go through the **Reading I** and complete the letter. Tell them that they have to write their place, current dates and their names. They will have to use the instructions of the reading text for the safety measures as a guide.

Guiding points

- We should wash our hands from time to time with soap.
- We should wear masks.
- We should stay at home if we feel sick.
- We should avoid crowds.
- We should keep distances from others.

e. You can assign this as homework. Check their writing and provide feedback.

3.5 Grammar I

This grammar task is related to the adverb of frequency. There are four sub tasks with varieties of activities which provide reasonable practice of the use.

Objective

To use adverb of frequency correctly

Follow these steps.

A. Write- one -word answers to these questions as in the example.

a. Tell students to see the questions given there and tell them that they have to answer in one word. Instruct students to read the given example in pairs.

Example: Q: How often do you need to wash your hands?

A: frequently

b. Tell students to work in pairs. One will ask the questions and the other will answer in one word. Make sure that they will use the adverbs of frequency: always, never, usually, sometimes, often, etc. Help students if necessary.

Answers

a. Q: How often do you take food?

A: always

b. Q: How often do you go swimming?

A: Sometimes

c. Q. How often do you get angry with your friends?

A. never.

d. Q. How often do you go to the cinema?

A. often

c. Present the following chart with the use of adverbs of frequency and discuss the use.



- d. Ask students to form their own sentences using these adverbs. Listen to their sentences and provide feedback.

B. Read the following paragraph. Notice the use of the highlighted words.

- a. Ask students to read the paragraphs and notice the use of highlighted words. Elicit that they are used before the main verbs or after the auxiliary verbs. 'Sometimes' can also be used at first.
- b. At last tell students that these highlighted words are adverbs of time or adverbs of frequency. They are mainly used before the verb that describes the action done by the doer.

C. Tick the correct alternative to complete the sentences.

- a. Ask students to do the task. You can ask students orally.

Answers

- | | | |
|-----------------------|----------------|--------------------|
| a. iii usually get up | b. ii is never | c. ii Do you often |
| d. iii. is often | e. iii usually | |

D. Rewrite the following sentences using the words given in the brackets.

- a. Ask students to work individually. Tell them to rewrite the sentences using the words given in the brackets.

Answers

- a. They often go to the movies.
b. She always listens to classical music.
c. Sometimes he reads the local newspaper.
d. Sara never smiles.
e. She always complains about her husband.
f. I sometimes drink coffee.
g. Frank is often ill.
h. He usually feels terrible.
i. I always go jogging in the morning.
J. She never helps her daughter with her homework.
k. We always watch television in the evening.

- b. You can assign this as homework. Check their answers.

3.6 Speaking

This is a speaking practice exercise in which students will learn getting information about the place, time and price through conversations.

Objective

To use the expression for getting information of place, time and price of the goods

Follow these steps.

A. Work in pairs and act out the following conversations.

- a. Ask students to act out the conversation. Tell them to notice what types of expressions are used for asking for information. Elicit that the questions in those conversation asks some information and the answers gives some information.
- b. Ask students some other questions like: Can you tell me how far is your house? How many books have you brought today? etc. Take students responses.

B. Imagine that you are visiting a town for the first time and ask for the following information (a –e) with the people you meet. Use the phrases given in the box.

- a. Ask students to see the information (a-e) and the given phrases: Could you tell me?, Do you know? May I know?, etc.
- b. Form some sample questions based on the information and the phrases: May I know who the mayor of this municipality is? How much is the chicken? etc. Ask students' own questions based on the given phrases. Write their questions and discuss the structure.
- c. Ask students to ask other questions based on the given information. Seek group replies.
- d. Now, put students in pairs and ask them to ask and answer. Swap the roles when they finish once.

Sample conversations

- a. A: Could you tell me who the Mayor is?
B: Mr. Balen. Balendra Shah.
A: Thank you.
- b. A: May I know how far the bank is from here?
B: It's about one kilometer from here.
A: Thank you.
- c. A: Could you please tell me where the supermarket is?
B: It's in Tripureshwar, opposite the stadium.
A: Thank you.
- d. A: Can you tell me how much is the chicken?
B: It's 300 rupees per kg.
A: Can I get one kg, please
B: Here you are.
A: Thank you.
- a. e. A: I'd like to know when the last bus leaves.
B: At 5:30 am
A: Thank you very much.

e. Tell them they can form questions from any phrases they like. For sufficient practice, ask them to use the phrases for all the information one by one.

C. Work in pairs. Use the following clues to ask questions and answer them as in the example.

a. Ask students to work in pairs. Ask one of the pairs to act out the example to the whole class. Tell them that they have to work in the same way.

Example: Where/ live /nowadays? Sundar /Bazar,/ Lamjung

A: Where do you live nowadays?

B: I live in Sundar Bazar, Lamjung nowadays.

b. Tell the pairs to ask the questions and answer them as in the example. Move around the class and monitor if they are working in the same way. Help them when required.

Sample Conversations

- a. A: Who is your favorite singer?
B: My favorite singer is Rachana Rimal.
- b. A: When is your birthday?
B: My birthday is in Magh2.
- c. A: How old are you?
B: I am ten year
- d. A: What is your favorite food?
B: My favorite food is chicken.
- e. A: Where did you go last Saturday?
B: I went to the zoo last Saturday.

3.7 Reading II Hong Book Fair

This second reading is a schedule of the **Hong Kong Book Fair** in which students will find information about the fair and respond to the questions.

Objectives

- a. To learn the words: edition, fair, venue, midnight, major categories, e-books, e-learning, multimedia and leisure
- b. To read the text and answer the questions

Follow these steps.

Pre- reading activities

- a. Ask students some questions like: What is the title of this reading text? Have you ever visited any fair? What do people do in a fair? Let students try to give answers. Elicit the answers.
- b. Ask more questions to students who replied positive like:

1. When did you last visit the fair?
 2. Where did you visit?
 3. Who did you visit with?
 4. What did you do?
 5. What did other people do?
 6. How did you visit the fair?
- c. Write these words on the board: edition, fair, venue, midnight, major categories, e-books, e-learning, multimedia and leisure. Tell students to notice these words in the text. From the study, ask them to use the words in their own sentences or speculate the meaning of the words reading the sentences in the text.
- d. Use easy techniques to help students understand the meaning of the unfamiliar words: use visual aids, give examples, give definitions, synonyms, antonyms, context in the text etc. Ask students to use these words in their own sentences.

While- reading Activities

- a. Ask students to find the words in red from the text and use them to complete the sentences in **Task A**. Facilitate students while they are performing the task and help them if necessary.
- b. When they complete the task, let some students read out their answer to the class. Instruct students to compare their own work. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

Answers

a. Venue b. edition c. categories d. major e. midnight

- c. Tell students to read the questions in **Task B** in the textbook. Let them work in pairs to find the answers to the questions. Let the pairs share the answers from different pairs.
- d. Ask them to write their answers in their notebooks.

Answers

- a. The Hong Kong Book fair 2021 ran for a week long.
- b. The Book Fair took place at Hong Kong Convention and Exhibition Centre, 1 Harbour Road Wan Chai, Hong Kong.
- c. On 16 to 17 July, the Book Fair opened for fourteen hours.
- d. On 18 to 19 July, 2021 the Book fair remained open from 10 am to 10 pm.
- e. The organizer of the Book Fair was Hong Kong Trade Development Centre.
- f. There were nine categories in the exhibition.

Post- reading activities

- a. Ask students which of the exhibition categories is their favourite.
- b. Take students' responses with reasons.

Possible reason

I like children's books because there are many interesting books. I find them useful for increasing my knowledge. They were free of cost. They support my study in many ways.

3.8 Grammar II Past Simple to be

This second grammar section introduces the past forms of the verb be or was/were and question words: why, where, when, what, how, how many, how much.

Objective

To use of 'was' or 'were' and 'question words' correctly

Follow these steps.

A. Look at the text in Reading II again and complete the sentences below with was or were

- Give examples of sentences using 'was' and 'were'. Ask students to write similar sentences.
- Demonstrate like this: I was, he was, she was, it was, they were, you were, Sarita was, Sarita and Garima were, we were, a boy was, the boys were etc.
- Tell students to look at the text in **Reading II** and ask to complete the sentences 'a - d' with 'was' or 'were'.
- Once they complete the task, ask them to exchange their exercise book and compare their answers with others.
- Elicit that they are the past forms of verb 'be'. 'Was' is used after singular subject whereas 'were' is used after the plural subject.

Answers

- a. a. was b. was c. was d. were

B. Study the following sentences and underline the past forms of the verb 'be' in them.

- Tell students to work in pairs. Ask them to underline the past forms of the verb 'be'. Make sure that students are familiar with the use of 'was' or 'were' in the previous exercise.
- Once they complete the task, tell them to compare to each other. Write down the correct answer on the board and ask students to correct their answers.

Answers

- Kisan was a good boy in his childhood.
- The parents were very happy with their children.
- I was very nervous during the exam.
- Were all of them present in the meeting?
- Who was not there yesterday?

C. Rewrite these sentences using 'was' or 'were'.

- a. Tell students to rewrite the sentences using 'was' or 'were' in their notebook individually. Move round the class and help students if necessary. Give one example like: Jamuna/ be/ at the supermarket last Saturday. – Jamuna was at the supermarket last Saturday.
- b. Ask students to rewrite the sentences as in the example. Once they complete their work, ask them to show it to their partner. Tell the correct answer so that they will check or correct themselves.

Answers

- a. Jamuna was at the supermarket last Saturday.
- b. The children were respectful to their teachers.
- c. They were not happy at all.
- d. We were all sick last month.
- e. I was very tired after the long talk.
- f. The kids were not in the garden.
- g. Mr. Yadav was fit for the job.

At last explain that 'was' is used for a single (only one) subject and 'were' is used for plural (more than one).

D. Complete the sentences with the question words from the box.

- a. This grammar activity deals with the use of question words. Write some sentences using these question words on the board. For example:
 1. Why were you absent yesterday?
 2. What was he doing?
 3. Where were they walking?
 4. When were you born?
 5. How was she writing?
 6. How many were you present yesterday?
 7. How much money was needed to purchase that house?
- b. Tell students to read the sentences and ask them to write the similar sentences in their notebook. Instruct students to read their sentences loudly and other students listen carefully. Discuss how these question words are used for asking questions.
- c. Tell students to complete the sentences using the words from the box. Help students where necessary. You can assign this task as homework. Check their answers.

Answers

a. Why b. When c. Where d. How much e. How many f. How g. What

3.9 Listening

The listening task includes a conversation at a library.

Objective

To listen to the audio and do the comprehension tasks

Follow these steps.

A. Look at the picture and answer these questions.

- Ask students to look at the picture and ask the questions: Where do you think the place is? What do you find there?
- Wait for their responses. They may answer: It's a library or book shop. We find books in a library. Ask them other questions like: What is a library? Elicit the answers like: a library is a place where books are kept for reading.
- Ask students what they might listen in the audio. Their answer may vary. Let them verify their answer after listening.

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

- Tell students that they are going to listen to the audio and do the task. Play the audio first and ask them to listen to it. They will just listen and verify their pre-listening ideas.
- Ask students to read the **Task B** and tell them that they will have to do it when the audio is played.
- Play the audio and at this time, they will write 'True' for the true statement and 'False' for the false statement.
- Play the audio the third time and ask them to revise and complete or check the task.

Answers

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

C. What would you like to know about a library? Write at least three questions you would like to ask a librarian for information about their library.

- Tell students to read the question in **Task C**. Ask them what they would like to know about the library. Tell them to write three questions they would like to ask to a librarian for the information about their library.
- Ask students to share their questions.

Possible answers

- When do you open the library?
- How many books are in the library?
- Can I take books from this library?
- How long can I keep the books?
- Do I have to pay for reading the books?

3.10 Writing II

This is the second writing activity in which students practise writing a personal letter.

Objective

To write a personal letter using the hints

Follow these steps.

- a. Ask students to look at **writing I** activity in which they get the model of a letter as a guide.
- b. Tell them to write in the same model that consists of: date, name and address, greeting, opening paragraph, closing paragraph and complimentary close and signature.
- c. Tell students to write to their elder sister or brother, who is away in another town informing her or him about the upcoming school event at their school.
- d. Ask them to include the following information:
 - Date or time of the event.
 - Organizer of the event.
 - Duration of the event.
 - Main categories of the events.
- e. Once students finish the work, check their writing and provide feedback. You can assign this as home assignment.

Sample Letter

Ramkot, Kathmandu
23 January, 2024

Dear sister,

We all family members are fine. Hope, you are fine too. Now I am going to tell you about the upcoming school event which is going to be organized by students of grade 12 to welcome newcomers. It is going to be held from 9 am to 11 am. The main category is to welcome and introduce all the newcomers in my school.

Hope, you are getting well with your study in Japan.

Your younger sister.

Sarita.

3.11 Do it yourself

Doing something by oneself means one learns the skills of problem-solving. It is a philosophy that puts students at the center of the learning experience, by turning them into the maker of their own learning materials. This is a prolonged group work activity where students design a schedule for school annual day and display it on the wall of their classroom and other groups will review and evaluate the best design.

Objective

To design a schedule for the school annual day and display it

Follow these steps.

- a. Divide students into groups of four.
- b. Tell them that they have to work in groups of four and design a schedule for the school annual day. Tell them that they have to include different activities of the annual day.
- c. Ask them to work in collaboration with all the group members. Ask them to do as homework assignment. Assign two days' time for completing it. Ask them to make as attractive design as possible.
- d. After the deadline, tell them to display it on the classroom wall. Ask other groups to review and evaluate their work. They will decide themselves which group has the best design.

A Sample Schedule

Date and time	Activities
2080/08/05 10 am – 5 pm	Sports – volleyball, badminton and race.
2080/08/06 10 am – 5 pm	Academic program – quiz, debate and speech.
2080/08/07 10 am – 5 pm	Cultural program.
2080/08/08 10 am - 5 pm	Annual report presentation and review on it.
2080/08/09 10 am – 5 pm	Prize Distribution and Lunch

Unit 4 Requesting and Apologizing

Introduction

This unit focuses on language skills related to the language function “Requesting and Apologizing”, which covers eleven different tasks. The table below gives a brief overview of unit 4.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Identify the apologising situations in the pictures. Listen and sing.
2.	Reading I: Moe's Apology	Pre-reading questions Find the words in the puzzle. Arrange sentences in the correct order. Act out the role of Moe, Moe's father and Moe's mother.
3.	Pronunciation	Practice /t/ and /d/ sound in the given words.
4.	Speaking I : Requesting and apologizing	Learn the different expressions of saying sorry. Act out given conversation. Have conversations in the given situations.
5.	Grammar I : Question	Mark the question words. Fill in the blanks with the correct question words. Rearrange the words.
6.	Listening: Booking a room	Picture based pre-listening questions Write 'True' or 'False'. Discussion on the purposes of visiting a hotel.
7.	Reading II: Letter	Pre-reading questions Complete the sentences with the correct words. Answer the questions. Talk about the recent visit to an interesting place.
8.	Speaking II: Accepting and Declining a request	Ask and answer the questions. Make requests and respond to them.
9.	Writing: Personal Letter	Write a reply letter.
10.	Grammar II: Negation	Study the sentences in negative form. Change the sentences into negative. Write five sentences in affirmative forms and change them into negative.
11.	Do it Yourself	Prepare a poster in any of the given topics.
Total time for the unit		9 hours

The detailed classroom procedures for each task under various topics are outlined hereafter. Teachers can employ these activities and procedures or adapt them as per the classroom needs or they can create their own activities.

4.1 Getting started

This section in this unit introduces the language exponents of requesting and apologizing.

Objectives

- a. To identify the situations in the pictures and apologize for them
- b. To sing the song and find out the words for apologizing

Follow these steps.

A: Notice the situations shown in the pictures. How might people in the pictures say sorry?

- a. Ask the students if they have ever apologized to their friends, and family members. Discuss what type of words they have used.

For example: Yes, I have apologized by saying sorry when I have broken the flower vase.

- b. Instruct students to look at the given pictures and ask them: What do you see in the pictures? What do you think they are doing? Elicit the responses from students such as: The people in the picture are apologizing and saying sorry to each other.

- d. Ask them what they would say if they were in a similar situation.

For example: If you break your friend's pencil or you step on your friend's feet.

- e. Tell them that we can use expressions of apologizing.

B. Listen and sing.

- a. Firstly, sing the given song asking students to follow you. Make sure students point to the lyrics when you sing.
- b. Make sure you clap together, pause in commas, and use expressions where necessary.
- c. Have the students sing the whole song with you.
- d. Tell students to focus on the words used for saying sorry.
- e. Now, involve students to sing the song with expressions.
- f. Let them find the expressions used for apologizing.

For example:

I am really sorry. Hope you forgive me.

I feel awful.

- g. Ask the students to talk to their friends if they have ever apologized. Tell them to share whom they apologized and why.

4.2 Reading I: Moe's Apology

The first reading text in this unit is 'Moe's Apology'. It makes the students familiar with the expressions used while requesting and apologizing.

Objectives

- a. To learn the meaning of the following words: sculpture, smash, lie, hide, wrap, shout, innocent, realize, sigh, apologize, sad, clap
- b. To read the text and do the comprehensive tasks

Follow these steps.

Pre-reading activities

- a. Start the discussion by eliciting students' ideas related to the reading text 'Moe's Apology'.

For example:

- *Have you ever apologized?*
- *In what situation do we say sorry?*
- *How do you say sorry in your mother tongue when you do something wrong?*

- b. Take their responses. Encourage them to talk in English.
- c. Share your personal experiences and examples of saying sorry in the form of a story.

For example: A few weeks ago, there was a meeting in my school. I was not able to attend the meeting on time. I said, 'I apologize for being late; I appreciate your patience.'

- d. Let the students share their experiences if they have. This will help students to be more interactive in class.
- e. Ask students if anyone knows the meaning of words in red: sculpture, smash, lie, hide, wrap, shout, innocent, realize, sigh, knew, apologize, sad, clap. Tell the students to copy these words in their notebook.
- f. Let them guess the meaning of the words from the context, encouraging students to infer meanings and using the words in real life situations.
- g. 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. Instruct students to read the passage quickly and naturally to find the answers of the following questions.

For example: What was the name of a young boy? What was the color of the snake sculpture? What did Moe's father find? Who sighed?

- b. Make sure you don't read and explain the passage for the students unless the majority has a problem.
- c. Now, ask students to go through the passage in detail and answer the questions. This time the questions should be difficult in comparison to the previous ones.
- d. Ask students to read the passage again and encourage them to answer the following questions. This time design questions in such a way that they need detailed reading.

For example: Why did Moe say sorry to his father? What was the response of his father when Moe said sorry?

- e. Now, let students find the words in the puzzle given in **Task A**. For this, offer clear instruction, explain the rules and objectives of the puzzle to ensure students understand the task.
- f. Demonstrate how to solve the puzzle and let the pairs complete it. On the basis of their performance, offer constructive feedback highlighting both strengths and areas for improvement.
- g. Similarly, let students work in small groups to arrange the sentences in the correct order given in **Task B**. Once they finish their task, let students compare their answers.
- h. Then, encourage students to share the answers they have written and lead a whole class discussion.

Answers

- a. Moe was playing with his father's snake sculpture.
- b. Moe broke the snake sculpture and hid it under a blanket.
- c. Moe's father found the broken sculpture.
- d. Moe's mother advised him to say sorry.
- e. Moe apologized for his mistake.
- f. Moe helped his father to glue the pieces of the snake sculpture back together.
- g. Moe's father told Moe not to make the same mistake again in the future.

Post-reading activity

- Let students read the instructions given in **Task C** where students are supposed to work in a group of three and act out the role of Moe, Moe's father and Moe's mother.
- Ask any three students to come in front of the class.
- Assign them to act out the role of Moe, Moe's father, Moe's mother. Make sure you provide equal opportunity to everyone.
- Monitor their performance and provide them feedback.
- Finally, tell students to reflect on the reading activities they did by closing their eyes.

4.3 Pronunciation

In this section, students will learn the pronunciation of given words ending with *-ed*.

Objective

To identify and pronounce the sounds /t/ and /d/ in the words ending with *-ed*

Materials

- audio file/recording of the given words
- Mobile, speaker

Follow these steps.

a. Tell students to look at the words and practice pronouncing the given words.

- Ask them if they know the sounds used in the words.
- Model the correct pronunciation and encourage students to imitate these words: liked, messed, wanted, slipped, wrapped, realized, sighed, replied, explained, Sand asked. You can pronounce the words yourself or play a recording of the words.
- Demonstrate the distinction between /t/, /d/ and /id/ sound. Let them know that for /t/ sound, the tongue touches the alveolar ridge behind the upper front teeth, while for /d/, the tongue does the same but with voicing.

Words ending with /t/ sound	Words ending with /d/ sound	Words ending with /id/ sound
liked /laɪkt/ messed /mest/ slipped /slɪpt/ wrapped /ræpt/ asked /ɑːskt/	realized /'ri:əlaɪzd/ sighed /saɪd/ replied /rɪ'plaɪd/ explained /ɪk'spleɪnd/	wanted /'wɒntɪd/

- e. Ask students to practice pronouncing the words in pairs. Teacher's modelling is necessary.
- f. Ask them to find the words having these sounds in the chapter and let them practice.

4.4 Speaking I

This is a speaking activity in which students practise the different expressions of saying sorry and ways of responding to them.

Objective

To learn the different expressions of saying sorry and ways of responding to them

Material

Sentence Cards

Follow these steps.

A. Read the story again and find out when Moe expresses apology. If you were Moe, what would you do in that situation? Now look at different expressions of saying sorry and ways of responding to them.

- a. Ask students to find out when Moe expresses an apology in the story. Discuss with them how they would respond if they were in the same situation.
- b. Similarly, ask students to study the expressions of saying sorry and responding.
- c. Pair up students and provide sentence cards of different expressions to each pair. For example: give one expression of saying sorry to one of the students and another expression of responding to another student. Pair up in the same way.

For example;

Student A: I'm sorry.

Student B: That's Okay.

- d. Call different pairs and continue the same process with remaining expressions as well.
- e. Now, share the different expressions of saying sorry and ask students to respond to you.
- f. Provide feedback based on students' performance.

B. Act out the following conversation.

- a. Give clear instructions to the students telling them that they are going to act out the conversation given in the book.
- b. Have students read the dialogues given in **Task B**.
- c. Conduct role play activity. Before this, give instruction clearly and perform the role of a teacher by yourself and ask one of the students to volunteer.
- d. Once students are clear what is expected to do, give role cards and sentence cards containing dialogues in pairs and assign the role of Sheetal and teacher.

- e. Let them act the dialogues given in the book. Make sure you encourage students to use appropriate tone and body language.
- f. Give opportunities to other students as well.
- g. Facilitate them where necessary. Discuss about the expression of apology. Finally, discuss the reflection of the activity they performed.

C. Work in pairs. Take turns to say sorry in the following situations.

- a. Discuss the common situations where apologies are necessary.
For example: being late, making a mistake
- b. Facilitate group discussions about the impact of apologies in different situations and how apologies contribute to maintaining positive relationships.
- c. Now, discuss the situations given the book.
- d. Let students perform the situations in pairs and take turns to say sorry.
- e. Move around the class to help them if needed.

Sample conversations

- a. A: I am so sorry. I lost your English book.
B: It doesn't matter. Let's ask if anybody has found it.
- b. A: I'm sorry I forgot to bring your pen back today.
B: No, problem. Bring it back tomorrow.
- c. A: I apologise for not doing my homework.
B: No problem. Please do it tomorrow.
- d. A: I 'm sorry to spill the ink on your shirt.
B: Never mind.
- e. A: I am sorry to bother you. I forgot your name.
B: No problem. My name is Nitesh.
- f. A: I'm sorry to give you the wrong answer.
B: Don't worry. I corrected myself.

4.5 Grammar I

This section introduces students about the question words.

Objective

- a. To identify the question words in the sentences
- b. To use question words appropriately in the sentences

Material

Flash cards containing 'wh' words (prepare this beforehand)

Follow these steps.

A. Look at the statements and questions below and mark the question words.

- a. Tell students to study the given sentences and ask if they can identify the question words in the sentences. Based on their response, write simple sentences on the

board containing question words and let the students identify them.

For example:

What is your name?

How old are you?

Who is your favorite teacher?

Why are you happy today?

c. If they cannot identify, provide hints and examples. Also, introduce the structure of wh- questions on the board

For example: wh-word + auxiliary verb +subject + main verb...?

Sentence: What are you doing right now?

d. Now, list down the question words and write them down on the board.

For example: what, how, who and why

e. Tell students to read the statements given in the book and underline the question words.

f. Let them know they are also called -Wh questions.

Answers

a. How b. Who c. When d. Why e. What

B. Complete the sentences below with the correct question words.

a. Firstly, involve students in flashcard activity. For this, prepare flashcards with different question words (who, what, when, where, why, how)

b. Divide students in different groups. Provide flashcards to each group.

c. Have students take turns picking a card and forming a question using that word.

d. Move around the class, observe their sentences and provide feedback if necessary.

e. Let the same groups discuss and write to complete the sentences with correct question words.

Answers

a. What b. How c. When d. Who e. Where f. Whom
g. When h. Why i. How many

C. Rearrange the following words to form questions.

a. Remind students to use the structure discussed during **Task A**.

b. Write the basic jumbled words on the board and let them rearrange.

For example: your/what/is/name/?

c. Provide some more examples to make them clear.

d. Let them rearrange the words to form questions.

e. Check their task and provide feedback as per the need.

Answers

- a. Who is in our team?
- b. When are we eating lunch today?
- c. When is our flight?
- d. What is his phone number?
- e. What is your favorite color?
- f. Where is Jaya from?
- g. Why are you going there?
- h. How do you make cake?
- i. What time does the bus arrive?

4.6 Listening

In this section, students will listen to a conversation in which a girl is making a hotel reservation.

Objective

To listen to a short introduction and complete the comprehension tasks

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- a. Before playing the audio, show the given picture to the students.
- b. Ask students to observe the picture closely and make predictions about the upcoming audio.
- c. Encourage them to discuss their predictions with a partner or in small groups.
- d. Elicit the responses such as: I think the girl is in the hotel. She might be talking about booking the room.
- e. Provide feedback for their responses.

B. Listen to the audio and write whether the following statements are 'True' or 'False'.

- a. Orient students that they are going to listen to a short audio about hotel reservation.
- b. Tell them to go through the questions. Give them 1-2 minutes to read the questions. Make sure that they understand the questions.
- c. Play the audio and let them write true or false.
- d. Go around the class and check whether all the students have been doing it correctly.
- e. When they finish, take their copies and check answers. Link this task for the internal assessment related to listening and keep the records.
- f. If you don't take it as an internal assessment task, play the audio again and let the students recheck their answers. You can play the audio as many times as

required till they get the answers themselves.

Answers

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

C. Why do you think people need or want to visit a hotel? Discuss.

- a. Conduct a “Think-Pair- Share” activity. In this activity, students are given an opportunity to think individually first, then share with the pair and discuss, finally share the key points from their discussion.
- b. Ask students why the people need or want to visit a hotel.
- c. Give a few minutes to the students to think individually.
- d. Ask students to pair up with a partner nearby to them. Instruct them to share their thoughts with their partner.
- e. After the paired discussion, invite a few pairs to share the key points from their discussions with the entire class.
- f. Finally, facilitate a brief class discussion highlighting their opinions.

4.7 Reading II

This is the second reading text in the unit. It is a letter which familiarizes the students with the format and language of a letter. It is followed by three activities: completing the sentences, answering the questions, and sharing the experiences of recent visits to an interesting place.

Objectives

- a. To learn the words; enjoying, brilliant, sightseeing, luckily, present
- b. To read the texts and do comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students to identify the type of the text and ask the following questions like: What is a letter? Have you ever written a letter? What is it used for?
- b. Ask students to identify the format of a letter such as sender’s address, date, and salutation, body of the letter, closing and signature.
- c. Ask questions about the sender and receiver of the letter.
- d. Write these words on the board: enjoying, brilliant, sightseeing, luckily, present.
- e. Pose **discussion questions** that require the use of these words.
For example: What was the most enjoyable experience you have had recently?
Or describe a brilliant idea you have to remain healthy.
- f. Conduct a **story building activity**. In small groups, ask students to incorporate all five words into a short story. If they feel difficulty to create a story, facilitate them where necessary.
For example:

Once upon a time, there were two friends, Sita and Rita. They were **enjoying** the school holidays together playing in the garden. Actually, they were having a **brilliant** time. Next day, they planned **sightseeing** to the nearby village and attending the birthday of their friend, Rani. They had never been to that place. On the way, there was a huge forest. They were scared time and again thinking that the wild animals would attack them. But, **luckily**, they were able to reach the destination. Rani was happy to see her friends. She thanked them for the **present**.

- g. Appreciate them for their hard work.
- h. Then, ask students to create sentences with each of these words. Provide your support when needed.

While-reading activities

- a. Tell students that the given letter is about the activities done during school holidays.
- b. Read the text at a normal speed and ask students to point the lines with their fingers.
Ask different questions in between the reading.
For example: Who are in the zoo? Name the animals they saw in the zoo. Where did they shop and what did they buy?
- c. Elicit the following responses from students: Saru, Nitesh and Roshika are in the zoo.
The animals they saw were: elephants, ostriches, tigers, bears, and chimpanzees. They did shopping in New Road and they bought a T-shirt and a present.
- d. Ask students to read the letter again and do **Task A** and **Task B**. Let them work in pairs to find the answers to questions in **Task B**.
- e. Go around the class and monitor their discussion along with writing. Help struggling students to locate the answers in the text.
- f. Have some students read aloud their answers. Correct the answers and provide feedback.

A. Answers

a. sightseeing b. luckily c. present d. brilliant e. enjoying

B. Answers

- a. The letter was written on 27 August, 2022.
- b. Sanu is in her own village. I know this because Roshika has mentioned it in the beginning of the letter.
- c. Roshika and her friends are in the zoo now.
- d. She has recorded a small video of peacock dance.
- e. She requests Sanu to reply to her recent activities in the letter.

Post-reading activity

- a. Ask students to read the instructions given in **Task C**. Let students work in pairs

- to share their experiences about their recent visit to an interesting place.
- b. Pick some students to share their experiences to the whole class. Ask other students to listen to them carefully and ask questions if they want additional information.

4.8 Speaking II

This speaking activity focuses on the language function of requesting and responding to requests.

Objective

To make a request to someone and respond to a request made by others.

Material

Sentence cards for accepting and declining a request

Follow these steps.

A. Work in pairs. Ask and answer these questions. Use the clues in the box to accept or reject the requests.

- Demonstrate through role playing and examples how to accept requests. Make sure you use real life examples. For example: Can you give me your pen, please? Can you stop talking?
- Teach polite expressions for accepting requests, such as certainly, sure, of course, no problem.
- In the same way, teach how to decline politely, such as I appreciate but.... I am sorry, I'm afraid not. Also, discuss the importance of body language while accepting and declining a request.
- Have students work in pairs.
- Engage students in role play activities for the given questions. Encourage them to use the clues in the box to accept and decline the requests.
- Continue the same process with other pairs as well.

B. Work in pairs and take turns to make requests and respond to them as in the example.

- Have students work in the same pairs of **Task A**.
- Ask one of the pairs to read the conversation given in the example.

Make me a cup of coffee

A: Can you make me a cup of coffee, please?

B: Of course

- Display the sentence cards with the structures of requests and responses such as:

Questions	Accepting a request	Declining a request
Will you...?	of course	I am sorry.
Can you.....?	yes, sure	I would love that but....
.....please?	certainly	I am afraid not.
	yes, that' no problem	I am sorry, I can't.

- d. Clarify the situations given in **Task B** and ask students to practice making requests and responding.
- e. Based on the students' performance, discuss the strengths and the areas to work on.

Sample requests and responses

Pic 1. A: Can you make me a cup of coffee, please?

B: Of course.

Pic 2. A: Can you take my picture, please?

B: Sure.

Pic 3. A: Can you please lend me your bicycle?

B: I'm afraid not. I am going to the market.

Pic 4. A: Can you please turn off the TV?

B: I'm sorry. I am watching the news.

Pic 5. A: Can you add some water to my glass, please?

B: Of course.

Pic 6. A: Can you close the window, please?

B: Sure.

4.9 Writing I

In this activity, students will practise writing a reply letter.

Objective

To write a reply to a letter

Follow these steps.

- a. Ask students to read the letter again written by Roshika and what Roshika wants to convey Sanu.
- b. Note down the students' responses.
- c. Ask them what Sanu would reply.
- d. Collect their responses and write them down on the board.
- e. Provide a template of a letter and let students write a reply letter to Sanu.

Letter template

Your address

Date

Dear Roshika,

Opening paragraph:

Express gratitude- say thank you for the letter and the present.

Middle paragraph:

Provide the detailed activities you are doing these days.

Closing Paragraph:

Conclude-Hope to see you soon.

Closing Salutation:

Love/sincerely/Best regards

Your name

f. Check students' written work and provide them with individual feedback.

g. Reteach them if necessary.

4.10 Grammar II

In this activity, students will practice making negative sentences.

Objective

To change the affirmative sentences into negative sentences

Material

Bingo cards

Follow these steps.

A. Look at some sentences taken from reading II. Study how they are written in negative forms.

- Make the students clear between affirmative and negative sentences.
- Start with simple sentences. Write these sentences on the board and ask them to find the differences between these sentences.

For example:

She is happy- She is not happy.

We are writing- We are not writing.

She likes ice cream- She doesn't like ice cream.

He has a book- He doesn't have a book.

They will come to the party- They will not come to the party.

I enjoy singing songs- I don't enjoy singing songs.

- c. Tell students to identify the negative words. Underline them explaining that adding “not” to the affirmative form usually makes the sentence negative.
- d. Now, let them study the statements and negative forms given in **Task A**.
- e. Ask them to underline the negative words and derive rules if they can.
- f. Introduce general rules to the students.

General rules while changing from affirmative to negative sentences
Add ‘not’ to the verb/ auxiliary verb.

Affirmative: He is sad.

Negative: He is not sad.

Affirmative: He is reading.

Negative: He is not reading.

Use do/does or did for simple present and simple past respectively.

Affirmative: They play football.

Negative: They don’t play football.

Affirmative: He watched a movie.

Negative: He did not watch a movie.

B. Change the following sentences into negative.

- a. Engage students in ‘Bingo’ activity.
- b. For this, create bingo cards with various affirmative sentences. (Prepare this beforehand)
- c. Distribute cards to the students.
- d. Call out negative transformations, and students mark the affirmative sentences if it’s on their card.
- e. The first student to get a line shouts “BINGO!”
Note: It can also be done by asking students to fold the paper as well.
- f. Now, ask students to change the given sentences into negative.
- g. Move around the class and facilitate where necessary.

Answers

- a. My sister doesn’t make delicious milkshake.
- b. They are not careful about the health safety measures.
- c. It was not an unforgettable experience.
- d. We did not enjoy the tour very much.
- e. I did not recognize him instantly.
- f. They were not waiting for our reply.
- g. I have not finished my homework.
- h. He doesn’t teach mathematics.
- i. I will not visit Pokhara next month.
- j. I cannot drink very hot tea.

C. Write any five sentences of your own in affirmative forms and change them into negative.

- a. Ask students to read the instruction of **Task C**. Ask them to form five sentences of their own and change them into negative.
- b. You can assign this as homework. Check their answer the next day.

4.11 Do it yourself

It is an extended activity where the students should prepare a poster on various topics to keep in public places. The topics are: please, walk slowly. No horn please! Please turn off your mobile. Please put your shoes here!

Objective

To prepare a poster to keep in public places

Follow these steps.

a. This activity can be done as home assignment.

- b. Instruct students clearly that they are going to prepare a poster on the topics given in the book. For this, divide students in a group of four.
- c. Discuss the importance of creating posters such as, to convey important messages, and to make the people aware of the things.
- d. Encourage them to consider readability, images, colors, font, slogans which help to attract attention of the public.
- e. Inform that their poster will be evaluated on the basis of neatness, attractiveness, creativity, and relevance.
- f. Tell them that they have to complete it within five days. Make sure you follow up with their progress.
- g. Have students present their posters to the class to build communication and presentation skills.
- h. Ask other groups to observe the presentation and the material carefully to provide feedback. While providing feedback, ask them to start with positive aspects and conclude with the areas to work on.
- i. Add constructive feedback if necessary.

Unit 5

Thanking and Congratulating

Introduction

This unit is primarily based on the language function 'Thanking and Congratulating'. Most of the activities are to be discussed and taught keeping this language function in mind. Most of the activities in this unit are designed to give students practice in the use of this function in reading, writing, listening, speaking as well as grammar. The table below presents a brief overview of the fifth unit.

S. N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Talk about the possible thought of people based on the given pictures. Listen and sing. Discuss why they need to be thankful to the god.
2.	Reading I: Message of congratulations	Discussion on pre-reading questions Read the messages of congratulations. Complete the sentences with the given words. Answer the questions. Identify the purposes of the messages. Practise congratulating people.
3.	Pronunciation	Identify the number of syllables in the given words.
4.	Grammar I	Identify adverbs and use them in sentences.
5.	Writing I	Complete the message of congratulations.
6.	Reading II: Thank you notes	Discussion on pre-reading questions Read the thank you notes. Match the words with their meanings. Complete the sentences. Thanking others
7.	Grammar II	Identify adjectives and change adjectives into adverbs.
8.	Listening: A short conversation between two students	Discussion on pre-listening questions Short-answer questions based on the listening text Writing a conversation
9.	Speaking	Thank and congratulate people in various situations.
10.	Writing II	Use full stop (.) and question mark (?) correctly. Design a 'Thank-you' postcard.
11.	Do it by Yourself	Write a thank-you note.
Total time for the unit		9 hours

Presented below are the details of the procedures for different tasks within various topics in the classroom. Teachers can use the suggested activities for language learning, adapt them or develop their own.

5.1 Getting started

This task is related to the language functions of thanking.

Objectives

- a. To guess the people's expressions of thanking in the given situations
- b. To sing the given song

Follow these steps.

A. Look at the pictures. Guess what they might say in these situations.

- a. Show students the given pictures and ask them: What are the people in each picture doing? What do you think these people say in these situations?
- b. Encourage students to answer the question based on the evidence seen in the pictures. If they are unable to say, provide some clues that people in each picture are helping others in some ways. What do you say in these situations?
- c. Elicit responses like: How can I ever thank you? Thank you for helping me to lift this load. Thank you so much for bringing my crutches to me. Thanks for helping me to cross the road.
- d. Encourage students to make attempts to thank others in as many ways as they can in the given situations. Thank them for their attempts.

B. Listen and sing.

- a. Ask students to look at the picture and say what the woman in the picture is doing.
- b. Elicit responses like: the woman in the picture is praying to the god.
- c. Introduce the given song. The purpose of the song is to promote language learning through pronunciation, rhyme and melody, and make the learning process enjoyable and effective. So, make every attempt to involve students to sing the song actively.
- d. First, present the song providing students an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern. You can clap with every content word in each line. For example, in the first line clap with the words 'thank', 'God', 'world' and 'sweet'.
- e. For the second time, sing the song and ask students to follow along. Use gestures and other body language to encourage students' active participation.
- f. For the third time, sing it again and have students sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.
- g. After singing, ask: "Why is the woman thankful to the god?" Encourage them to find answers to this question in each line of the song.

- h. Introduce the discussion question: Why do you need to be thankful to god? Tell your friends.
- i. Make sure that everyone understands the discussion task clearly.
- j. Encourage the discussion by providing some examples like: for all these friends, for the opportunity to come to school, for the loving people around you, for the beautiful house you have and so on.
- k. You can write a few of these examples on the board and encourage students to talk about other things for which they are thankful to the god.

5.2 Reading I: Messages of Congratulations

This reading includes five short messages of congratulations. By reading these texts students will be familiar with some ways of expressing congratulation in written forms in different situations.

Objectives

- a. To learn the words and phrases: success, perform, successfully, glad, finally, proud of, award, winning, gold medal
- b. To read the messages of congratulations and do the comprehension tasks based on them

Follow these steps.

Pre-reading activities

- a. Start with the signpost questions. Ask the first signpost question and encourage students to express various ways of congratulating people in their mother tongue.
- b. Ask the second signpost question. Encourage them to think about various situations where they congratulate people. If they are hesitant to express, provide some clues such as: your friend gets first position in an exam..., your relative gets married... etc.
- c. Encourage them to say as many such examples as possible. It makes them familiar with various situations for congratulating people.
- d. Ask students to preview the words in red. Write the words on the board. Ask if there are other unfamiliar words in the text.
- e. Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.

While-reading activities

- a. Read all the five messages of congratulations slowly one by one.
- b. Encourage discussion on why each of the messages of congratulation is written.
- c. Tell students to read the messages again focusing on why or in which situation

they are written and how they are written.

- d. Now, ask students to see **Task A**. This is a vocabulary exercise where students should know the meanings of the given words and use them to complete the sentences from 'a' to 'e'.
- e. Pair students and encourage them to discuss with each-other to appropriately complete the sentences.
- f. Go round the class and make sure that all the pairs are working with the task.
- g. Have students say the answers and provide whole class feedback.

Answers

a. award b. success c. gold medal d. successfully e. finally

Ask students to go through **Task B**, where students should match the purpose of the messages of congratulations with the messages A to E.

- h. Ask students to read the table first. You too, read the purposes of the messages loudly.
- i. Tell them to read the example. Explain to them that the first message of congratulations (i.e., A) is written to congratulate for 'success in exam'.
- j. Now, tell them to read the messages again and write one of the message titles B, C, D or E in the table next to each purpose of the message.
- k. Assign this task to be done in pairs, so that they can discuss with each other and do it.
- l. Let students have some time to do the task. Go around the class and make sure that all students are doing the task. Provide help, if any of them need it.
- m. When they complete the work, get students to read out their answers loudly.
- n. If any answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.

success in an examination	A
Getting a new job	C
Winning the award	D
Winning the gold medal	E
Performing successfully in the exam	B

Post-reading activities

- a. Tell students to read the instructions for **Task C**. This is a follow up activity based on the reading text.
- b. Engage students in a brainstorming session. Ask them to think about different situations where they might congratulate someone – for example, getting good grades, winning a competition, or achieving a personal goal. Write their ideas on the board.

- c. Remind them the variety of phrases and expressions used for congratulations that they read in the **Reading-I**.
- d. Divide the class into pairs and provide them with a list of scenarios or achievements. Ask each pair to take turns congratulating each other using the phrases they have read.
- e. Encourage them to be creative and tailor their expressions to the specific situation.
- f. Provide constructive feedback on the language used during the pair practice. Encourage students to reflect on the impact of a well-delivered congratulations and how it can strengthen relationships.
- g. To reinforce the learning, consider incorporating follow-up activities such as role-playing and creating congratulatory cards based on some real-life situations.

5.3 Pronunciation

This is a pronunciation exercise where students will make an attempt to identify syllables in words.

Objectives

- a. To identify syllables within the given words
- b. To read the given words more accurately and fluently

Follow these steps.

- a. Begin by explaining that syllables are units of sound in a word and that understanding syllables can help with pronunciation and spelling.
- b. Pronounce each of the given words clearly, clapping or tapping out the syllables as you say them.
- c. You may also use visual aids, such as writing the words on the board and highlighting each syllable.
- d. Encourage them to say the words out loud and clap or tap out the syllables.
- e. Walk around the class to provide assistance and guidance.

Syllable division

well:	well (1 syllable)
your:	your (1 syllable)
success:	suc-cess (2 syllables)
like:	like (1 syllable)
always:	al-ways (2 syllables)
finally:	fi-nal-ly (3 syllables)
congratulations:	con-grat-u-la-tions (5 syllables)
dream:	dream (1 syllable)
perform:	per-form (2 syllables)
medal:	med-al (2 syllables)

5.4 Grammar I

This grammar section introduces students to the use of adverbs of manners.

Objective

To use adverbs appropriately to describe manners

Follow these steps.

A. The following words are from Reading I above. Are they nouns, verbs, adjectives or adverbs?

- Introduce the concept of word classes, specifically focusing on adverbs.
- Explain that adverbs modify verbs, adjectives, or other adverbs, providing more information about how, when, where, or to what extent something happens.
- Provide clear explanations for each adverb:

Well: This adverb is often used to describe how an action is performed.

Example: "She sings well."

Successfully: This adverb indicates the accomplishment of an action.

Example: "He completed the project successfully."

Finally: This adverb denotes the conclusion of an action or event. Example: "Finally, they arrived at the destination."

B. Answer the questions given at the end of each statement. Say only one word.

This activity gives students further practice in the use of adverbs of manners.

- Present the instruction to do the task.
- Tell students to go through the sentences 'a' to 'e'. Teacher can read the sentences together with students stressing the highlighted parts.
- Encourage students to answer the questions given after the statements.
- After students' response, tell them that the highlighted words are the answers to the given questions.
- Finally, tell students that the word that answers 'how-question' is an adverb that describes manners.

C. Complete the following sentences choosing the correct adverb from the brackets.

This activity is also related to the use of adverbs of manners. Students are supposed to choose one of the adverbs given in brackets.

- Explain that in this exercise, they'll be focusing on adverbs that describe the manner in which an action is performed.
- Use examples from task A and B to illustrate the concept of adverbs of manners.

- c. Explain the context and the importance of choosing the correct adverb in order to convey the intended meaning. Emphasize the impact of choosing the wrong adverb in this particular context.
- d. Work through a couple of examples together as a class. Discuss the clues in the sentence that indicate the appropriate adverb choice. Encourage students to consider the meaning of the sentence and the context in which the adverb is used. For example: You should drive slowly. Otherwise, you may get into an accident.
- e. Divide the class into pairs and give each pair the sentences with blanks. Ask them to work together to choose the correct adverb from the brackets. Encourage them to discuss their choices and reasons for selecting a particular adverb.
- f. Bring the class back together for a group discussion. Have students share their answers and reasoning. Address any common misconceptions or challenges that arise during the discussion.
- g. Review the correct answers as a class and provide feedback on common mistakes or challenges.

Answers

a. slow/slowly b. quickly c. hungrily d. carefully e. quietly

5.5 Writing I

This is a controlled writing activity that requires students to produce a short letter of congratulations with the help of the given outline using the given words.

Objective

To write a letter of congratulations based on the given template

Follow these steps:

A. Imagine one of your friends has achieved a good grade in the first terminal examination. Complete the following message of congratulations using the words below.

- a. Start by introducing the scenario to students. In this case, let them know that they are writing a message of congratulations to a friend who has achieved a good grade in the first terminal examination.
- b. Ensure that students understand the meaning and usage of the words "congratulations," "examination," "done," "good luck," and "Nita."
- c. Break down the provided template sentence by sentence. Discuss the purpose of each sentence and how it contributes to the overall message. For example:
 - Sentence 1: Expressing congratulations
 - Sentence 2: Specifying the achievement and the event (first terminal examination)

Sentence 3: Expressing pride and encouragement

Sentence 4: Wishing for future success

Sentence 5: Repeating congratulations

- d. Have students actively participate by filling in the blanks in the template. This helps reinforce vocabulary and sentence structure.
- e. Encourage them to think about appropriate words to fit the context.
- f. Encourage peer review. This allows them to exchange feedback and refine their messages. It also promotes collaboration and a deeper understanding of the content.
- g. Provide whole-class feedback encourages writing various such messages in different scenarios.

Answer

Dear *Nita*,

Well *done!* *Congratulations* on getting a good grade in the first terminal examination. I am proud of you. *Good luck* for more progress in the future. *Congratulations* once again.

Yours,

Pratima

5.6 Reading II: Thank you notes

There are two 'Thank you notes' in the second reading text in Unit 5. Students are required to read both of the notes and do the given tasks.

Objectives

- a. To learn the words: lovely, design, excited, appreciate and hallways, etc.
- b. To read the text and do the comprehension exercises

Follow these steps.

Pre-reading activities

- a. Start with the signpost questions. Ask the first signpost question and encourage students to express various ways of thanking people in their mother tongue.
- b. Ask the second signpost question. Encourage them to think about various situations where they thank people. If they are hesitant to express, provide some clues such as: when somebody gifts you something, when somebody helps you in need etc.
- c. Encourage them to say as many such examples as possible. It makes them familiar with the situations for thanking people.
- d. Ask the third signpost question. Encourage students to express their thoughts freely.
- e. Make it clear that people write thank you messages to express appreciation

toward someone who has done something kind, helpful, or meaningful for them. It helps them internalise the context of the reading texts.

- f. Ask students to preview the words in red. Write the words on the board. Ask if there are other unfamiliar words in the text.
- g. Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.

While-reading activities

- a. Start the reading activities by providing a model reading of the two notes.
- b. Get two students to read two 'thank-you notes' loudly while others point to the lines and read silently along with their friend.
- c. Ask some questions such as: Who has written the first letter? Who is she writing it to? When is the letter written? Why has she written the letter? What gift has Jenisha received from her aunt on her birthday? etc.
- d. Ask similar questions from the second letter, too. It helps students understand the contexts, reasons as well as ways of writing 'thank-you notes'.
- e. Now, take students to **Task A**. This activity is based on the vocabulary they learnt before they read the letters. Instruct them to draw lines from words to their meanings in their textbook with pencil.
- f. Circulate around the classroom to monitor student progress. Offer assistance if needed, and encourage them to discuss their choices with their friends.
- g. After the matching activity, facilitate a class discussion and whole class feedback.

Answers	
a. lovely	beautiful, attractive
b. design	the way something is made
c. excited	feeling or showing happiness
d. appreciat- ed	to recognize the good quality of somebody
e. hallway	a passage in a building with rooms on either side

- h. Tell students to read instructions for **Task B**. Write the words on the board: lovely, design, excited, appreciate and hallway
- i. Tell students to read the statements from 'a' to 'e'.
- j. Explain the context of choosing the correct appropriate word in order to convey the intended meaning.
- k. Work through the first one as an example, together as a class. Discuss the clues in the sentence that indicate the appropriate adverb choice. Encourage students to consider the meaning of the sentence and the context in which the word is used.

- l. You can either assign this task to do individually or in pairs. They can discuss with their partner about the choice if they do it in pair.
- m. Bring the class back together for a group discussion. Encourage them to discuss their choices and reasons for selecting a particular adverb.
- n. Have students share their answers and reasoning. Address any common misconceptions or challenges that arise during the discussion.
- o. Review the correct answers as a class and provide feedback on common mistakes or challenges.

Answers				
a. excited	b. appreciate	c. hallways	d. design	e. lovely

- p. Tell students to read the questions from 'a' to 'f' given in **Task C**. Tell them that they are going to read the text again to find answers to the given questions.
- q. Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- r. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to answer the questions. Provide help, if any of them needs it.
- s. When they complete the work, let some students read out their answers to the class.
- t. If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- u. Write the answers on the board and let students correct their work.

Answers
a. Jenisha wrote the note on 25 th November, 2022.
b. Jenisha's aunt gave her some kind of dress.
c. Jenisha liked the gift because of its beautiful colour and design.
d. Roshan thanked Mr. Karki for teaching them English in a nice way.
e. Yes, he is happy because he says that the teacher made them excited to learn English from him.
f. Yes, Roshan likes the way the teacher greets him because he says he appreciates it.

Post-reading activities

- a. Tell students to read the question for **Task D**. This is a follow up activity based on the reading text.
- b. Let students brainstorm on various ways of thanking, and share with the class.
- c. If they can't say, encourage them to scan the two notes from the reading text and find at least two ways of thanking people.

- d. Write the phrases/expressions on the board.
- e. Provide some real-life situations in which they can thank others. Encourage them to use the expression to thank people in the given situations.

5.7. Grammar II

This grammar section gives some practice to students in recognizing adjectives and adverbs of manner.

Objectives

- a. To identify adjectives and adverbs
- b. To change adjectives into adverbs

Follow these steps.

A. Study the following sentences. The words in red are from the thank you notes above. Are they adjectives or adverbs?

- a. Start by explaining the basic concepts of adjectives and adverbs. Adjectives describe or modify nouns (e.g., tall). Adverbs describe or modify verbs, adjectives, or other adverbs (e.g., quickly)
- b. Provide simple examples of adjectives and adverbs in sentences to illustrate their roles as well as positions in sentences.

Adjective examples: The red car is fast.

Adverb examples: She runs quickly.

- c. Introduce the two sentences given in the book.
- d. Ask them to read the sentences and identify the words in red.
- e. Instruct them to determine whether the words are adjectives or adverbs.
- f. Elicit the response that the words 'beautiful' and 'nice' are adjectives.

B. Many of the adverbs end in '-ly'. Change the following adjectives into adverbs.

This activity gives students practice in forming regular adverbs of manners.

- a. Begin by reviewing what adjectives and adverbs are. Remind students that adjectives describe nouns, while adverbs modify verbs, adjectives, or other adverbs.
- b. Introduce the rule for forming adverbs from adjectives: In many cases, you can add the suffix '-ly' to the adjective to create the adverb.
- c. Explain that this transformation often occurs, especially with adjectives that don't end in '-ly' already.
- d. Explain the contexts of doubling the final consonant and changing the final 'y' into 'i' before using '-ly'.
- e. Present a few examples of changing adjectives into adverbs using '-ly'.
- f. Tell students to change all the given adjectives into adverbs.

- g. Have students share their answers. Review the correct answers as a class and provide feedback on common mistakes or challenges.

Answers

a. suddenly b. quietly c. slowly d. carefully e. easily
f. hungrily g. thoughtfully h. confidently i. beautifully j. nicely

C. Say which word in each group is the odd one. Give your reasons.

This activity gives further practice in identifying adjectives and adverbs.

- Begin by reviewing the difference between adjectives and adverbs. Remind students that adjectives can be used before nouns, while adverbs can be used after verbs.
- Discuss the typical characteristics of adverbs, such as words that describe how an action is performed (e.g., quickly, carefully, often) and their form ending with '-ly'.
- Emphasize that adverbs often answer questions like "how," "when," "where," or "to what extent." This can help students recognize their function.
- Present the five groups of words, from a to e, given in the book.
- Work through the groups together, asking students to identify which word is the odd one and to provide reasons for their choice.
- Encourage discussion and reasoning based on the characteristics of adverbs.
- Guide students in understanding the reasons behind their choices. Discuss why a particular word is an adverb in the given context.
- Facilitate a class discussion where students share their findings. Encourage them to explain their choices, and address any misconceptions that may arise.

Answers

The following odd words from each group are adverbs. All other words are adjectives.

a. happily b. slowly c. confidently d. quickly e. hungrily

5.8 Listening

In this section, students listen to a short conversation between two classmates that lasts for 36 seconds.

Objective

To listen to a telephone conversation and answer the given questions

Materials

Audio file and audio player

Follow these steps.

A. Discuss these questions with your friends.

- a. Who do you ask about homework when you miss a school day?
- b. What do you say when a friend explains to you about your missed homework?
 - a. Ask students to read the first question and think about the time when they were absent in school needed to do homework.
 - b. Ask questions such as: Did you ask anybody about the homework? If yes, whom did you ask?
 - c. Encourage students to express whatever they think. Provide some prompts for free expression and provide some positive feedback for their attempts.
 - d. Tell them to read the second question and answer it.
 - e. Elicit the response that they say 'Thank-you' when a friend explains to them about the homework.

B. Listen to the audio and complete the following sentences with the words/phrases given in the box below.

- a. Tell students that they are going to listen to a short conversation.
- b. Tell them to go through the four questions given in **Task B**. Allow them 1 to 2 minutes to read the questions.
- c. Make sure that they understand the questions. This gives them a sense of what to expect and focuses their attention on specific information.
- d. Have students listen to the conversation without worrying about answers to the questions. The goal is to understand the overall meaning and context of the conversation.
- e. Replay the conversation, instructing students to listen for specific details that will help them answer the questions.
- f. Go around the class and check whether all students are involved in the assigned task.
- g. Play the audio again and let them review their answers.
- h. Move around the classroom and ensure that all students have corrected their answers and completed the task.
- i. Facilitate a whole-class discussion about the completed sentences. Encourage students to share their answers, as well as any challenges they faced.

Answers

- a. No
- b. Tomorrow
- c. Read pages 23 and 24
- d. For telling about the English homework to her

C. Write a conversation between you and your teacher in six exchanges asking what she thinks about you handing in your homework late.

- a. Start by introducing the topic of writing about a late homework situation.
- b. Explain that they will write a conversation between a student and a teacher.
- c. Engage students in a brief discussion about situations where they might turn in homework late. Encourage them to share reasons and possible teacher responses.
- d. Provide a template with blanks for students to fill in, guiding them through each exchange. Include prompts like "Student says," "Teacher responds," and so on.
- e. Allow students to work in pairs or small groups to create their own conversations. This promotes collaboration, discussion, and the sharing of ideas.
- f. Provide individual feedback on a few key points, such as vocabulary usage, sentence structure, and overall communication effectiveness.
- g. Based on feedback, ask students to revise their conversations. Emphasize the importance of improvement with each draft.
- h. Assign a similar writing task as homework, encouraging students to apply what they learned independently.

5.9 Speaking

This speaking exercise provides opportunities to students to use the expressions of thanking and congratulating in some real-life situations.

Objective

To use the expressions of thanking and congratulating in the given situations

Follow these steps.

A. Study and practise saying the following expressions.

- a. Start with **Task A**, where students read some expressions of thanking and congratulating.
- b. Read out the expressions so as to let students learn the way they are expressed.
- c. Tell students to read the expressions loudly in the way you did. Discuss when these expressions are used with examples.

B. What do you say in the following situations? Use suitable expressions from the table above.

- a. Provide examples of various situations and ask students to discuss whether expressing thanks or congratulations is more appropriate. Encourage them to consider the emotions involved and the nature of the event.
- b. Now, tell students to read the instructions for **Task B**.

- c. Divide students in pairs or small groups. Each pair or group should decide whether the given contexts require thanking or congratulating.
- d. Encourage students to share their thoughts on when they feel it is appropriate to thank someone and when congratulations are more fitting.
- e. Choose students randomly and get them to use appropriate forms of expression in the given situations.
- f. Facilitate students with their expressions and provide feedback on them.

C. Act out the following dialogues in pairs supplying the missing expressions.

- a. Introduce **Task C**. Here, students have to read the context and decide appropriate expressions of either thanking or congratulating.
- b. Model a couple of dialogues yourself, acting out the scenarios. Explicitly demonstrate how to supply the missing expressions and provide reasons for your choices.
- c. Share written examples of one or two dialogues with missing expressions. Discuss each example, emphasizing the context and the emotions involved.
- d. Divide the class into pairs. Assign each pair a dialogue with missing expressions.
- e. Give the pairs time to practice the dialogues. Encourage them to discuss and decide together on the appropriate expressions for each missing part. Emphasize the importance of natural and sincere communication.
- f. After the initial practice, have pairs exchange roles and perform the dialogues again. Encourage constructive feedback within the pairs, focusing on clarity, expression, and appropriateness of the chosen expressions.
- g. Conclude the activity with a reflective discussion. Discuss any common mistakes or areas that need further clarification.

5.10 Writing II

Writing II in this unit contains two activities namely editing and writing a thank you message.

Objectives

- a. To use full stop (.), question mark (?) or exclamation mark (!) correctly
- b. To write a short 'Thank-you' message or postcard

Follow these steps.

A. Use full stop (.) or question mark (?) or exclamation mark (!) in the following sentences.

- a. Begin by reviewing the three main punctuation marks: full stop (.), question mark (?), and exclamation mark (!). Discuss the purpose and usage of each.
- b. Provide examples of sentences without proper punctuation. Explain how the

choice of punctuation changes the meaning and tone of a sentence. For example:

"I like ice cream" (full stop)

"Do you like ice cream?" (question mark)

"What a delicious ice cream!" (exclamation mark)

- c. Teach students to identify different types of sentences - declarative, interrogative, and exclamatory. Discuss the characteristics of each and when to use the corresponding punctuation marks.
- d. Engage students in an interactive activity where they work together to punctuate a few sentences from your own examples.
- e. Have students practise individually to punctuate the given sentences correctly. Encourage them to explain their choices and discuss any uncertainties.
- f. Implement a peer review session where students exchange their sentences with a partner. The partners can provide feedback on the correctness and appropriateness of the punctuation used.
- g. Lead a class discussion on common challenges and questions that arose during the activity. Clarify any misconceptions and reinforce key concepts related to punctuation.
- h. Provide feedback on students' written work, focusing on their use of punctuation. Highlight both correct usage and areas for improvement.

Answers

- a. Will you help me, please?
- b. Shut up!
- c. Oh! When are you going?
- d. Ouch! That hurts.
- e. Go away. I hate you.
- f. Wow!

B. Suppose your teacher gave you a set of coloured pencils on your birthday. Make a postcard to thank him/her.

- a. Start by discussing the importance of expressing gratitude and thankfulness.
- b. Ask students to brainstorm ideas about the things they can mention in their thank-you postcard.
- c. Encourage them to think about why they appreciate the gift and how they plan to use the colored pencils.
- d. Briefly go over the structure of a postcard. A postcard typically includes a greeting, a message, and a closing.
- e. Emphasize the need to keep the message concise due to the limited space on a postcard.
- f. Provide a model postcard as an example. Include elements such as a friendly greeting, a clear expression of gratitude, and a closing. This will serve as a guide

- for students and give them an idea of how to structure their own postcards.
- g. Have students draft their postcards. Encourage them to focus on clarity, coherence, and proper grammar.
 - h. Move around the classroom to provide assistance and answer any questions they may have.
 - i. Encourage students to revise and edit their drafts. This step helps them refine their writing skills and pay attention to details.
 - j. Have students create a final copy of their postcards. They can use a colorful piece of paper or actual postcard templates for a more authentic feel.
 - k. Allow students to share their postcards with the class if they feel comfortable. This provides an opportunity for positive reinforcement and celebrates their writing achievements.

Example:

Dear Teacher,

I can't wait to say a big thank you for the awesome set of colored pencils you gave me on my birthday. They are so special to me, and I can't wait to use them for my art projects.

Your thoughtful gift made my birthday extra special. I appreciate your kindness and support. Thank you for being an amazing teacher!

Sincerely,
Surendra Bhatta

5.11 Do it by yourself

This is a project that involves a combination of teamwork, writing skills, and creativity.

Objective

To write thank-you notes with proper text and design

Follow these steps.

- a. Divide students into groups of five. Ensure diversity within each group, allowing for a mix of strengths and skills.
- b. Clearly explain the project requirements. Emphasize the importance of collaboration, creativity, and the inclusion of both well-written content and a pleasing design.
- c. Discuss the elements they want to include in their thank-you note and how they can make it visually appealing. Consider aspects such as color, layout, and additional decorative elements.
- d. Assign specific roles within each group, such as a writer, designer, editor,

illustrator, and organizer. This division of labor ensures that each aspect of the project is addressed effectively.

- e. Allow time for the group members to review and edit each other's work. Emphasize the importance of clear communication and constructive feedback to improve both the content and design.
- f. Once the individual elements are ready, the group can assemble the thank-you note.
- g. Have each group share their thank-you note with another group. Encourage constructive feedback and suggestions for improvement.
- h. After reviewing each other's work, have a voting session within the class to determine which group produced the best thank-you note. Consider both the writing and design aspects in the evaluation process.

Unit 6:

Talking About Quantity

Introduction

This unit on the language function 'Talking about Quantity' contains ten different tasks of listening, speaking, reading, writing, grammar and project work. The brief outline of this unit is presented in the table below.

S.N.	Textbook Topics	Textbook Tasks
1	Getting Started	Ask and answer about quantity based on the pictures. Listen and sing.
2	Reading I- At a Grocery Store	Picture based pre-reading questions Arrange jumbled letters and complete the sentences with them. Answer these questions. Recall and share a shopping experience.
3	Pronunciation	Pronounce the words with consonant clusters.
4	Grammar I-	Recognise countable or uncountable nouns. Use how much or how many to complete the dialogue. Use plural forms of nouns.
5	Listening-	Look at the picture and answer the questions. Write true or false based on the audio. Share how family members feel about speaking English.
6	Reading II- Poem Bright and Beautiful	Pre-reading questions based on the picture. Match the words with their meanings. Write true or false based on the poem. Share your opinion with the class.
7	Speaking- Expressing Quantity	Read and act out the conversation. Ask questions using how much and how many, and answer them. Talk about yourself with friends asking and answering about the things you have.
8	Grammar II	Use the article 'a' or 'an' or no article.
9	Writing	Underline the singular and plural nouns in a paragraph with different colour., Write a paragraph explaining a shopping experience using the given hints.
10	Do it yourself	Ask questions using how much and how many.
	Total time for the unit	9 hours

This table presents the general overview of tasks in the unit. Detailed teaching-learning procedures of each task and skill are suggested hereafter. However, these activities are just one of the sample activities. Teachers could use these methodologies and/or design their own activities for their class.

6.1 Getting started

The tasks in this section introduce the language function of talking about quantity.

Objectives

- To ask questions and give answers for talking about quantity
- To sing the given song in tune

Follow these steps.

A. Look at the pictures. Take turns to ask and answer questions about the pictures, as in the examples.

- Ask students to look at the pictures in their books. Ask what they are. Elicit: garden, money, glass, bottles, and elephants. Further ask questions about their quantity using 'how much/how many'.
- Show different objects in the classroom and ask questions using 'how much/how many ...'
- Pair up students in the class and ask them to ask questions using 'how much/how many' and answer them.
- Encourage students to ask and answer. Change the roles when one finishes asking and the other responding.

Sample Conversations

Q: How many trees are there in your garden?

A: There are many trees in the garden.

Q: How much water is in the glass?

A: There is more than half a glass of water.

Q: How many bottles of soda are there on the floor?

A: There are five bottles of soda on the floor.

Q: How many elephants are there in the shelter?

A: There are two elephants in the shelter.

Q: How much money have you got?

A: I have got one thousand rupees.

B: Listen and sing

This song helps students to learn rhymes and they enjoy listening to the song. Moreover, they learn the quantity through this song.

Follow these steps.

- Show students the picture and ask what it is. Elicit: calendar. Further ask what it for. Take their responses.
- Sing the song in a tune, clapping or moving your hands as you sing.
- Sing the song again and have students follow you.
- Encourage students to sing on their own.
- Ask students how they felt singing the song. Ask: How many months are there in a year? How many seasons are mentioned in the song? Ask them to name them. Elicit the answer.
- Ask again: What is your favorite season? And, why? Pair up students and tell them to talk to their friends. Move around the classroom and listen to students talking together.

Sample conversation

Amit: Rashmi, how many seasons are mentioned in the song?

Rashmi: There are four seasons mentioned in the song.

Amit: Can you tell me the name of the seasons?

Rashmi: They are: spring, summer, autumn and winter.

Amit: Can you tell me your favourite season?

Rashmi: Spring is my favourite season.

Amit: What a nice! Can you tell me why you like the spring season?

Rashmi: I like it because in this season new buds come in the trees. The birds sing different songs. Flowers blossom in this season. The weather is very fine, neither very cold nor very hot. This season comes between winter and summer.

6.2 Reading I: At a Grocery Store

This reading activity is a dialogue between the customer and the shopkeeper at a grocery store.

Objectives

- To learn the words: brand, fresh, expensive, spices, altogether
- To read the text and do the comprehension tasks

Follow the steps given below.

Pre - reading activities

- Ask students to look at the picture in the textbook and ask: What do you see in

- the picture? Who do you think these people are? Where do you think they are? What do you think the man is going to buy?
- Elicit students' answers like: There is a shop, a shopkeeper, a man is buying something. They are a shopkeeper and a customer.
 - Further ask these questions: Have you ever gone to the shop? Have you ever talked with the shopkeeper? Have you ever seen the grocery store? Take students' responses. Responses vary.
 - Deal with the highlighted words: brand, fresh, expensive, spices, altogether. You can introduce them in your contextual sentences.

While- reading activities

- Take the role of the grocer and assign the role of Sanju to one of students and read the conversation.
- Select a pair of students and ask them to read the conversation assigning the roles of the grocer and Sanju. You can do this with a few more pairs.
- Ask them to express what the conversation is about. Read the conversation line by line and ask questions frequently related to the information it contains so that students understand the text.
- Introduce **Task A**, where students should form correct words arranging the jumbled letters. Encourage students to go back to the text and read the part of the conversation where the words appear. You can provide some clues by pointing to the line or paragraph in the text if they find it difficult to get the word.
- Make sure that all students have completed the task.

Answers

Quialty - quality	dpoweder- powdered	paetck- packet
shfre - fresh	rkmaet -market	eymon - money

Tell students to read the sentences a – f in **Task B** of the textbook. Tell them that they have to complete the sentences with the words they have formed in **Task A**.

- Ask students to do the task. Do whole-class correcting by reading the answers.

Answer

a. market b. quality c. powdered d. money e. fresh f. packet

Tell students to read the questions a- e in **Task C** of the textbook and find the answers from the conversation. Give an example: When did Sanju go to the grocery store? Answer: Sanju went to the grocery store in the morning.

- Ask them to find the answers of all the questions from the textbook and tell them to copy in their notebooks. Once students complete the work, check their answers and provide feedback.

Answers

- Sanju went to the grocery store in the morning.
- No, she didn't buy she wanted because it didn't look good.
- She was searching for DDC brand.
- She bought one kg,
- Rice, milk, ghee, spices, tube of toothpaste
- She paid 1580 rupees in total.

Post- reading activities

- Tell students to read **Task D**. Ask them to make a mind map recalling the time they went to a grocery store. Ask them to recall and list what they bought in what quantity.
- Pair up students. Ask them to share their experience.

6.3 Pronunciation

In this section, students will identify and learn how the consonant clusters: /pr/, /br/, /mp/, /bl/, /sk/, /mb/ and /st/ are pronounced correctly in words.

Objective

To pronounce the consonant clusters /pr/, /br/, /mp/, /bl/, /sk/, /mb/ and /st/ correctly

Follow these steps.

Pronounce the words in the box. Notice how the letters in red are pronounced.

- Instruct students to listen carefully to you as you read the words. Deliver a correct model of pronunciation.
- Pronounce the words again and ask them to pronounce after you. Ask them to notice how the letters in red are pronounced.
- Ask some of students to pronounce the words to assess if they have known pronouncing them.

Words and their pronunciation

price /praɪs/ brand /brænd/ company /'kʌmpəni/
blackboard /'blækbɔ:d/
important /ɪm'pɔ:tnt/ sky/skaɪ/ symbolic /sɪm'bɒlɪk/ faster /fɑ:stə(r)/

6.4 Grammar I

This task includes the grammar item of countable and uncountable nouns, and plural forms of the nouns.

Objectives

- To identify and use countable and uncountable nouns
- To use how much and how many and singular and plural nouns

Follow these steps.

A. Study the following sentences carefully. Decide whether the colored nouns are countable or uncountable.

- a. Ask students to read the sentences in **Task A**. Ask them whether the colored nouns can be counted or not be counted. Explain that the nouns that can be counted are countable and those that cannot be counted are uncountable nouns: students, books, films are countable; and money and meat are uncountable nouns.
- b. Present a list of countable and uncountable nouns on the board. Ask students what differences they found between them. Explain the concepts of countable and uncountable nouns with sufficient examples.
- c. If students are able to find the differences, ask them if they know the difference between "much" and "many." Present some examples from their everyday life such as milk, pencil, book, ink, stationery box, glass, water bottle, etc.
- d. Get two word cards with the phrases "How much" and "How many" written on them. Stick the word cards on the board. Now supply some words on your own to make the concept clear, for example: "how much milk, sugar, tea dust.", and "how many pencils, books, copies".
- e. Ask students to compare the two sets of examples. Explain that "How much" is used to ask the quantity of uncountable nouns and "How many" is used to ask the number of countable nouns.

B. Complete this dialogue with how much or how many.

- a. Tell students to complete the dialogue with **how much** or **how many**. Tell students to use the sentences in **activity A** as the guide.
- b. Assign this as homework. Check their answers.

Answers

1. how many 2. how much 3. how much 4. how many 5. how much

C. Correct these sentences and rewrite them as in the example.

- a. Show the example given and ask the students why we can't write sugars. Elicit that sugar is uncountable noun and it doesn't have plural forms. Only the countable nouns have plural form and we form plurals by adding '-s' or '-es' to the noun.
- b. Present more ways of forming the plural forms through examples. Also present the list of irregular plural forms.
- c. Ask students to do the exercises in **Task C**. Check their answers.

Answers

- a. We drank many cups of coffee yesterday.
- b. The room was full of dust.
- c. There are fifty boys in my class
- d. Shall we borrow some money?
- e. How much money did you ask for?
- f. I ate three mangoes.
- g. These children are flying kites.
- h. These houses are made of mud and stone.

D. Rewrite the following sentences. Use the plural forms of the underlined nouns.

- a. Assign this activity as homework. Tell them to find out the plural for of the underlined nouns from a dictionary or a grammar book and rewrite the given sentences. You can also present the common list:

a. calf = calves	b. ox = oxen	c. tooth =teeth	d. wolf = wolves
e. person = people	f. knife = knives	g. mouse = mice	h. sheep = sheep
i. thief = thieves	j. woman = women	k. child = children	l. man = men
m. city = cities	n. baby = babies	o. leaf = leaves	

b. Correct their answer. Discuss how they are changed in plural forms.

Answers

- a. The wolves chased the sheep.
- b. Put the book on the shelves.
- c. The police officer ran after the thieves.
- d. The doctor published out the aching teeth.
- e. The lady took the keys from her bag.
- f. The children flew the kite.
- g. The workers had swept the chimney.
- h. She bought computers and a keyboard.

6.5 Listening

In this section students will listen about speaking English

Objective

To listen to the audio and do the task

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask students to look at the picture given in **Task A** and answer these questions.

What do you think the boy is doing?

Do you feel shy or confident when speaking in English?

- b. Elicit answers like: The student is taking part in an English Speaking Contest. For the second questions, their answer may vary.
- c. Ask students what the listening will be about. Take their responses. Play the audio once for the conformation of their guesses. Talk about the content and context of the audio.

B. Listen to the audio and state whether the given sentences are True or false.

- a. Tell students that they will listen to the audio. Tell them that the audio will be played at least three times.
- b. Play the audio and tell them to get the gist from the first listening.
- c. Play the audio for the second time and tell them to write whether the given statements are true or false.
- d. Go around the class and check whether all students are doing it right.
- e. Play the audio again. Tell students to make corrections where necessary.
- f. Ensure that all students have the correct answers. You can play the audio as many times till they find the answers themselves. Never say the answer by yourself.

Answers:

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

C. How do your family members feel about speaking in English? Why? Talk to your friends

- a. Form groups of four. Tell students to talk to one another about how their family members feel about speaking in English. Students might say that they feel shy or worry about making mistakes or they do not care about using correct grammar, or they feel confident.
- b. Appreciate their reasons. Help students if necessary.

6.6 Reading II: Bright and Beautiful

This section contains a poem for reading for pleasure and understanding.

Objectives

- a. To learn these words: creatures, wise, wonderful, creator, shining, tiny, castle, fate, bright
- b. To read the poem and do the tasks

Follow these steps.

Pre- reading activities

- a. Point to the picture and ask what they can see there. Take their responses. They might see: house, garden, flower, bird, gate, vase, etc.
- b. Ask them how it looks to them. They might reply it's bright and beautiful. Ask them what the title of the poem is.
- c. Deal with unfamiliar words like creatures, wise, wonderful, creator, shining, tiny, castle, fate, bright. Use examples, synonyms, antonyms, explanation, using words in sentences, real objects, pictures, other contextual meanings or context, using flash cards etc.
- d. You can use the definition/meaning or synonym matching game. It can be played like this:
 1. Look at the words and read their definitions/ meanings carefully before playing.
 2. Then cut out the cards,
 3. Shuffle them and spread them out face down; making sure the definitions and words are spread out in two separate piles.
 4. Take it in turns to pick up a definition/meaning and a word card.
 5. If they match you keep them, if they don't, you put them back and your partner picks a pair.
 6. The winner is the one with the most matching pairs. Have fun!

Word-meaning/definition

creature = a living thing such as an animal
wise = able to make good decisions.
wonderful= pleasurable, lovely
creator = maker.
shining = bright
tiny = very small
castle = a large building
fate = the thing that will happen to somebody
bright = shining.

While- reading activities

- a. Practise reciting the poem before the class begins.
- b. Recite the poem with rhythm and ask students to follow along by pointing to the lines.
- c. Choose 2-3 students to recite the poem aloud. Ask other students to join in and clap along.
- d. Have students recite the poem in small groups.
- e. Discuss the poem; what it describes, what message it conveys, and its summary.

Summary or message

In the poem, the poet describes God as the originator of all things. It's from God that the birds and flowers get their colors and wings or petals, and it's from God that the vast landscapes of the world were created.

God is responsible for the poor man's suffering and the rich man's success and chooses who is to suffer and who is to live well. The poem concludes with the speaker turning the text to focus on themselves and those around them.

This poem aims to make its readers appreciate nature and be thankful to God for being a part of His beautiful creation.

- f. After the discussion, lead students to the activities. Tell them to read **Task A** and do this in pairs. Ask some pairs to share the answers to the whole class and do mass correction.

Answers

bright	iii full of lights
creator	v. someone who creates something
castle	i. a big stone building
tiny	ii very small
well	iv very good

Ask the same pairs to read the statements a – e in **Task B** of the textbook.

- g. Tell them to write 'True' for the true statement and 'False' for the false statement based on the poem. Move around the class and help students if they need.
- h. Check their answers and provide feedback.

Answers

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

Post-reading activities

- a. Ask students think if they believed that God created everything. Tell them to list or mind map their ideas.
- b. Ask them to share in the class.

Possible opinions

- A: People say that God is everywhere. He is present in all things small or big. God created this universe.
- B: This world or universe is made itself. Science has proved that the earth is a part broken from the sun. Because of evolution for a long time the changes take place and new species are born.

6.7 Speaking

This section comprises three sub tasks, they are: read and act out the conversations, ask questions using how much and how many and talk about oneself with friends.

Objectives

- a. To act out the conversation and identify the quantity words
- b. To ask questions using 'how much/how many' and respond them

Follow these steps.

A. Read the following conversations, act them, and notice the 'quantity words'.

- a. Get students in pairs and ask them to read the conversations given in **Task A**.
- b. Tell them to identify the quantity words. Elicit: ten, a kilogram, lots, etc.
- c. Ask them questions like: How many boys are there in your classroom? How many girls are there in your classroom? How many books are in your bag? How much rice do you need? How many packets of salt do you need? How much oil do you need? How many books have you read today? How much milk have you bought today?
- d. Elicit the answers in quantity.

B. The image below is Ruchi's kitchen. Look at the picture, ask and answer questions using 'how much/how many' of certain things there are.

- a. Ask students to work in the same pairs. Ask them to look at the picture closely and list out the things and their quantity.
- b. Ask the pairs to ask and answer questions using 'how much/how many' based on the things there are in the picture.
- c. Move around the class and monitor students if they are talking right.

C. Talk about yourself with your friend. Ask and answer about the things you have.

- a. Ask students to read the instruction in **Task C**.
- b. Tell them to work in the same pairs and ask them to talk about themselves with their friends.
- c. Tell them that they have to ask questions and give answers to the things they have.
- d. Tell them to read the example given in the textbook.
- e. Ask them to give their own examples:

Mumtaj: Rita, how many marbles do you have in your pocket?

Rita : I have nine marbles. How about you?

Mumtaj: I have only five.

- f. Tell students to ask questions and answer as given in the examples. Help students if they expect, otherwise the teachers need not interfere with students while they

are busy in pair or group work.

6.8 Grammar II

This is an exercise for the use of article 'a' and 'an'.

Objective

To use articles 'a' or 'an' appropriately

Follow these steps.

A. Study these sentences carefully. Notice the use of a or an.

- Ask students to study the sentences given in **Task A**. Ask them to notice the use of 'a' and 'an'.
- Ask them to see the nouns after the highlighted 'a' or 'an'. For example, show the first sentence and point to the initial sound of the word 'accident' and elicit that this is a vowel sound, similarly point to the word 'kilogram' and 'a' before it, elicit that 'kilogram' has a consonant sound in its initial position.
- From the instances and your additional examples, explain that the indefinite articles "a" and "an" are used before countable singular nouns. "A" is used before singular countable nouns that start with consonant sounds, and "an" is used before singular countable nouns that start with vowel sounds.
- Point out that the words 'good idea', 'kilogram', and 'school' are countable singular nouns that start with consonant sounds, so they are preceded by "a." The words "accident" and "engineer" are also count nouns, that start with vowel sounds, so they are preceded by "an."

B. Complete these sentences with a or an.

- Tell students to complete the sentences a – i in **Task B**.
- Ask students to read the answers and discuss the uses.

Answers

a. a b. a c. a d. an e. an, a f. a g. a h. a
i. an

C. Complete these paragraphs with a or an. Write x if no article is necessary.

Assign this as homework. Do mass correction the next day. Discuss if there are any confusions.

Answers

- a. an, a, x
- a. b. a, a, an
- b. c. a, an a, an a

6.9 Writing

This section includes two subtasks: underline singular nouns and plural nouns with different colors, writing a paragraph explaining shopping experience using the hints as a guide. It's guided writing.

Objectives

- a. To identify singular and plural nouns
- b. To write a paragraph explaining shopping experience

Follow these steps.

A. Study the following paragraph about a shopping experience. Underline the boldfaced singular nouns in blue ink and the plural nouns in black.

- a. Tell students to read the given paragraph in the textbook. Ask them to identify the singular nouns and underline them in blue ink and the plural nouns in black. Or, ask students to make two columns one for singular nouns and other for plural nouns. Then ask them to write singular nouns and plural nouns separately under the separate column.
- b. When students complete the task, check their answers.

Answers:

Singular nouns: father, store, T- shirt, bag, shirt, tea, bread, ghee, soap

Plural nouns: things, clothes, groceries, fruits, pair of socks, a pair of shoes, fruits.

Now, write a similar paragraph, explaining your shopping experience. Include the following points.

- a. Tell students to recall their shopping experience. Ask them to read the points given in a – d in the textbook.
- b. After they read the points a –d, tell them to read the paragraph in **Task A** in the textbook.
- c. Instruct them to write the similar paragraph using the points: where you went, who you went with, what things you bought and what quantities you bought.
- d. Now, ask students to write a similar paragraph using these points. You can give this as homework. Check their writing the next day and provide feedback.

Possible answer**Shopping Experience**

My name is Sangita. Last Saturday, I went shopping with my parents. I had made a list of goods to buy. I bought ten notebooks, an instrument box, a T- shirt and a half pants. I bought five kilograms of potatoes, four kilograms of onions and two kilograms of tomatoes, a kilogram of ghee, and a packet of beaten rice. I bought a sweater and a jacket for my brother.

6.10 Do it yourself

Do it yourself is a philosophy that puts the student at the center of the learning experience. Students complete the table using how much and how many.

Objective

To complete the table asking questions using 'How much...?' and 'How many....?'

Follow these steps.

- Ask individual students to go round the class and ask them to find out the things their friends own.
- While doing this, tell them that they have to ask the questions using 'How much...?' and 'How many....?' After asking what they own in what quantify, they will complete the table below:

Name of your friends	Things they own(include quantities)
Roshan	Six books and seven notebooks.
Sarojini	I have kept a pen, two pencils, one eraser, one highlighter, one instrument box
Kamala	One hundred rupees.

Making Comparisons

Introduction

This unit introduces a language function of comparing places, people and things. All the language skills and aspects are introduced around this language function. It includes eleven different tasks. The following table provides a brief overview of the unit.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Make comparisons for the given animals. Listen and sing.
2.	Reading I: From Pole to Pole	Discussion on pre-reading questions Solve the crossword puzzle. Write true or false for the given statements. Answer the questions. Label the picture with seven continents.
3.	Pronunciation	Practice /s/ and /ʃ/ sound in the given words.
4.	Grammar I : Comparatives and superlatives	Complete the sentences with the missing words. Complete the missing words in the table. Identify the mistakes in the statements. Complete the sentences using adjectives.
5.	Listening : A man talking about food	Answer the questions. Complete the sentences with only one word. Make comparisons between eating fast food or homemade food.
6.	Speaking: Making comparison	Act out the given conversation. Compare the animals using adjectives. Compare different things in the classroom
7.	Writing I : Paragraph	Write a paragraph comparing two seasons.
8.	Reading II: Comparison (Poem)	Match the words with their meanings. Read the poem and complete the sentences. Make a list of the given situation and share in class.
9.	Grammar II : Articles	Notice the articles in the sentences. Choose the correct words from the brackets. Complete the sentences using a, an or the.
10.	Writing II : Paragraph	Write a short paragraph about two of your friends
11.	Do it Yourself	Draw the buildings or houses and describe using adjectives.
Total time for the unit		9 hours

The item-wise facilitation process is given below. Remember, these are mere guidelines for teachers. A creative teacher like you can use it as per your classroom situations. You can adapt and use them. In addition to the activities presented here, teachers can conduct additional tasks to assess language skills and aspects throughout the unit.

7.1 Getting started

This section introduces the language function of comparing.

Objective

- a. To identify the shape and size of the animals in the pictures and make comparisons
- b. To sing the song and identify the words those show the degree of comparison

Follow these steps.

A. Compare the animals shown in the pictures. Use the words given in the box

- a. Ask students some general questions showing different things that are available in the classroom.

For example:

Show two pencils and ask them which is long/ short.

Ask two students to stand and ask them who is short/tall, thin/fat.

Ask two students to run and ask them who is fast/slow.

- b. Instruct students to look at the given pictures and ask these questions: What do you see in the pictures? How are they different from each other? What is small/ big? Who is fast? Who is more intelligent?
- c. Elicit the responses from students like: We can see different animals like cat, buffalo, tortoise, Cheetah, dolphin and gorilla. The cat is smaller than the buffalo. The cheetah is faster than the tortoise. The dolphin is more intelligent than the gorilla.
- d. Encourage students to use the words given in the box.
- e. Give more examples comparing different things in the class to make the concepts clear.

B. Listen and sing.

- a. Introduce the tune of the song asking students to follow you. Make sure students point to the lyrics when you sing. You can find this song in the internet sources. You can play it to students.
- b. While singing, clap together, pause in commas, and use expression where necessary.
- c. Have students sing the whole song with you.
- d. Focus on the words used for comparisons.
- e. Let them find the words which have been used for the comparison.

Comparative words in the poem

Big, bigger, biggest

Small, smaller, smallest

7.2 Reading I: From Pole to Pole

The first reading text in this unit is about 'Pole to Pole'. It makes comparisons between the Antarctica and the Arctic regions using comparative adjectives.

Objectives

- a. To make learners understand the meaning of the following words: destination, continents, barren, permanently, explorers, seacoast, coastal, shelter, permanent, region
- b. To read the text and do the comprehensive tasks

Materials

Dictionary

A map of seven continents/ world map

Follow these steps.

Pre-reading activities

- a. Ask students to guess what the lesson is about.
- b. Discuss about the pre-reading questions related to the passage.
For example: What do you think the first picture shows?
Is it cold or warm in the second picture? Why?
- c. Elicit students' responses such as: The first picture shows the earth is covered with land and water. It is cold in the second picture because we can see the snow.
- d. Let students share their experiences if they have seen or observed such places.
- e. Tell students to focus the words in red.
- f. Write the words on the board and ask them if they can guess the meanings of the words.
- g. Divide them in different groups and let them discuss the meaning of the words.
- h. 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	Antonym	Sentence
barren	adjective	Producing little or no vegetation	infertile	Fertile/ productive	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.

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

While reading activities

- a. Ask students if anyone can read the text independently.
- b. Conduct “Stop the Bus” activity. It is a reading activity where students learn reading skills in a fun way. For this, orient students that they are going to do a reading activity. Orient the rules for this.
- c. Firstly, talk about the things they need to consider while reading. For example; expression, pause, tone.
- d. Ask one of students to read the text. At the same time, instruct others to point to the text and find out the mistakes read by the friend. Whoever can identify the mistake first will yell out ‘STOP THE BUS’. Then, whoever identifies the mistakes can start reading from the same place the previous friend stopped or made mistakes. The mistakes mainly can be related to the repetition of the same word, wrong pronunciation/ confusion to pronounce the word, taking longer time than usual.
- e. Teacher’s modelling is necessary at the beginning.
- f. It can be modified as per the situation. Only the bright students may identify the mistakes time and again and they may continue reading. But, we can give equal opportunity to all students giving priority to the one who has not read before.
- g. Continue the same process till everyone gets the opportunity. Encourage their positive aspects and provide constructive feedback on areas for improvement.
- h. Discuss the summary of each paragraph.
- i. Write the descriptive words ‘cold’ and ‘warm’ mentioned in the text. Let them identify the uses of these words.

For example: Antarctica and the Arctic region are the coldest areas of our planet.

Antarctica is the coldest of the seven continents.

The Arctic has warmer areas than Antarctica has.

- j. Have students study and solve the crossword puzzle given in **Task A**. Let them guess the word as per the letters given in the puzzle.

k. Write the answers on board and let them check their answers.

Answers

Across

2. an area- region
5. the land that is not fertile-barren
6. the place someone is going- destination

Down

1. the main land masses in the world- continents
3. a person who explores a new area- explorer
4. a safe place to stay- shelter

l. Have students read the text again to do the task given in **Task B**. Read the sentences and let students identify true or false for the statements. Let them recheck their answer by discussing with the bench partner.

Answers

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

m. Tell students to read the questions given in **Task C**. Involve students in the discussion and let them find the answers in the text. Assign a certain time as per students' level and assist them if needed.

n. Let them check their answers by comparing them with their friends. Whoever completes the tasks early will move around and assist the ones who are doing.

Answers

- a. Antarctica and the Arctic region are the coldest areas on earth.
- b. It is cold in Antarctica because it lies around the South Pole. There is no sunlight at all for four months at a time.
- c. Only a few wildlife species live in Antarctica because It is the most barren place on Earth. Few plants can survive due to extreme cold weather.
- d. Antarctica was discovered in 1820.
- e. The animals like whales, seals, penguins, and fish live in Antarctica.
- f. The Arctic is located at the opposite end of the Earth.
- g. There is no sunshine in the Arctic during the winter.

Post-reading activities

- a. Tell students to observe the picture given in **Task D**.
- b. Ask them to guess the seven different continents from the list to label the picture.
- c. On the basis of their response, show the map which contains seven different continents. The picture of the seven continents is available at:
<https://www.worldometers.info/geography/7-continents/>
- d. Let them observe the map and label the picture.

e. Briefly discuss about the different continents along with their features.

7.3 Pronunciation

In this section, students will identify the /s/ and /ʃ/ sound and practice the pronunciation of the words.

Objective

To identify the sounds /s/ and /ʃ/ in words and pronounce them correctly

Materials

- Recorded pronunciation of the words
- Mobile, speaker

Follow these steps.

- Tell students to look at the words and practise pronouncing the given words.
- Ask them if they know about the sounds used in the words.
- Demonstrate and discuss the distinction between /s/ and /ʃ/ sound giving examples.

Words with /s/ sound	Words with /ʃ/ sound
<u>S</u> ee /si:/	<u>S</u> helter /'ʃeltə(r)/
<u>S</u> ea /si:/	<u>S</u> hore /ʃɔ:(r)/
<u>C</u> ities /'sɪtɪz/	<u>S</u> hoe /ʃu:/
<u>S</u> eacoast / si:kəʊst/_	<u>S</u> hip /ʃɪp/
<u>C</u> ertain /'sɜ:tn/_	<u>S</u> how /ʃəʊ/
<u>S</u> outh /sauθ/	<u>C</u> ash /kæʃ/
<u>S</u> aid /sed/	<u>P</u> atient /'peɪʃnt/
<u>C</u> ase /keɪs/_	<u>S</u> ugar /'ʃʊgə(r)/
<u>S</u> o /səʊ/	<u>M</u> arsh /mɑ:ʃ/

For example:

/s/ sound is pronounced with the lips pulled back more, with the same mouth position as in /z/.

/ʃ/ sound is produced with a much more rounded mouth than /s/.

'Show' is the starting sound and 'cash' is the ending sound.

- Produce the sounds and ask students to repeat them after you. Tell them to continue to follow until they have mastered the correct pronunciation. You can pronounce the words yourself or play a recording of the words.
- Pair up students and ask them to practice pronouncing the words.
- Ask them to differentiate the words in the correct category of sounds providing other words.

7.4 Grammar I

This section presents the positive, comparative and superlative forms of adjectives.

Objective

- a. To identify the comparative words in the sentences
- b. To use comparative and superlative forms of adjectives appropriately in the sentences

Material

Chart paper containing the different forms of adjectives

Follow these steps.

A. Complete the following sentences with the missing words from the reading text above.

- a. Tell students to study the incomplete sentences given in **Task A**.
- b. Instruct them to go back to the text to find the appropriate words to complete the sentences.
- c. Have four students read the completed sentences aloud to the class, one student reading a sentence at a time.
- d. If they cannot identify the words, write the correct answers on the board and let students check their work. Remind them that they are comparative and superlative forms of adjectives.

Answers

a. coldest b. coldest c. most barren d. warmer

B. Complete the missing words in the table.

- a. Remind the concept of a positive, comparative form of adjectives using the examples available in the classroom.

For example:

Small smaller smallest

Tall taller tallest

Happy happier happiest

- b. Present some examples of comparative and superlative forms of adjectives in the form of a chart and explain with examples and rules.
- c. Display the following chart on the wall and discuss with students:

-er	-ier	more/most	Irregular
Old	easy	interesting	good, better, best
Cold	early	expensive	bad, worse, worst
Nice	healthy	helpful	many, more, most
Small	heavy	difficult	little, less, least
Tall	noisy	important	far, further, furthest
Rich	funny	comfortable	late, later, latest
High	friendly	beautiful	much, more, most

General rules

- Comparative forms of adjectives are formed with 'er' at the end and the superlatives forms are formed with 'est' at the end. For example: old, older, oldest
- To form the comparative, we remove the -y and add -ier to the end of the adjective. To form the superlative, we remove the -y and add -iest to the end of the adjective.
For example: easy, easier, easiest
- Adjectives longer than two syllables take 'more' and 'most' to make comparatives and superlatives. For example: more expensive, the most expensive
- Irregular adjectives completely change its spelling in its comparative and superlative forms. For example: good, better, best

- Pair up students and let them complete the missing words in the table.
- Check their answers and make corrections if necessary.
- Let them create comparative and superlative forms by using the objects in the classroom.

For example: The duster is heavier than the pen.

C. Notice the mistakes in the statements below and correct them. The mistakes are highlighted.

- Tell students to observe the words in red.
- Discuss the comparative and superlative forms of adjectives of these words, interesting, good, fast, heavy, young, fast and tall.
- Let them correct the mistakes in the sentences.

Answers

- a. more interesting b. better c. most expensive d. fastest e. heaviest
f. youngest g. faster h. taller

D. Complete the following sentences using the comparative or superlative forms of adjectives in brackets.

- a. Ask students to read the sentences from a-k.
- b. Ask them if they are confused with the comparative and superlative forms of the words given in the brackets.
- c. Remind them that if two similar things are compared using 'than', it requires a comparative form of adjectives. For example: Mary is shorter than Kamala. Similarly, if only one thing is mentioned with the article 'the' in a sentence, it requires the superlative form of adjectives. For example: My father is the tallest person in my family.
- d. Tell them to complete the task and do mass correction- teacher tells the answers and students check their answers at the same time.

Answers

- | | | | | |
|-------------------|------------|-----------------|----------------|---------|
| a. tallest | b. shorter | c. more helpful | d. sweetest | e. best |
| f. funniest | | | | |
| g. more difficult | h. cheaper | i. more clever | j. most common | |
| k. longest | | | | |

7.5. Listening

This is a listening activity in which students listen to a short audio about food comparison.

Objective

To listen to the audio and do the comprehensive tasks

Material

Audio file and an audio player

Follow these steps.

A. Try answering the following question.

- a. Ask a few questions related to the listening text. For example: Can you stay without eating food? Why do we eat food? What type of food do you like to eat?
- b. Ask students to look at the picture given in the pre-listening section and ask them the following questions:
 - What type of food do you see in the pictures?
 - Which is your favorite food?
 - Which are the five tastiest foods you know?
 - Why are they tastier than other foods?

c. Elicit students' responses such as:

Perhaps they are bread, noodles, juice, cake, bread, pizza, pancake, waffle and egg.

My favorite food is Pizza.

The five tastiest foods I know maybe noodle, juice, pizza, waffle, and pancake.

They might be tastier than other foods because they use unhealthy ingredients to make them tasty.

B. Listen to the audio and complete the sentences with only one word.

- a. Give clear instructions to students telling them that they are going to listen to an audio related to food comparison.
- b. Play the audio and ask students to listen it. Discuss the context in the audio.
- c. Have students read the incomplete sentences given in **Task B**.
- d. Play the audio and tell them to fill in the blanks with suitable words. Play the audio twice or thrice as per the need till they find the answer themselves.
- e. Check their answers and provide feedback.

Answers

a. delicious b. dish c. tastiest d. taste e. dishes. f. good g. careful

C. Do you like eating fast-food or homemade food? Why? Make comparisons.

- a. Discuss with students if they like eating fast food or homemade food and why. Remind them to use comparative forms of adjectives.
- b. Conduct Think Pair Share (TPS) activity. For this, let students think individually for about five minutes.
- c. Pair up with a nearby student. Let them share their thoughts with their partner.
- d. Invite pairs to share the key points from their discussion,
- e. Create a supportive environment for learning during the discussion.
- f. Provide feedback based on the sharing by students.

7.6 Speaking

In this section, students will learn the degree of comparisons and their uses in the sentences.

Objective

To use the comparative words in the sentences

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- a. Present the dialogue to students. Get two volunteer students to act out the

conversation in **Task A**.

- b. Ask students to underline the comparative adjectives in the given conversation.
- c. Have students work in pairs and practice the conversation.

B. Compare the animals below using the appropriate forms of adjectives given. Talk about all of the animals.

- a. Instruct students to look at the forms of given adjectives and the pictures.
- b. Let them identify the name of animals and talk about their characteristics based on the given adjectives.
- c. Provide examples to compare the animals.

For example:

A dog is smaller than a lion.

An elephant is bigger than a lion.

- d. Tell students to create sentences in the same way. Encourage them to include all the animals.

Possible answers

- a. A lion is more dangerous than a dog.
- b. A dog is cuter than a monkey.
- c. A giraffe is slimmer than a dog.
- d. A dog is more faithful than a monkey.

More sentences can be formed. Encourage them to make as many sentences as possible.

C. Compare different things in you classroom as in the example. Talk about at least five things.

- a. Ask students to observe the classroom. Ask them to make a list of things that can be compared.
- b. Pair up students and ask them to talk comparing different things available in the classroom.
- f. Encourage students to create sentences of their own.

For example:

The door is bigger than the window.

The book is thicker than a copy.

Ram is taller than Shyam. (Asking two students to stand)

7.7 Writing I

This is a writing activity in which students practice writing a paragraph comparing the two seasons.

Objective

To write a paragraph comparing winter and summer seasons

Follow these steps.

Do you like winter or summer? Write a paragraph comparing the two seasons.

- a. Discuss with students what they know about the summer and winter season.
- b. Let them generate ideas and key words related to both seasons. Write them down on the board.
- c. Provide hints if they are confused. Let them create a paragraph in groups using these words. For example: cold, warm, thick, thin, good, difficult, beautiful, expensive, cheap, and comfortable.
- d. Monitor their progress and assist them where necessary. Let them rewrite the paragraph individually at home.

Sample Paragraph

Summer and winter seasons are different in terms of temperature, daylight and overall atmosphere. The days are longer in the summer season whereas the days are shorter in the winter season. Summer is the hottest season of the year whereas winter is the coldest one. Generally, life is more enjoyable in summer and people feel more energetic to perform their daily activities. However, it's not always the case in the winter season.

7.8 Reading II

The second reading text is a poem which familiarizes students with the different forms of adjectives.

Objective

- a. To learn the words; hoe, rake, desert, cautious, bold and their meanings
- b. To read the text and do comprehension tasks

Follow these steps.

Pre-reading activities

- a. Ask students to scan the given text and ask these questions.
 - What type of text is this?
 - What is the title of this poem?
 - Who wrote this poem?
- b. Elicit students' responses such as:
 - It is a poem written by Gordan Nightingale.
 - The title of this poem is 'comparison'.
- c. Tell students to pay attention to the words in red colour.

- d. Write these words on the board: hoe, rake, desert, cautious, bold.
- e. Ask students to guess the meaning of these words.
- f. Tell students to look for the meanings using a dictionary. Then, ask students to create sentences with each of these words.

While-reading activities

- a. Recite the poem with proper fluency and rhythm. Ask students to follow you.
- b. Ask students to recite the poem on their own.
- c. Tell students to focus on the comparative words such as, bigger, taller, hottest.
- d. Also, tell students to identify the rhyming words such as, bigger-taller, walk-talk, take-rake, sow-go, cold-bold, sad-had.
- e. Discuss each stanza of the poem giving priority on comparative words.
- f. Ask students to read the instructions for **Task A** and tell them to match the words with their meanings.
- g. Have some students read aloud their answers. Provide feedback, write the correct answers on the board and let them compare their answers.

Answers

- | | |
|--------------------------|------------------------------|
| a. hoe- a gardening tool | b. rake- collect or gather |
| c. desert- a dry land | |
| d. cautious- careful | e. bold- brave and confident |

- h. Ask students to go through the poem once again and complete the sentences given in **Task B**.
- j. Tell the answers on the board and let students check their answers.

Answers

- a. Some boys are big and some are bigger.
- b. Some girls are able to run but others are not.
- c. Farmers work hard to plant and sow seeds.
- d. The deserts are the hottest areas on the Earth.
- e. We have good and bad times in our life.

Post-reading activity

- a. Ask students to read the instructions given in **Task C**.
- b. Let students work individually. Ask them to make a list that shows they are better than others in some ways and others are also better than them in some other ways.
- c. Pick some students to share their lists with the whole class.
- d. Ask other students to listen to them carefully and provide feedback on their sharing.

7.9 Grammar II

This is the second grammar activity in the unit. It introduces the use of 'a', 'an' and focuses the use of comparative and superlative article 'the'.

Objective

To identify and use the articles correctly in the sentences

Material

A set of article cards, a set of picture cards

Follow these steps.

A. Study the following sentences. Notice the words in red.

- Ask students what they know about articles to check their pre-knowledge.
- Write these sentences on the board and ask them to identify the articles in the sentences.
For example:
He is a good boy.
Do you like an apple or an orange?
The sky is blue.
- Underline the articles as per the response of students.
- Now, let them study the sentences given in **Task A**. Encourage them to notice the words in red.
- Ask them to underline the articles. Then, tell them to discuss in groups to derive the rules.
- Introduce general rules to students.

General rules for the use of a, an and 'the'

Use of 'a' and 'an'- indefinite articles

The indefinite articles 'a' and 'an' are used before countable singular nouns.

'A' is used before singular countable nouns that start with consonant sounds.

For example: I have a pen.

'An' is used before singular countable nouns that start with vowel sounds.

For example:

I have an umbrella.

Use of 'the'- definite article

Specific things- There is a boy. The boy is smart.

Seas, rivers, oceans – the Nile, the Amazon, the Pacific

Unique things- the sun, the moon, the sky

Superlative degree of adjectives- the tallest, the most important

Before the names of newspaper- The Kantipur Post, The Rising Nepal

B. Choose the correct words from the brackets to complete the sentences.

- a. Engage students in 'Matching game' activity. To conduct this activity, divide them in four different groups naming them active group, brilliant group, creative group and dynamic group.
- c. Distribute a set of article cards and a set of picture cards to students.
- d. Let them shuffle the cards separately in two sets facing down on the table.
- e. For example; one of students of the group takes two cards and sees if it's an article/noun that matches. If he/she can match, continue the process. If not, put them in the same place as it was before and the next student has a turn. Whoever can match the articles with the noun, score a point.
- f. Let them continue the game until all the cards are matched. Finally, the student with the most points wins.
- g. Review and reflect on the activity and the use of articles.
- h. Let students read the sentences from a-j given in **Task B**. Tell them to complete the sentences with the correct words.
- i. Do mass correction involving students into the discussion.

Answers

- | | | | | |
|-----------|--------|--------|-----------|--------|
| a. a, the | b. the | c. a | d. the | e. the |
| f. an | g. a | h. The | i. an, an | j. a |

C. Complete these sentences with 'a', 'an' or 'the'.

- a. Ask students to fill in the gaps given in **Task C** using the articles a, an, the. Whoever completes the task with the most correct answers first will be the winner.
- b. When they finish, have them exchange their answers with a nearby bench partner and check each other's work.

Answers

- | | | | | |
|--------|---------|-------|--------|--------|
| a. the | b. a, a | c. an | d. the | e. the |
| f. an | g. the | h. a | i. the | |

7.10 Writing II

This section includes a writing task where students are supposed to create a paragraph using the adjective of comparison.

Objective

To write a paragraph comparing two friends

Follow these steps.

Write a short paragraph about two of your friends. Use adjectives to compare their height, likes, behaviors, etc.

- a. Ask students to read the instruction and share their understanding.
- b. Remind students how they practiced comparing different things in the speaking section of this unit.
- c. Ask some students to compare their friends on the basis of height, likes and behaviors.
- d. Collect their oral responses and write them on the board.
- e. Have students write a short paragraph in their copy. Remind them to use comparative adjectives while comparing their friends.
- f. Check their written work and provide them with individual feedback.

Sample Paragraph

Sita and Gita are my best friends. Sita is taller than Gita. Gita is more beautiful than Sita. Sita is good at singing but Gita is better than her. Sita is an intelligent student. However, Gita is younger and smarter than her. I love both of them.

7.11 Do it yourself

It is an extended activity where students should observe the buildings/houses around their school and use adjectives to describe them.

Objective

To draw the buildings/ houses and describe using adjectives

Follow these steps.

- a. This project can be done as a class work.
- b. Ask students to read the instructions given in the book and share their understanding. Include additional details in their explanation.
- c. Take students outside the classroom and tell them to observe the buildings or houses around their school.
- d. Show the houses pointing with your finger and ask some general questions.
For example:
How is the house over there? Wait for their responses.
- e. Add more questions based on their responses such as: Is it tall? Is it beautiful? Is it lovely? Is it safe to live in? How many windows are there? What is it made up of?
- f. Once they are clear with the terms they should include in their writing, let them draw the buildings/houses in their notebook and write as many adjectives as possible to describe them.
- g. Allow them for their creativity. For example: they can describe it in the form of a poem, or a story, or a paragraph.
- h. Have students present it in the class along with their reflection.
- i. Display students' product on the wall so that they stay motivated to work further.

Introduction

This unit revolves around the language function 'describing location'. The primary focus of this unit is on teaching students how to effectively describe the location of objects, places, or people using appropriate language structures. Emphasis is placed on developing a rich vocabulary for expressing location in both written and spoken forms. This includes the use of prepositions, directional phrases, and location-specific vocabulary as well. The table below presents a brief overview of the unit.

S. N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Talk about location of things based on the given picture. Listen and sing.
2.	Reading I: Rani Mahal	Discussion on pre-reading questions Read the given passage and match words with their meanings. Write True/False. Answer the questions. Talk about hypothetical situation of possible visit to Rani Mahal.
3.	Pronunciation	Practise pronouncing the given words.
4.	Grammar I	Use preposition of location correctly.
5.	Speaking _____	Describe location of things based on pictures
6.	Writing I _____	Write a paragraph describing location of things.
7.	Reading II: Clouds _____	Discussion on the pre-reading questions Read the given text and match words with their meanings. Answer the questions. Draw and write about the shape of clouds.
8.	Listening	Picture based pre-listening questions Listen and match. List down the prepositions based on the listening.
9.	Grammar II	Use of location prepositions: in, on, and at
10.	Writing II	Write a paragraph describing location of things
11.	Do it by Yourself	Draw and describe.
Total time for the unit		9 hours

Specific classroom procedures for each task are suggested below. However, teachers have the flexibility to implement the suggested activities for language learning or create their own. There is an opportunity for creativity to enhance the effectiveness and interest of language learning. Besides the outlined activities, teachers can include other tasks to assess language skills throughout the unit. Creating chances for student collaboration and idea-sharing, especially in pairs and groups, is essential for improved language learning.

8.1 Getting started

This section introduces expressing locations.

Objectives

- a. To express ideas about location of the things in the picture
- b. To sing the given song

Follow these steps.

A. Look at the picture. Describe where the things are located. Talk about them as in the example.

- a. Show students the given picture and ask them what things they can see in it.
- b. Ask students where each of these things are.
- c. Write the given example on the board and tell them to describe the locations of other things in the picture.
- d. You can write some more examples on the board.
- e. Encourage students to say locations of things based on the picture. Encourage them to use location prepositions in their responses as in the examples you have provided earlier.

B. Listen and sing.

- a. Practice singing the song beforehand. Learn how to sing the song in an effective way.
- b. First, present the song providing students an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- c. For the second time, sing the song and ask students to follow along.
- d. For the third time, sing it again and have students sing the song with you.
- e. While singing, emphasize the locations and the location prepositions used in the song.
- f. Introduce the discussion question: 'The girl is in different places in the song. Name these places.'
- g. Make sure that everyone understands the discussion task clearly.
- h. Encourage students to go back to the song and find different places the girl is in.
- i. You can write students' responses on the board: 'under the sea', 'in the window',

'out the door', 'on top of the table', 'under the floor', 'next to the fish', and 'around the fish's little dish'.

8.2 Reading I: Rani Mahal

The first reading text in this unit is a description of Rani Mahal, followed by various activities based on it.

Objectives

- a. To learn the words and phrases: built, surrounded, possesses, attractive, massive and hiking
- b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Tell students to look at the picture given on page 88 of the textbook.
- b. Ask the two signpost questions and make students think about the name and location of the building.
- c. Encourage them to express themselves freely. If they are unable to guess, refer to the title of the reading text and encourage them to guess its name.
- d. Ask them about the location of the building. If they can't say where the Rani Mahal is, take them to the reading text and encourage them to find out about it.
- e. Ask students to preview the words in red. Ask if there are other unfamiliar words in the text.
- f. Have students predict the meanings of unfamiliar words based on context clues or prior knowledge.
- g. Encourage them to guess the meanings of words by looking at surrounding sentences or paragraphs.
- h. Teach all these words using definitions, synonyms, antonyms, and example sentences to deepen understanding.
- i. Encourage students to use the words in their own sentences.

While-reading activities

- a. Read the text for the first time at a normal speed as a model reading.
- b. Ask students to point to the lines with their fingers.
- c. Divide students in groups of four and ask them to read the lesson. Ask them to divide one paragraph to each member. Each member in the group reads one of the paragraphs. While one member reads, other members listen carefully.
- d. When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe in their own words to other members.
- e. Now, ask students to go through **Task A**. This is a vocabulary exercise where

students should match the words with their meanings. Before doing the activity, remind students the words they studied before reading the text. Encourage students to use their previous learning as well as the contextual clues from the passage to infer meanings.

- f. You can also demonstrate how to match words with their meanings using one or two examples, if it is needed.
- g. Have them work independently or in small groups to match the words with their correct meanings.
- h. After the activity, engage students in a discussion about their choices.
- i. Encourage them to explain why they chose specific meanings for each word, promoting critical thinking.
- j. Review the correct answers as a class, providing explanations for any misunderstandings.

Answers

- a. **built** : built or constructed
- b. **prayer** : words that you say to God
- c. **possesses** : has or owns something
- d. **massive** : very big
- e. **surrounded** : was all around
- f. **hiking** : going for long walks

Tell students to read the statements from 'a to e' given in **Task B**. Tell them that they are going to read the text again to find whether the given statements are true or false.

- k. Ask them to locate the sentences related to the given statements in the reading text and decide whether the statements have similar meanings to the ones given in the reading text or not.
- l. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to solve the problems. Provide help, if any of them needs it.
- m. When they complete the work, let some students read out their answers to the class. If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.

Answers

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

Tell students to read the questions from 'a to d' given in **Task C**. Tell them that they are going to read the text again to find answers to the given questions.

- n. Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.

- o. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to answer the questions. Provide help, if any of them needs it.
- p. When they complete the work, check their answers.

Answers

- a. Rani Mahal lies in Palpa district.
- b. There are gardens and a pond around the palace.
- c. The Kaligandaki River has religious importance.
- d. It takes about half an hour to go to the palace from Tansen in a vehicle.

Post-reading activities

- a. Tell students to read the instructions for **Task D**. This is a follow up activity based on the reading text.
- b. Let students have some time to review the reading text and think about the major attractions at the Rani Mahal.
- c. Tell them to write a few things they want to see at the Rani Mahal before they talk to their friends.
- d. Model an example of how to express these ideas clearly with friends.
- e. Have some students share in front of their friends. Encourage them to express freely and provide feedback.

8.3 Pronunciation

This is a pronunciation exercise where students practise pronouncing the given words in an appropriate way.

Objective

To practice pronunciation of the given words

Materials

Recorded pronunciation of the given words

Follow these steps.

- a. Start by pronouncing each word clearly and slowly for students. If possible, bring the audio of the pronunciation from the native speakers.
- b. Pay attention to individual sounds, stress patterns, and any challenging aspects of the pronunciation.
- c. Identify specific sounds or phonetic elements within each word that may be challenging for learners.
- d. Highlight vowel sounds, consonant clusters, and stress patterns.
- e. Have students repeat each word after you, focusing on accurate pronunciation.

- f. Encourage them to pay attention to the sounds, stress, and intonation.
- g. Practise each word in isolation. Repeat each word several times, allowing students to follow along and mimic the pronunciation.
- h. Give students the opportunity to practice individually. They can take turns saying the words, and you can provide feedback and correction as needed.
- i. Provide recordings of the correct pronunciation for students to listen to and compare their own pronunciation. This could be done by the teacher or using online resources.
- j. Offer constructive feedback on individual students' pronunciation.
- k. Correct any common errors and encourage students to practice and improve.

sites /saɪts/	palace /'pæl.ɪs/	distance /'dɪs.tənts/
massive /'mæs.ɪv/		
vehicles /'viː.ɪ.klz/	hotels /həʊ'telz/	landscape /'lænd.skeɪp/
motorcar /'məʊ.tə.kɑ:(r)/		

8.4 Grammar I

This grammar section introduces students to some location prepositions. There are two controlled types of activities to let students internalize the use of these prepositions.

Objective

To use prepositions to talk about the location of things

Follow these steps.

A. Choose the correct sentences given and write them below the picture.

- a. Read the instructions and make students clear on what they should do.
- b. Explain to them that this is like a matching activity where the sentences should be matched with the pictures on the next page. After matching, they should write the sentences under the pictures.
- c. Provide students with some support at first. You can point out key details in the pictures, and read the sentences aloud to them.
- d. As they get more confident, you can gradually fade your support.
- e. You can also turn the activity into a game. Have students take turns matching the pictures and sentences. You can give points for each correct match.
- f. Once students have matched the pictures and sentences, tell them to write the matched sentences under the pictures.
- g. Ask them questions about the pictures, such as "What is happening in this picture?" or "What clues helped you match this sentence to the picture?"
- h. Now, highlight the use of prepositions 'in', 'on', 'under', 'in front of', 'behind',

'between' in the sentences based on the pictures. This helps them to internalize the use of location prepositions

Answers

First picture: Saru is swimming in the pond.
Second picture: The blue car is behind the green car.
Third picture: The house lies between the trees.
Fourth picture: Look! The dog is jumping over the fire.
Fifth picture: The children are sitting in front of the TV.
Sixth picture: A child is hiding under the bed.

B. Choose the correct preposition from the brackets and complete the sentences.

This is a practice exercise where students are expected to use the possessive pronouns and make sentences.

- Start the activity by reviewing the activities in **Task A** above. Reintroduce the prepositions 'in', 'on', 'under', 'in front of', 'behind', 'between' through pictures and example sentences.
- Provide clues within the sentence or context to help students narrow down the options.
- Encourage them to ask questions and reason out why a particular preposition might be better suited.
- Tell students to complete the sentences choosing the correct alternative. Monitor their activity during the time they do the task.
- Make sure that all students have done the task. Allow them to ask questions and clarify any doubts they might have about specific prepositions.
- Have students read their completed sentences.
- Provide whole class feedback on their choices, explaining why one preposition might be more accurate than another.

Answers

a. in b. in front of c. behind d. between e. in
f. on g. between h. over i. at j. under

8.5 Speaking

This speaking activity not only enhances speaking skills but also fosters critical thinking, observational abilities as well as drawing skill. This includes two activities, both are intended for the use of location prepositions.

Objective

To describe location of things based on pictures

Follow these steps.

- a. Start with **Task A**, where students ask and respond to the question about location of things in the picture.
- b. Begin by introducing the activity and explaining the purpose. Emphasize that the goal is to have a conversation about what they see in the picture using the prepositions given.
- c. Model the given example with a student. Focus on how to ask questions and how to respond to it.
- d. Highlight the use of location prepositions in the example.
- e. Give students some sentence starters to help them initiate the conversation. For example, "I see...", "In the picture, there is...", or "What do you think about...?/ Where is?"
- f. Divide students into pairs. This encourages more active participation and provides a supportive environment for language practice.
- g. Let each member of the pair ask and answer the questions. Encourage them to use all the prepositions given.
- h. Monitor students' activities and help them whenever they need.
- i. After the activity, provide constructive feedback. Highlight areas where students did well and offer suggestions for improvement.
- j. Tell students to read the instruction for **Task B**. Introduce the activity by explaining that students will draw a picture of their bedroom and then use prepositions to describe the locations of their possessions.
- k. Model the task by drawing a simple picture of your own bedroom on the board or a large sheet of paper. Verbally explain the location of a few possessions using prepositions.
- l. Give examples of sentences they can use, such as "My book is on the shelf," or "My bed is next to the window." This helps students understand the structure of their sentences.
- m. Have students work in pairs or small groups. This encourages collaborative learning and provides an opportunity for students to hear and practice the language with their peers.
- n. Allow students sufficient time to draw their bedroom and place their possessions in the drawing.
- o. Each student or group presents their drawing to the class. Encourage them to use complete sentences with prepositions to describe the location of their possessions.
- p. Provide feedback on both content and language use. Correct any errors in the use of prepositions and encourage classmates to ask questions about the presented bedrooms.

8.6 Writing I

This writing activity is the extension of the previous speaking activity. The students are supposed to use the drawing that they prepared in their speaking activity and write a paragraph about it.

Objective

To write a paragraph describing things in their bedroom

Follow these steps.

- a. Begin by reviewing the vocabulary related to bedroom items and location prepositions that you covered in the speaking activity.
- b. Model how to write a paragraph using your own drawing or a sample drawing. Point out specific details and use location prepositions in your explanations.
- c. Discuss the structure of a paragraph. Guide students in writing clear and concise topic sentences that introduces the main idea of their paragraph. For example, "In my bedroom, various items are carefully arranged."
- d. Encourage students to provide supporting details for each item in their drawing. Use location prepositions to describe where each item is located. For instance, "There is a small table next to my bed." or "The bookshelf is against the wall."
- e. Students can choose to describe items in a specific order, such as starting from one corner of the room and moving to the other.
- f. Facilitate a peer-review session where students exchange their paragraphs with a partner. Encourage constructive feedback on clarity, coherence, and the use of prepositions.
- g. After receiving feedback, allow students time to revise and improve their paragraphs. Emphasize the importance of incorporating suggestions for better clarity and expression.
- h. Have students present their paragraphs to the class. This reinforces their speaking skills and allows them to share their descriptions with their peers.

Sample writing

In my room, there are different things in different places. My bed is near the window, and I have a cozy blanket on it. Next to my bed, there is a small table with my favorite books. Across from my bed is a big wardrobe where I keep my clothes. On the wall, there's a colorful poster, and below it is my study desk with a lamp. The desk has my notebooks and pens. In the corner, there's a soft chair where I like to sit and read. Near the door, there is a small shelf with my toys. I like my room because everything has its own place, and it feels comfortable.

8.7 Reading II: Clouds

The second reading text in the unit is a short description of clouds followed by some comprehension activities.

Objectives

- a. To learn the words: crystals, vapour, droplets, bits, fog, cirrus, cumulus, giant, stratus, gravity, sleet and hail
- b. To read the text and do the comprehension exercises

Follow these steps.

Pre-reading activities

- a. Ask students to observe the picture in the pre-reading section and answer the two questions given.
- b. Encourage students to express freely what they notice in the picture.
- c. Elicit responses as there are different shapes of clouds in the picture.
- d. If the sky is visible, take students outside class and let them observe the sky. They can observe it even from their class if it is visible through windows.
- e. Ask them whether they could see clouds or not. If yes, encourage them to describe what type of and shape of clouds they could see.

While-reading activities

- a. Read the text aloud at a normal speed to your students. Read with expressions and body movement, and ask students to point to the lines you are reading with their fingers.
- b. Ask students to read the lesson in pairs. Ask them to read the lesson completely one by one.
- c. Ask students to underline the unfamiliar words. List them on the board.
- d. Tell them to look at the meanings of these words in a dictionary or the glossary at the end of the book.
- e. Provide visual aids, examples, synonyms, antonyms, and definitions to help students understand the meaning of these words. Encourage students to use these words in their own sentences.
- f. Now, ask students to do **Activity A**. Ask them to match the words with their meanings. Have them work independently or in small groups to match the words with their correct meanings.
- g. Move around the classroom to monitor student progress. Help them if needed.
- h. After the matching activity, facilitate a class discussion and whole class feedback.

Answers

- a. crystals : small pieces of a substance
- b. vapour : a mass of very small drops of liquid in the air
- c. droplets : small drops of liquid
- d. giant : very large
- e. sleet : a mixture of rain and snow
- f. hail : small balls of ice

Tell students to read the questions from 'a to e' given in **Task B**. Tell them that they are going to read the text again to find answers to the given questions.

- i. Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- j. When they complete the work, ask the pairs to discuss their answers.
- k. Let some students read out their answers to the class. If any answers are incorrect, provide feedback and correct the answers by explaining why the answers are incorrect.

Answers:

- a. We can't see water in the sky because the drops of water in the sky are too small to see.
- b. When water vapour goes higher in the sky, cool air turns it to water droplets.
- c. The name of the high cloud is 'cirrus' and low cloud is 'fog'.
- d. Gravity causes the droplets to fall to the earth.
- e. The name of falling water droplets is 'rain'.

Post-reading activities

- a. Tell students to read the question for **Task C**. This is a follow up activity based on the reading text.
- b. Let students have some time to think about various shapes of clouds. If there is an observable cloud, let them go out and observe it.
- c. Have students draw the shapes of the clouds they see. Encourage them to use their imaginations and to be creative. They can also write down what the clouds look like to them.
- d. Share and discuss students' drawings and descriptions. This is a great opportunity to talk about the different types of clouds and their shapes.

8.8 Listening

In this section, students listen to a short conversation that lasts for 55 seconds.

Objective

To listen to a short conversation and match the words/phrases with given information about them.

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

a. Which city is it?

b. What do you see in the city?

- a. Ask students to look at the picture and answer the questions.
- b. Encourage students to answer the question freely based on their understanding

about the picture.

- c. You can facilitate them by saying that it can be the picture of one of the developed cities. They may take names of some cities. Do not judge their answers as right and wrong. Accept multiple answers.
- d. Encourage them to say as many things as they see in the picture.

B. Listen to the audio and match the words/phrases in column A with the correct information in column B.

- a. Tell students that they are going to listen to a short conversation.
- b. Tell them to go through the information given under column A and B for matching.
- c. Make sure that they understand the task. This gives them a sense of what to expect and focuses their attention on specific information.
- d. Have students listen to the conversation without worrying about matching the information initially. The goal is to understand the overall meaning and context of the dialogue.
- e. Replay the conversation, instructing students to listen for specific details that will help them do the matching.
- f. Go around the class and check whether all students are involved in the assigned task.
- g. Play the audio again and let them review their answers.
- h. Move around the classroom and ensure that all students have corrected their answers and completed the task.
- i. Facilitate a whole-class discussion about the task completed. Encourage students to share their answers, as well as any challenges they faced.

Answers:

a. Shirley	from Australia
b. nice parks in Melbourne	lots of parks
c. a lake	in the centre
d. fruit bats	hanging upside down from the trees

C. Listen to the audio again and list down all the prepositions you hear.

- a. Begin by giving instruction to listen to the audio focusing only on the prepositions.
- b. Show/tell them a list of prepositions including the ones in the audio. This makes students able to recognize which words are prepositions and which are not.
- c. Encourage students to note down the prepositions from the audio as they listen to it.
- d. Play the audio and move around the class to see whether students are doing the task attentively.
- e. You can play the audio once again if students could not write down all the prepositions from the audio.

- f. Ask them to share the prepositions they could catch from the audio. Write the prepositions they say on the board and provide feedback.

Answers

from	from	from	from	in
of	from	in	about	at
of	of	down	from	

8.9 Grammar II

This grammar section is a continuation from the section Grammar I. It gives more practice to students in the use of location prepositions.

Objective

To use prepositions to talk about the location of things

Follow these steps.

Complete the following sentences with in, on or at.

- Start the activity by reviewing the activities from Grammar I.
- Provide clues within the sentence or context to help students narrow down the options.
- Encourage them to ask questions and reason out why a particular preposition might be better suited.
- Tell students to complete the sentences choosing the correct alternative. Monitor their activity during the time they do the task.
- Make sure that all students have done the task. Allow them to ask questions and clarify any doubts they might have about specific prepositions.
- Have students read their completed sentences.
- Provide whole class feedback on their choices, explaining why one preposition might be more accurate than another.

Answers

a. in	b. on	c. at	d. in	e. on	f. at	g. in	h. at	i. at
j. at								

8.10 Writing II

In this writing activity students are supposed to use the given picture and write a paragraph about it.

Objective

To write a paragraph describing the location of things in the given picture

Follow these steps.

- a. Remind students of the way of describing the location of things they practiced in Writing I from this unit.
- b. Write the start of the paragraph given below the picture on the board. Point out specific things in the picture, and hint and elicit the possible prepositions to be used to describe their locations.
- c. Discuss the structure of a paragraph. Encourage students to use location prepositions to describe where each item is located.
- d. Students can choose to describe items in a specific order, such as starting from one corner of the room and moving to the other.
- e. Facilitate a peer-review session where students exchange their paragraphs with a partner. Encourage constructive feedback on clarity, coherence, and the use of prepositions.
- f. After receiving feedback, allow students time to revise and improve their paragraphs. Emphasize the importance of incorporating suggestions for better clarity and expression.
- g. Have students present their paragraphs to the class. This reinforces their speaking skills and allows them to share their descriptions with their peers.

Sample writing

This is a living room. There are two dogs under the table. There is some breakfast and juice on the table. A cat is sitting on the sofa. There is a computer on the computer table and next to the computer table; there is a racket and a bag. A beautiful picture is put on the wall above the vase and the aquarium. There is a big window behind the sofa. We can see a beautiful scene through the window. There is a wall stand next to the window. A trophy and some books are kept on the wall stand. Below it, there is a light stand. There is a guitar in between a vase and the light stand. There is a cartoon box in front of the guitar and the vase. Some toys are in the cartoon box.

8.11 Do it by yourself

It is an extended activity where students are to produce a drawing of their classroom and orally describe it to their friends.

Objective

To draw a picture of the classroom and describe it

Follow these steps.

- a. Begin by assigning them to draw a picture of their classroom on a chart paper and show things in the classroom on it.
- b. You can assign it to be done in small groups or pairs so that they will do it collaboratively incorporating their ideas and skills.
- c. Have students present their paragraphs to the class. This reinforces their speaking skills and allows them to share their descriptions with their peers.
- d. Paste the drawings on the wall of the classroom to make students feel proud of their work in the following days.

Introduction

This unit 'Facts and Truth' comprises ten various tasks on which four language skills, grammar and project work. The table below presents a concise outline of unit nine.

S N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Talk about the pictures based on the clues. Listen and Sing. Underline the rhyming words.
2.	Reading I: Red Pandas	Picture-based pre-reading questions Solve the crossword puzzle. Complete the fast facts about red panda in the table. Answer the questions. Post reading question
3.	Pronunciation	Pronounce the words with long /u:/ and short /U/ sound.
4.	Writing I	Write a short paragraph about an endangered animal
5.	Grammar I: present simple	Complete the sentences with missing words from Reading I Fill in the spaces with present simple form of the verbs.
6.	Speaking	State the fast facts in full sentences. Take turns and state the facts.
7.	Listening: Description about animals	Pre-listening questions and pictures Listen and match. Post listening question
8.	Reading II: The Spinning Earth	Pre-reading questions Complete the sentences with correct words. Complete the summary of the poem. Share things about earth to friends.
9.	Grammar II: Present Simple	Complete the sentences with correct words. Study the sentences and compare them. Match the affirmative with their negative statement. Write the correct questions and finish the short answers.
10.	Writing II Punctuation	Punctuate the paragraph. Write a paragraph about the Earth.
11.	Do it yourself: Search facts about the Sun	Search facts about the sun and design a fact sheet to display on the classroom wall.
Total time for the unit		9 hours

The teaching learning activities for each activity are presented below. The teachers could adopt their own methodologies in order to achieve the learning outcomes intended by the present curriculum according to their context.

9.1 Getting Started

This section comprises two subtasks: talking about the pictures using the clues given and listen and sing. They are related to talking about facts and truths.

Objectives

- a. To talk about facts and truths
- b. To listen and sing the song

Follow these steps.

A. Look at the pictures below. Talk about them using the clues given.

- a. Ask students to look at the picture in their textbook. Ask them what they are.
- b. Talk about the clues and ask what fact they indicate. Elicit the answer.
- c. Ask them to make sentences based on the given clues. Ensure that they will use simple present tense.

Answers

The moon moves round the earth.
Leopard is the fastest animal in the world.
Water is liquid.
Mt. Everest is the highest mountain.

Listen and sing.

- a. Sing the song and ask students to listen carefully. They will point to the lines you sing.
- b. Sing it again and ask students to repeat after you.
- c. Ask some students to sing for the whole class.
- d. While singing, emphasize the words that rhyme. The rhyming words are: seas, these, please, trees. producing long /i:/ sound
- e. Tell students to underline the rhyming words. When students complete the work, let some students read out the rhyming words to the class. Correct their answers if necessary.
- f. Ask students questions like these: What is the title of the song? Who composed the song? Have you ever seen the rainbow? How many colors are in the rainbow?
- g. Elicit the answers. The possible answers are: Rainbow is the title of the song. Christina Rossetti composed the song. There are seven colors in the rainbow.

9.2 Reading I: Red Pandas

This section consists of a reading text about red panda including various activities:

to solve the crossword puzzle, complete the table, answering the questions, share ideas with friends about endangered animals that students have heard or read.

Objectives

- a. To learn the words: unique, mammals, fur, bushy, damp, grip, release, protect, cubs, litter, endangered, poaching and illegal
- b. To read the text and do the comprehension exercises

Follow these steps.

Pre- reading activities

- a. Ask students to look at the picture and ask questions: What do you think the animal is? Where do you think this animal is found?
- b. Elicit the answers: This is red panda, a mammal and it is found in cool damp mountain forests.
- c. Tell them to preview the topic and the text and ask them to guess on what they are going to read about.
- d. Show the pictures like this or videos if available so that they will know more about pandas.
- e. Deal with highlighted unfamiliar words and phrases such as: *unique, mammals, fur, bushy, damp, grip, release, protect, cubs, litter, endangered, poaching and illegal* so that students can understand the text and do the activities easily.
- f. Read the sentences with these words from the textbook and ask students to guess the meanings of the words. Use the words in sentences as: unique- They are in their own **unique** family. Then explain the word as **Unique**= being the only one of its kind. Example: He is a unique person. In this way, ask students to practise or try to make their own sentences. Help students find the meanings of these words in the dictionary. Provide visual aids, examples, and definitions to help learners understand the meaning of these words. Make sure that they understand the meaning of these words, their spelling, and their pronunciation. Follow this for all words.

While- Reading activities

- a. First, read aloud the text at a normal pace.
- b. Now divide the class into four groups and assign each group the part of the reading text to read. Assign paragraphs 1-3 to the first group, paragraphs 4 -5 to the second group, paragraph 6 to the third group and paragraphs 7-8 to the fourth group.
- c. Ask each group to read the paragraphs that they get. Give them some time to discuss the content given in the paragraph.
- d. Next, ask one of students from a group to read aloud the paragraph and the other from the same group to explain to the whole class what the paragraph is about.

- e. Repeat the process for the rest of the groups. Help them with the meaning and pronunciation of words if they need to.
- f. Now, tell students to read the instructions for **Task A** and ask them to solve the puzzle in the same group. Tell them that the group who will complete first will be the winner.

Answers:

Across: 1. Poaching 5. Unique 6. Damp 7. Furry

Down: 2. Illegal 3. Litter 4. Grip

Ask students to work in the same groups and do **Task B** and **Task C**. Talk about the instructions and make sure that they understand the task.

- g. Ask them to read the text and complete the fast facts about red pandas in **Task B**, and answer these questions in **Task C**.
- h. Let the groups present the answer and discuss if there are corrections. Appreciate their works.

Fast Facts about the Red Panda						
Animal Type	Body size (Length)	Food	Weight	Habitat	Protection Status	Major Threats
Mammal	60 cm	Bamboo Shoots, Tender leaves	6 to 14 pounds	Cool, damp mountain forest	Endangered animal	Poaching,

C. Answers

- a. The other names of red pandas are lesser panda or fire foxes.
- b. The main difference between red pandas and giant pandas is that giant pandas are bears, whereas red pandas are not bears.
- c. Red pandas eat a small amount of food at a time because they can digest a small amount at a time.
- d. Their claws help red pandas to grip onto branches.
- e. They use long bushy tail for balance
- f. A mother panda can give birth to one to four cubs.

Post- reading Activities

- a. Ask students if they have ever heard of or read about any animals that are in danger.
- b. Expect for their answers as dolphin, snow leopard etc. Explain the meaning of 'in danger' like- the animal which is going to be lesser in numbers.
- c. Let students talk, share their experiences and move around the class, help them if necessary.

- d. Give examples of endangered animals such as gharials, a species of crocodile became almost extinct due to excessive river pollution.
- e. Tell students to share about other animals that are in danger.

9.3 Pronunciation

This portion contains practice of vowel sounds. The words containing short and long /u:/and /ʊ/ sounds.

Objective

To pronounce short and long /ʊ/ /u:/ vowels used in words correctly

Follow these steps.

- a. Pronounce the following words correctly and ask students to listen carefully.

Bamboo /,bæm'buː/	food /fuːd/	shoots /ʃuːt/	put /pʊt/
Book /bʊk/	good /gʊd/	cool /kuːl/	full /fʊl/
fool /fuːl/	pool /puːl/	school /skuːl/	rule /ruːl/
wood /wʊd/	pull /pʊl/	moon /muːn/	soon /suːn/
too /tuː/			

- b. Use audio material with native speakers' sounds in your mobile if possible.
- c. Repeat many times, and ask students to pronounce after you.
- d. Ask students to pronounce the words individually.
- e. Let them internalize the difference in the short and long sounds.

9.4 Writing I

This writing section is an example of guided writing.

Objective

To collect information, make notes and write a short paragraph

Follow these steps.

Collect information about an endangered animal, e.g. tiger, rhino or snow leopard. Make notes in the following mind map and then write a short paragraph about it.

- a. Divide students in groups.
- b. Tell them to gather information about an endangered animal e.g. tiger, rhino or snow leopard.
- c. Ask them to find the facts like what types animal that is, its shape and size, some key facts, its habitat, major threats, etc.
- d. Ask them to collect these facts from any sources like newspaper, encyclopedia, Google search or asking any teachers or other persons, etc. Tell them to make notes in the given format. Discuss the information they collected.

Sample notes about snow leopard

High alpine areas in Himalayas, mammal, size 7 feet long , 3 foot long tail 2 feet high weight 23- 41 kg, hunts at night, paws acts as snowshoes, can't roar, related to tiger, fast runner, estimated number 4080-6590, they are vulnerable.

Ask them to write a paragraph. Assign this as homework.

- e. Check their writing the next day and provide feedback.

Sample paragraph**Snow Leopard**

Snow leopards are mammals. They are related to tigers. They are found in high alpine areas in the Himalayas. Their bodies grow to around seven feet in length and two feet high. They have almost three feet long tail. They weigh 23 to 41 kilograms. Their paws act as snow shoes. It is said that they can't roar. They are fast runners. IUCN has kept the leopard as vulnerable animal. Their estimated number at present is 4080 – 6590.

9.5 Grammar I

This section comprises two subtasks in which students have to complete the sentences using present simple.

Objective

To use present simple forms

Follow these steps.**A. These sentences are from Reading I. Complete them with the missing words.**

- Pair up students and ask them to read the sentences a-e in the textbook.
- After that, ask students to find the missing words from 'Reading I' and ask them to complete sentences.
- Once students complete the work, ask them to read their answers and ask other students to compare with their answers.
- Make sure that all students find the correct missing words to complete the sentences.

Answers

a. live b. eat c. have d. keep e. give.

- e. Ask them to study the forms of verbs in those sentences. They are first form of the verbs and they are in present simple tense. Let them see the subjects and ask them if they are singular or plural. Elicit that they are plural subjects. Explain that the plural subject take v¹ in present simple tense.

- f. Write some sentences in simple present tense and get them how the verbs appear there.

Sample sentences

I work in an office.
We go to school daily.
We catch the bus every morning.
You walk for two hundred meters, then you turn left.
Pemba watches cartoons every day.
She drinks milk every night before going to bed.
He goes to the gym daily.
His mother arrives tomorrow.
They go to school regularly.

- g. With those sample sentences, point out the subject and verb agreement. Elicit the form of present simple with I, you, we, they, he, she, it and other singular as well as plural subjects.

B. Fill in the spaces with the present simple forms of given words.

- a. Ask students to do **Task A**. Do it as a competition. The student who scores the most wins.
b. Discuss the answers so that they can be clear about the use of the correct form of the verbs.

Answers

A. Plays	b. eat	c. snows	d. teaches	e. watch
f. eat	g. goes	h. need	i. help	j. are

9.6 Speaking

This portion of speaking includes three subtasks. Students have to state the facts and share with the class.

Objective

To state the facts, and share with the class

Follow these steps.

A. Work in pairs. Look at the exercise 'Fast Facts' about the Red Panda. State the 'fast facts' in full sentences as in the example.

- a. Pair up students. Ask them to look at the exercise 'Fast Facts about the Red Panda' in **Reading I** and state these facts in full sentences with the pair.
b. Tell them that they have to do as given in the example: The red panda is a mammal.
c. Remind them the previous grammar activity and tell them that they have to use present simple tense.

- d. Move around the class and observe if they are doing right.

Facts about Red Panda

- a. Red Pandas live in cool, damp mountain forests.
- b. Their bodies grow to around 60 cm in length.
- c. Sometimes they eat eggs.
- d. They release bad smells.
- e. Mother pandas give birth to one to four cubs.

B. Read the following clues. Take turns and state these facts to your friends.

- a. Ask the same pairs to take turns and state the facts 'a- h' to their friends.
- b. Ask them to read the example:
A: Water/not freeze/ in hot places
B: Water does not freeze in hot places.
- c. Ask two students to perform this dialogue.
- d. Then, ask them to talk with their partner using the clues given.
- e. Ask them to take turns. Move around the class and monitor if they are talking in a right way. Help the needy pairs. Make sure that students state the facts to their friends.
- f. Finally ask some pairs to state these facts to the whole class.

Answers

- a. The sun rises in the east.
- b. Water boils at 100 degrees Celsius.
- c. The earth is a planet.
- d. Two and two make four.
- e. Nepal lies between India and China.
- f. The Sun is a star.
- g. Snow is white.
- h. Paper is made from wood and straw.

Work in pairs. Think of any five facts and share with the class.

Again ask students to work in the same pairs. Tell them to think of any five other facts and share with the class. The answer may vary from each pair.

9.7 Listening

Students will listen about some facts related to animals in this task.

Objective

To listen to the audio and do the comprehension tasks

Follow these steps.

A. Look at the pictures. What animals are they? Share one fact about each of them.

- a. Ask students to look at the picture and ask them what animals they are and share one fact about each of them.
- b. Elicit students' answers. Answers may vary. Giraffe is the tallest animal. Whale is a long living creature. Spider produces silk.

B. Listen to the audio and match the animals in column 'A' with their habits in column 'B'

- a. Tell students that they are going to listen to the audio about the animals. Play the audio and ask students to just listen it.
- b. Tell them that they have listened and done eight listening tasks before. So, inform them that you will use this audio this time for internal assessment purpose.
- c. Ask them to copy Activity B in their exercise book so that you can take the pages for your recording in the portfolio.
- d. Inform them that you will play now the audio once and they will do the task.
- e. Play the audio and ask students to match the animals in column A with their habits in column B.
- f. When finished take their answer sheets back.
- g. Check their answer and mark them as one of the task of listening for internal assessment. Record the marks.

Answers

- | | |
|---------------|---|
| a. Dolphins | iii. always live in groups. |
| b. Tarantulas | v. usually live in a hole in the ground. |
| c. Bears | iv. often eat fish. |
| d. Giraffes | i. sometimes clean their ears with their tongues. |
| e. Snakes | ii. never blink |

Make a list of animals found in your locality. Share one interesting fact about each of them.

- a. Ask students to make a list of five animals in their locality and tell them to share one interesting fact about each of them. Ask students to do it as their homework.
- b. Tell them that they will have to present to the class the next day one by one.

Sample facts

- a. Fox - Foxes make 40 different sounds.
- b. Monkey - Monkeys can count.
- c. Rabbit - Rabbits are masters of hearing.
- d. Goat- Goats sneeze to warn each other of danger.
- e. Lizard - Lizards can detach their tails.

9.8 Reading II: The Spinning Earth

The second reading text in this unit is a poem entitled "The Spinning Earth" written by the poet Aileen Fisher.

Objectives

- To recite the poem and enjoy it
- To learn the vocabulary: spin, swirl, swishes, dizzy, whirl, wonder
- To read the poem and do the comprehension tasks

Follow these steps.

Pre- reading activities

- Ask students to look at the given picture and ask questions like what they think it is and what facts they know about it.
- Elicit the answers: It is the Earth. It is one of the planets. It moves around the Sun, etc.
- Then ask again what the topic of the poem is and who the writer is. Students may answer: The topic is 'The Spinning Earth' and the writer is 'Aileen Fisher'.
- Ask them if they can say where we live – they may reply 'on earth'.
- Ask them if they have ever read the poem about the earth. Then, tell them that they are going to read a poem about earth composed by Aileen Fisher.

While reading activities

- Recite the poem aloud to the class with the correct rhyme and rhythm. You can alternatively play the audio searching from the online sources if possible in your context. Audio from the online sources helps students get the different tone and taste in the poem.
- Recite the poem and ask students to recite after you. You can ask some students to recite the poem individually too.
- Now, ask students to mark the unfamiliar words from the poem. Then discuss the meanings of the words that students have marked.

spin/spɪn/: to turn round and round quickly.
The earth spins its own axis.

swirl /swɜ:l/: to move around quickly in a circle.
Her eyes were swirling again.

swish /swɪʃ/: to move quickly through the air.
The horse swished its tail back and forth.

dizzy /'dɪzi/: feeling as if everything is turning around you.
The children were dizzy after spinning in a circle.

whirl /wɜ:l/: move or cause to move rapidly round and round.
Clothes were whirling in the washing machine.

wonder /'wʌndə(r)/: to think about something.
I wonder how that happened.

- d. To make sure that they have got the meanings of the vocabulary, ask them to complete the sentences with the given correct words in **Task A**.

Answer

a. oceans b. wondering c. spin d. swirls e. sound

- e. Read the poem line by line and explain the meaning. Use simple questions for facilitating understanding.
- f. Ask students to work pairs and read the given words and summary of the poem in **Task B**. Ask them to discuss in pairs and complete the summary of the poem with the given words.
- g. Ask one of the pairs to read the completed summary. Correct the answers orally with discussion if there are mistakes.

Answer

a. Aileen Fisher b. earth c. spinning d. sound e. shelves f. true

Post- reading Activity

- a. Now ask students to talk with their friends about any two things that they wonder about the earth and its movement.
- b. Encourage students to share their curiosity about the earth.

Some wonders about the Earth

- a. The earth is round but people don't fall.
- b. The earth moves round but my house doesn't move.
- c. The earth moves but I don't see it moving.
- d. The earth isn't actually round.
- e. Earth is the third closest planet from the sun.
- f. It is only the planet we have found that contains life.
- g. Earth is 4.543 billion years old.
- h. Earth rotates at around 1000 miles an hour.
- i. Earth's surface is mainly water.
- j. Days on earth are getting longer.

9.9 Grammar II

This portion comprises four subtasks related to the present simple in affirmative, negative and interrogative forms.

Objective

To change simple present tense into negative and interrogative forms and vice-versa

Follow these steps.

A. Complete the sentences with the correct words given below.

- a. Ask students to read the sentences in **Task A** thoroughly.

- b. Ask students to read the poem and find the correct words and complete the sentences. Let them share their answers.

Answers				
a. spin	b. doesn't look	c. swishes	d. don't los	e. spin

Ask them to find whether the sentences are in affirmative or negative forms. Elicit the answers. The teachers are expected to give some more examples of affirmative and negative sentences of their own.

B. Study the following table and compare the sentences. Focus on the highlighted words.

- Ask students to study the sentences given in the table. Tell them to notice the use of simple present verbs, and their negative and interrogative forms.
- Explain with examples the negative forms of these verbs and contractions. For example, *is* becomes *isn't*, *am* becomes *amn't*, *are* becomes *aren't*, and *do* becomes *don't*. Also change these sentences into interrogative forms and show how the verbs are changed and used.
- If you find that students have not still understood the concept, explain it with more examples of negation and contraction.

C. Match the affirmative statements in column 'A' with their negative statements in column 'B'

- Ask students to read the sentences in **Task C**.
- Tell them to match the affirmative statements in column 'A' with their negative statements in column 'B'. Give an example like: a. My brother has a job.vi. My brother doesn't have a job.
- Make sure that students are familiar with affirmative, negative and interrogative sentences from the previous activities.
- Let students work in pairs or individually and observe them how they are doing. When they complete the work, ask them to read the answers and ask the other students to compare their work.
- Write the correct answer on the board.

Answer:							
a.-vi	b.- iii	c.-I	d .-ii	e.- vii	f.- v	g.- iv	

D. Write the correct questions and finish the short answers.

- Ask students to read the sentences in **Task D** and tell them to work in pairs.
- Ask them to write the correct questions and finish the short answers.
- Give an example and ask students to look at it carefully:

Example: live / at / you / Do / school / ?
 Do you live at school?
 No, I don't.

- d. Ask students to make the questions similarly as in the example.
- e. Tell them to write the short answers.
- f. Tell them that they can use the table in **Task B** as a guide.
- g. When students are doing their task, observe them, encourage them to work in pairs.
- h. Once students conclude their work, tell the answers for students to check.

Answers

- a. Do you live at school?
No, I don't.
- b. Do students eat in the canteen?
Yes, they do.
- c. Does your brother go to school on Saturday?
No, he doesn't.
- d. Do you live nearby your friends?
Yes, I do.
- e. Does school finish at three o'clock?
No, it doesn't.

9.10 Writing II

This section comprises two subtasks; using punctuation marks and writing a paragraph about the earth.

Objectives

- a. To use punctuation marks
- b. To write a paragraph

Follow these steps.

A. Punctuate the following paragraph. Use capital letters, full stops, commas, and question marks where necessary.

- a. Explain the uses of capital letters, full stop, commas, and question mark with examples. You can use your own sentences or you can use sentences from the textbook.
- b. Write the paragraph given in Activity A on the board. Ask students what is wrong with the given sentences.
- d. Ask students to rewrite the sentences correctly.

Answer

The earth is a planet in the solar system. The other planets are Mercury, Venus, Mars, Jupiter, Uranus, Saturn and Neptune. All these planets travel around the Sun. The moon is not a planet. Do you know anything about the moon?

B. Write a paragraph about the Earth. Use the clues given below.

- Ask students to read the clues given in **Task B** and tell them that they have to write a paragraph about the Earth using these clues.
- Ask students to form sentences using these clues. Tell them that they can use some linking sentences in addition to these facts. Ensure that they have formed the sentences in present simple tense.
- Ask them to write a paragraph. Check their answers. You can assign this as homework.

Sample paragraph

The Earth

The Earth, our home planet, is the world unlike any other. This is one of the eight planets and the third planet from the Sun. The earth moves round the sun at an average distance of about 93 million miles (150 kilometers). It looks bright and bluish when seen from outer space. Earth is the only place in the known universe confirmed to host life that maintains perfect range of temperatures for life.

9.11 Do it yourself.

This section is a simple project task.

Objective

To search facts about the sun and design a fact sheet

Follow these steps.

- Ask students to search facts about the sun and design a fact sheet about it and tell them that they have to make it as interesting and attractive as possible. Assign a week's time for this.
- Ask students to read encyclopedias from the school library, or use the internet, or talk to friends about the facts regarding the sun.
- When students performed the task, ask them to display it on the wall of their classroom.
- Students vote for the best three. Manage for some prizes to encourage students.

Sample answer

Five facts about the Sun

- The Sun is a 4.5-billion-year old star.
- 100 times wider than earth,
- 10 times wider than Jupiter
- About 93 million miles from Earth.
- The largest object in our solar system.

Unit 10 Instructions and Directions

Introduction

This unit introduces the language function of giving instructions and directions. It includes eleven different tasks in the forms of listening, speaking, reading, writing, grammar and project work. The table below presents a brief overview of the unit.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Describe symbols and pictures that show the directions. Listen and sing. Act out the verbs given in the poem.
2.	Reading I: How to Make Pancakes	Pre-reading questions Practice the instructions for preparing pancakes. Complete the sentences with the given words. Answer the questions. Explain the recipe to friends.
3.	Pronunciation	Practise the given words.
4.	Grammar I : Imperatives	Study the instructions and respond them Complete the sentences. Rewrite the sentences using appropriate verbs.
5.	Writing I : Recipe	Write a set of instructions to prepare an omelette.
6.	Reading II: Reading a map	Match the words to the correct picture. Read the map and follow directions.
7.	Grammar II : Prepositions of directions	Write the correct phrases with prepositions. Choose the correct preposition. Complete the sentences with correct prepositions.
8.	Listening: Description about an apartment's location	Pre-listening questions Listen and match. Recall the direction from the audio.
9.	Speaking	Give directions to reach the given place in the map.
10.	Writing II : Direction	Write directions on how to get to the given places.
11.	Do it Yourself	Give directions to go to the different rooms from their classroom.
Total time for the unit		9 hours

In-depth classroom procedures for every topic and task of the textbook are outlined below. While textbooks are designed to be effectively delivered in a classroom setting, they can still be adapted to suit your specific context and requirements. Teachers have the option to use these activities or create their own.

10.1 Getting started

This section introduces directions and instructions through pictures and a song.

Objectives

- a. To identify what the symbol and pictures mean
- b. To sing the song and identify the words that show the instructions

Follow these steps.

A: Look at the symbols and pictures. What do they mean?

- a. Instruct students to look at the pictures and ask these questions: What do you see in the pictures? Have you ever seen such pictures before? What do they indicate?
- b. Elicit the responses from students like:

We can see different symbols and pictures. Yes, we have seen such pictures before.

The first two symbols indicate the directions such as, 'go straight' and 'turn right. Similarly, the remaining symbols indicate the instructions like, use zebra crossing and close the door.
- c. Encourage students to share their experiences of using these instructions and directions if they have.

B. Listen and sing.

- a. Introduce the tune of the song asking students to follow you. Make sure students point to the lyrics when you sing.
- b. While singing, let them repeat, clap together, pause in commas, and use expression where necessary.
- c. Have students sing the whole song with you.
- d. Focus on the words used for instruction.
- e. Let them find the verbs which are used for cooking instructions such as; open, weigh, shake, peel, chop, stir, squeeze, pinch, sieve, mix, knead, and add.
- f. Discuss the meaning of these words providing examples and using them in sentences.
- g. Then, act out the verbs using gestures.
- h. Ask students to act in the same way.

10.2 Reading I: How to Make Pancakes

The first reading text in this unit is about 'How to make Pancakes'. It includes the ingredients and the procedures of making pancakes.

Objectives

- a. To learn the meaning of words: sieve, stir, mixture
- b. To read the text and do the comprehensive tasks

Follow these steps:

Pre-reading activities

- a. Ask students to guess what the lesson is about.
- b. Ask them if they have ever cooked something for example tea, egg at home. If yes, let them explain the procedure.
- c. Based on their response, give a simple example which is common to everyone.
For example:

Process of preparing tea

- a. Make sure the ingredients are ready for preparing tea. For example: tea leaves, water, milk, sugar (optional), spices (optional, such as cardamom, cinnamon, cloves, or ginger)
- b. Boil water in a kettle or pot.
- c. Add tea leaves, sugar and other spices as per your requirement
- d. Allow to simmer for a few minutes.
- e. Strain tea to remove the tea leaves and any spices.
- f. Pour the tea into cups and serve it.

- d. Discuss about the pre-reading questions related to the passage.
For example: Who cooks food at your home? Where did they learn to cook? Which food do you think is shown in the picture below?
- e. Elicit students' expected responses such as: I and my mother cook food at our home.
They learned to cook by themselves at home and observed others cooking food. Pancake is shown in the picture below.
- f. Write the words on the board and ask them if they can guess the meanings of the word sieve, stir, mixture, squeeze, pancake.
- g. Ask students to find the words in the reading text and read the particular sentences.
For example: Sieve the flour into the bowl. Stir the mixture. Squeeze lemon juice on the pancake.
- h. Have students guess the meaning of the words using the context.
- i. To make the concept clearer, act out all the verbs and ask students to do the same.

While reading activities

- a. Divide students into different groups.
- b. Provide 10 minutes for reading and discussion as it is a very short text.
- c. Let one of students from each group share their understanding of the text.
- d. Involve students into the discussion asking different questions related to text such as; what are the ingredients needed for making pancakes? What do you

- do in the beginning?
- e. Have students read the text again and complete the sentences given in **Task A**. Make sure to review the meaning of the words in the beginning.

Answers

a. pancake b. mixture c. stir d. squeeze e. sieve

- f. Tell students to read the questions given in **Task B**. Involve students in the discussion and let them find the answers in the text.
- g. Assign a certain time as per students' level and assist them if needed.
- h. Let them check their answers by comparing them with their friends.
- i. Whoever completes the tasks early will move around and assist the ones who are doing.

Answers

a. The ingredients we need to make a pancake are: 100 gm of flour, two eggs, 300 milliliters of milk, a lemon and some sugar.

b. We need two eggs.

c. First, we break the eggs into a bowl.

d. We sieve the flour into a bowl.

e. We stir the mixture and put a spoonful of it into a hot frying pan.

f. We cook the pancake for 2 minutes; 1 minute for one side and the other side for a minute.

g. We squeeze lemon juice and sprinkle it with sugar on a cooked pancake.

Post-reading activity

- a. Tell students to read the instructions given in **Task C** where they are supposed to take turns to explain the recipe of their own.
- b. Remind students to use the ingredients and a set of instructions for the recipe. They can also take the reference of reading text given in **Reading I**.
- c. Have students work in pairs and take turns to explain the recipe to their partner.
- d. Observe and monitor their sharing.
- e. Provide feedback and assist where necessary.

10.3 Pronunciation

In this section, students will listen to the teacher and pronounce the given words.

Objective

To pronounce the given words correctly

Materials

- a. Recorded pronunciation of the words
- b. Mobile, speaker

Follow these steps.

Listen to your teacher and say these words.

- a. Tell students to look at the words and practice pronouncing the given words.
- b. Observe how well they can pronounce the words.
- c. Follow **PSP** (pronounce-spell- pronounce) technique to pronounce the given words. This means, the teacher pronounces the word first, then, spells the same word and again pronounces the same word. Students follow the teacher.
- d. Ask students to repeat along with you. Tell them to continue to follow until they have mastered the correct pronunciation. You can pronounce the words yourself or play a recording of the words.
- e. Pair up students and ask them to practice pronouncing the words.
- f. Also, introduce the concept that these are the imperative words which we use to give instructions to someone.
- g. Take **dictation** of the following words to assess their understanding: weigh, flip, chop, stir, squeeze, pinch, sieve, mix, knead and add. For this, you produce the words, students listen to them and write in their copy.
- h. Continue the process until you pronounce all the words and students have written them.
- i. Write the correct spellings on the board, ask students to swap their copies with their friends and check each other's work.
- j. Tell them to mark it as well.
- k. Appreciate the ones with the highest marks.

Phonetic transcription of the words given in the book	
Weigh /weɪ/	flip /flɪp/
Chop /tʃɒp/	stir /stɜ:(r)/
Squeeze /skwi:z/	pinch /pɪntʃ/
Sieve /sɪv/	mix /mɪks/
Knead /ni:d/	add /æd/

10. 4 Grammar I

In this section, students will learn to make the imperative forms of sentences.

Objectives

- a. To identify the imperative sentences
- b. To use correct verbs to form imperative sentences

Follow these steps.

A. Read the following sentences. If anybody tells you to do these things, do you do or don't do them?

- a. Give the concept of imperative sentences involving students in 'Simon Says' game where students have to follow commands.

For example:

Simon says clap your hands.

Simon says wave your hands.

Simon says stand up.

Simon say sit down.

Simon says touch your head.

Simon says close your eyes.

Simon says blink your eyes.

Simon says open your book.

- b. Make students clear that these are the examples of imperative sentences. We use such sentences to give instructions and directions to someone.
- c. At the same time make students clear about negative forms of imperatives as well.

For example:

Affirmative: Stand up.

Negative: Don't stand up.

- d. Tell students to study the sentences given in the exercise.
- e. Ask them to notice the words in red. For example; open, don't close, stand, don't make, turn off, stop
- f. Ask them what they think about these words and in which situation we use these types of sentences.
- g. Elicit students' responses like: we use such sentences to give directions to someone.
- h. Make the instructions and examples clear on what they are expected to do.
- i. Read the instructions and ask students to respond 'I do' or 'I don't' based on the instructions.

For example:

Open your book. (I do)

Don't close the door. (I do)

B. Complete the following sentences. Use the verbs below. Use negative forms where appropriate. You may use the verb more than once.

- a. Remind the concept of positive and negative forms of imperatives in the sentences.
- b. Make the instruction clear to students.
- c. Set '**Beat the Time**' activity where students are supposed to complete the given task within a time limit. This helps students to stay focused, have a sense of competition and time pressure making them engaged.

- d. Set a time limit. Provide ten minutes to complete the sentences (make sure to consider the level of students while setting the time)
- e. Award points for each correct sentence.

Answers

- a. Don't eat b. be c. don't be d. Listen, follow e. Don't cheat
f. Don't stand g. Don't be h. Don't bully i. Pay j. Don't fall
k. Be

C. Rewrite these sentences. Start with the verbs to keep the same meaning. Use negatives too.

- a. Tell students to read the instructions and the given examples carefully.
- b. Discuss the examples and each sentence. Make them clear that full sentences are given; they need to start with verbs to make imperative sentences.
- c. Provide some examples.
For example:
You should **get up** at six tomorrow morning.
Get up at six tomorrow morning.
- d. Let them complete the task in the sentences.
- e. Assist them where necessary. Check their work and provide constructive feedback.

Answers

- a. Get up at six tomorrow morning.
- b. Don't stand in the middle of the road.
- c. Have a drink with us.
- d. Clean the carpet in the living room.
- e. Don't wait for others any longer.
- f. Don't park your car in this street.

10.5 Writing I

This is a writing activity in which students practise recipe writing for preparing an omelet.

Objective

To write a recipe using a set of instructions

Follow these steps.

The pictures below show how to prepare an omelet. Complete the sentences below to write a set of instructions.

- a. Ask students if they have ever heard about a recipe and prepared an omelet

- before.
- b. Let them share the experiences and the procedures they follow. This sharing will help to understand the writing task easily.
 - c. Share the information that a recipe is a set of instructions for preparing something. Show **Reading I** in page 111 to clarify them about the sample of a recipe.
 - d. Ask them to observe the five different pictures where it has been shown the procedures of preparing omelette.
 - e. Let them fill in the sentences with appropriate words.
 - f. Write the answers on the board and let them compare and correct their work.

Answers

- a. First, heat a frying pan.
- b. Next, add oil into the pan.
- c. Then, break an egg and add to the pan.
- d. Wait about 1-2 minutes until the white is just set.
- e. Finally, slide the egg onto your plate.

g. As an additional activity, ask students to create an identical text of their own and let them present in class.

For example:

Write a recipe for making a sandwich.

10.6 Reading II

This is the second reading text in unit 10. It is about reading a map which presents the information in a visual form.

Objectives

- a. To identify the directions with appropriate words/phrases
- b. To use the prepositions in describing the locations

Material

An enlarged image of the street map given in the textbook

Follow these steps.

Pre-reading activities

- a. Discuss the pictures given in the pre-reading section.
- b. Ask students to identify the directions with their appropriate images.
- c. Ask them to match the directional words/phrases with the correct image.

While-reading activities

- a. Ask students to study the map. Ask them to share their observations.
- b. Display the enlarged image of the map to students.

- c. Make students familiar with the main streets first such as; Araniko Street, Bhrikuti Street, Janak Street, Balbhadra Street and Phalgunananda Street.
- d. Ask different questions to students related to the map maintaining the difficulty level from simple to complex.

For example:

You are at Balbhadra Street now, how do you reach Janak Street?

You are at the cinema now. How do you get to the Stadium? In this way students get familiar with the directional prepositions.

- e. Ask students to read aloud the set of directions given in **Task A**.
- f. Show the directions moving your fingers on the map. Make sure all students can see you moving your fingers. Have students find out the place at the same time.
- g. Have students work in pairs asking one of them to read the instructions and another one to point with the fingers.
- h. Have some students read aloud their answers. Provide feedback, write the correct answers on the board and let them compare their answers.

Answers

a. Post Office b. Car Park c. Petrol Station d. Cinema e. Stadium

Post-reading activity

Ask students to share the location of their home from school. Assess their understanding level of directional prepositions.

10.7 Grammar II

This is the second grammar activity in unit 10. It introduces the prepositions of direction.

Objective

To give directions using appropriate prepositions

Follow these steps.

A. Write correct phrases from the box under each picture.

- a. Ask students to study the phrases given in the box.
- b. Discuss each of the prepositional phrases.
- c. At the same time, ask students to observe the pictures and guess the correct phrases from the box.
- d. Let them write correct phrases under each picture.

Answers (in the order of the pictures)

Out of the box
in front of the box
across the road
through the grass
between the boxes
straight
past
next to the box

B. Study the map below. Choose the correct answers for a-d below.

- a. Ask students to study the map.
- b. Let them share their understanding about the map.
- c. Ask simple questions to check their pre-knowledge.
For example:
Where is the bakery?
Where is the temple?
- d. Elicit students' responses such as: The bakery is opposite to the school.
The temple is in between the park and the library.
- e. Make the concept clear about opposite directions. Discuss the locations of each of the places.
- f. Now, ask them to analyze the map and fill in the gaps with correct words.
- g. Facilitate where necessary.

Answers

a. next to b. opposite c. between d. opposite

C. Complete the sentences below with one of the words from the box.

- a. Ask three students to come in front of the class.
- b. Make the concept clear about in front of, between, behind, beside, next to. Use objects in the classroom and make the concept clear of under, out of, at, across, straight. In this way, students understand the concept more easily.
- c. Let students read the prepositions along with the sentences from a-j
- d. Tell them to complete the sentences with the correct words.
- e. Do mass correction involving students into the discussion.

Answers				
a. out of	b. of	c. at	d. straight	e. on
f. past	g. across	h. under	i. along	j. in front of

10.8 Listening

This is a listening activity in which students listen to a short description about an apartment's location.

Objective

To listen to the audio and do the comprehensive tasks

Material

Audio file and an audio player

Follow these steps.

A. Where do you live? Answer these questions to your friend.

a. Ask a few questions related to the listening text.

For example:

Where is your house located?

Where is the post office/ health post/ clinic located?

b. Allow students to describe in their own words.

c. Instruct students to look at the picture given in the pre-listening section and ask them the type of house they see in the picture.

d. Elicit students' responses such as: it's an apartment.

B. Listen to Sarah talking about the area where she lives. Where are these places (a-e) located? Listen and match.

a. Give clear instructions to students telling them that they are going to listen to an audio related to an apartment's location.

b. Have students read the places and the locations.

c. Play the audio and tell them to match the places with suitable locations. Play the audio twice or thrice as per the need for them to correct themselves.

Answers	
a. her apartment-	ii. between a bank and a coffee shop.
b. the grocery store-	iv. Across from the coffee shop.
c. the movie theater-	v. next to the grocery store
d. the subway-	i. one block down the street
e. her favourite restaurant-	iii. a block past the subway

C. Try remembering some of the directions Sarah was saying. Write two or three sentences she said while giving directions.

- a. Similarly, ask students to remember some of the directions Sarah was saying in the audio.
- b. Let them write and share two or three sentences, she said.
- c. Provide feedback based on the sharing by students.

10.9 Speaking

In this section, students will practise using the expressions to ask for and give directions to reach the place.

Objective

To ask for and give directions in simple sentences to reach to the places

Follow these steps.

Work in pairs. Study the map below. Take turns to ask for and give directions to reach to the places (a-d). Use the expressions in the box to help you.

- a. Ask students to analyze the map carefully.
- b. Instruct them clearly that they are going to act out the conversation using the expressions in the box.
- c. Ask students to work in pairs.
For example: Student A asks a question and Student B gives directions. Then, they switch roles.
- d. Continue the same process until they ask for and give directions of the market, bus station, coffee shop and the bank.
- e. Monitor students' performance, assist them where necessary and provide feedback on positive aspects and areas to work on.

10.10 Writing II

This section includes a writing task where students are supposed to write directions on shoe shops, café and the hospital.

Objective

To write directions to get to the different places

Follow these steps.

Look at the map above and write directions on how to get to the following places: shoe shop, café and hospital

- a. Ask students to read the instructions carefully.
- b. Make them clear about the current location and the destinations they need to reach on the map.
- c. Remind students how they practiced giving directions in the speaking section of this unit.

- d. Encourage students to share their answers turn by turn.
- e. Collect their oral responses and write them on the board.
- f. Have students write a short paragraph on shoe shops, café, and hospitals in their copy.
- g. Check their written work and provide them with individual feedback.

Sample Paragraph

Shoe shop

Walk along the road until you reach the junction. Again, go straight; you can see the playground there. The shoe shop is opposite to the playground.

10.11 Do it yourself

It is an extended activity where students draw the map of their school and give directions to their brother/ sister or a neighbor to go to the different rooms from their classroom.

Objective

To give directions to go to the different places of the school

Follow these steps.

- a. Simplify the instructions given in the book and make the task clear to students.
- b. For this, orient students clearly that they are expected to draw a map of their school showing different rooms and other facilities available in school such as, playground, office. Tell them that they will give this map to their brother, sister or a neighbor for directions.
- c. Draw the sample map on the board and also ask them to study the map given in the speaking section to make the concept clear to students.
- d. Divide students in a group of four and ask them to draw a map of their school in their notebook/ A4 paper.
- d. Encourage them to include the different rooms, playground and important places in the map.
- e. Provide certain time/days to finish this task. Make sure you follow up with students.
- f. Once the map is ready, let students give directions to their relatives. Let them share their reflection in class.
- f. Make sure you provide an opportunity to demonstrate their work to the class as well.
- g. Encourage everyone and award for the best one.

Introduction

This unit aims to equip students with the skills and knowledge needed to effectively narrate past events through reading, writing, listening, speaking, and grammar activities. Most of the activities are to be discussed and taught keeping this language function in mind. The table below presents a brief overview of the eleventh unit.

S. N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Talk about Sumina's past activities. Listen and sing. Identify the past forms of the verbs from the song and write their present forms.
2.	Reading I: A Villager and his Money	Discuss the given picture and pre-reading questions. Read the story "A Villager and his Money". Complete the sentences with correct words. Identify people related to the given statements. State True/False for the given statements. Answer the questions. Retell the story.
3.	Pronunciation	Practise various pronunciations of past form of verbs.
4.	Grammar I	Use of past simple and past continuous
5.	Writing I	Completing a story
6.	Listening: A short conversation between two friends	Discussion on pre-listening questions Short-answer questions based on the listening text Describe a holiday.
7.	Speaking	Narrating past events
8.	Reading II: Melinda's Snowman	Discussion on pre-reading questions Read the poem. Find rhyming words from the poem. Match the words with their meanings. True/False items Sharing ideas about snowman
9.	Grammar II	Use of past simple and past continuous
10.	Writing II	Rearranging sentences to make a story
11.	Do it by Yourself	Sharing an interesting activities of one's parents
Total time for the unit		10 hours

Detailed classroom procedures for various tasks under multiple topics are outlined below. Teachers can adopt these activities or adapt them to suit their specific contexts. The language focus is to develop students' storytelling skills, enhance their understanding and use of past tense grammar, build confidence in narrating past experiences, and foster creativity and critical thinking.

11.1 Getting started

The activities under 'Getting started' in this unit are designed to promote students' participation in speaking and singing rather than comprehending the contents.

Objectives

- a. To talk about past activities
- b. To Sing the given song

Follow these steps for facilitating the given tasks.

A. Look at the pictures of clocks below. They show what Sumina did at different times yesterday. Use the phrases below to explain what she did.

- a. Show students the picture of Sumina and four clocks. Tell students to read the activity given below each clock.
- b. Show the pictures of clocks one by one, pointing out the time on each of them.
- c. For the first picture, read the given phrase and model how to use it to describe Sumina's action based on the time ("At 3:45, Sumina left her school"). Encourage students to repeat after you.
- d. Ask students to describe the next activity together, prompting them with questions ("What time is it? What did Sumina do at this time?"). Use the provided phrases as suggestions.
- e. Now, gradually increase student independence. Ask them to describe the remaining pictures and Sumina's activities individually or in pairs, using the provided clues.
- f. Once all pictures and related activities are described, briefly review the answers as a class to ensure everyone understood the activity.

B. Listen and sing.

- a. Learn the way you present the song to the class. Incorporate clapping, gestures and body language in the song as far as possible.
- b. First, present the song so as to let students be familiar with the rhyming patterns.
- c. For the second time, sing the song and ask students to follow along.
- d. For the third time, sing it again and have students sing the song with you.
- e. Encourage students to use movement activities to encourage students to sing in a joyful way. For example, you can have them tap their feet, clap their hands, snap their fingers, or jump up and down.

- f. Introduce the task based on the song: Underline all the past forms of the verbs in the song. Write their present forms as in the example below.
- g. Encourage students to quickly scan the song and underline the verbs in past form.
- h. When students complete it, ask them to read the underlined verbs loudly. You can also write the verbs on the board.
- i. Now, encourage students to write present forms of the verbs as shown in the example.
- j. You can write a few of these examples on the board and encourage students.
- k. Monitor students' activities and provide help in their need to write present forms of the verbs.

Past	Present
Got	get
Said	say
Nodded	node
Sat	sit
Smiled	smile
Played	play
Was	is

11.2 Reading I: A Villager and his Money

The first reading text is a short humorous narrative story with some comprehension activities based on it.

Objectives

- a. To learn the words and phrases: mattress, careful, properly, enjoyed, knocked, frightened, counted, and receipt
- b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Tell students to look at the picture given on page 122 of the textbook.
- b. Ask the three signpost questions and make students think where the people in the picture are.
- c. Students may not be able to identify the place at once. However, this stimulates critical thinking and discussion.
- d. Elicit response that they are in a bank.
- e. Now, students can easily answer the remaining two questions. Encourage them to discuss and share their ideas. People go there to deposit and withdraw

money. The man is holding money in his hand.

- f. Ask students to preview the words in red. Write the words on the board. Ask if there are other unfamiliar words in the text.
- g. Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.

While-reading activities

- a. Ask students to preview the topic and guess what type of text it is. Elicit: A story.
- b. Tell students to read the story themselves and ask if they have heard of this or this type of story.
- c. Read the story line by line and ask oral questions frequently after reading each of the line. This helps them comprehend the story.
- d. Ask them the gist of the story. Further ask the tone of the story- whether they find the story serious, humorous or sad.
- e. Now, lead students to **Task A**. This is a vocabulary exercise where students should complete the sentences using the words given.
- f. Allow students to attempt the questions independently. Encourage them to use their understanding of the context of the sentence and word meaning to fill in the blanks.
- g. Go around the class and make sure that all students are making an attempt to do the task. Provide support to students who are in need.
- h. Provide a platform for students to discuss their answers and reasoning. Guide them to justify their choices. Offer constructive feedback and identify any common mistakes or misunderstandings.

Answers

a. careful b. knocked c. frightened d. receipt e. count f. properly
g. enjoy h. mattress

Tell students to read the statements from 'a to d' given in **Task B**. Tell them that they are going to read the text again to find who said these statements and to whom did they say them.

- i. Tell students to go back to the passage and find the given statements, read the whole paragraph, and find who said it, and to whom it was said. Make sure that all students found the given statements knew who said it and to whom.

Answers

a. The villager/farmer to his wife (Paragraph- 4)
b. The farmer's wife to the farmer (Paragraph- 5)
c. The clerk to the farmer (Paragraph- 8)
d. The farmer to the clerk (Paragraph 7)

- j. Tell students to read the statements from 'a to e' given in **Task C**. Tell them that they are going to read the text again to find whether the given statements are true or false.
- k. Ask them to locate the sentences related to the given statements in the reading text and decide whether the statements have similar meanings to the ones given in the reading text or not.
- l. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to solve the problems. Provide help, if any of them needs it.
- m. When they complete the work, let some students read out their answers to the class. If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.

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

Tell students to read the questions from 'a to e' given in **Task D**. Tell them that they are going to read the text again to find answers to the given questions.

- n. Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- o. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to answer the questions. Provide help, if any of them needs it.
- p. When they complete the work, check their answers and provide feedback.

Answers
a. The elderly farmer kept his money under his bed mattress.
b. The thief broke into the house at night when the back door was open.
c. The thief knocked over a pot.
d. The farmer took his money to the bank to keep it safe/ in order to prevent it from being stolen.
e. The elderly farmer gave the money back to the clerk because he became sure that the bank had not spent his money.

Post-reading activities

- a. This is a follow up task based on the reading text. Briefly discuss the beginning, middle, and end of the story. You can use a story map or graphic organizer to visually represent the key events.
- b. Offer prompts and sentence starters to guide students' retelling, such as "First," "Then," "Finally,"
- c. Let students retell the story in pairs or small groups before doing it individually. This

- allows them to practice and support each other.
- d. Randomly select some of students to retell the story. Allow them to use some clues or written reminders to make their story telling more fluent.
 - e. Help students in expressing ideas clearly. Provide feedback and positive reinforcements for their attempts.

11.3 Pronunciation

This is a pronunciation task where students identify and practice different realizations/pronunciations of the past morpheme ‘-ed’.

Objective

To identify and practice different pronunciations of the past morpheme ‘-ed’

Follow these steps.

- a. Begin by explaining to students that the past morpheme ‘-ed’ can be pronounced in different ways depending on the final sound of the base verb. There are three common pronunciations: /t/, /d/, and /ɪd/.
- b. Conduct listening exercises where students can hear and identify the pronunciation of ‘-ed’ in different words. Use recorded examples or pronounce words yourself, emphasizing the different sounds.
- c. Encourage students to listen for the final sound of the base verb and mark the words in their book with pencil.
- d. Have students engage in word sorts where they categorize words based on their pronunciation. Tell students to place the given words under the correct category (/t/, /d/, /ɪd/). This hands-on activity helps reinforce the concept.
- e. After they have categorized the words, give them an opportunity to practice pronouncing the words emphasizing the different realizations of the past morpheme.

Answers

/t/ sound: locked, asked, walked

/d/ sound: lived, enjoyed, replied, surprised

/ɪd/ sound: counted, handed, wanted

11.4 Grammar I

This grammar section introduces students to the use of past simple and past continuous tense structures.

Objective

To use past simple and past continuous tense to talk about past activities

Follow the procedures given below.

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

This task helps students to study and internalize the structure of past simple tense.

- a. Begin by explaining to students that they are required to find the given sentences in the reading text “A Villager and his Money” and find the missing verbs.
- b. Model the task by doing the first one on the board. Then ask students to complete other sentences in a similar way.
- c. Move around the class and make sure that all students are doing the task individually.
- d. Upon completion, ask students to read the words loudly. Write each word on the board.
- e. Ask students which tense/form is used in each of the verbs. After their response, explain to students that past simple structure is used in the verb or/and in the story.
- f. Tell them to read all the completed sentences once again highlighting the use of the past simple form.

Answers

a. lived b. asked c. got d. knocked e. didn't f. handed
g. was

B. Study what different people were doing yesterday at this time.

This task helps students to study and internalize the structure of past continuous tense.

- a. Present the instruction for reading sentences with the focus on time ‘yesterday at this time’.
- b. Tell students to go through the sentences ‘a’ to ‘e’. Teacher can read the sentences together with students stressing the highlighted parts.
- c. Ask students to focus on the red/highlighted parts of the sentences.
- d. Ask them what tense is used in the sentences.
- e. Write some of the sentences as well as their structures on the board.
- f. Ask students to say or write some more sentences on what was happening at this time yesterday. Encourage them to use the structure of past continuous tense.
- g. Listen to or look at their sentences and provide feedback on their works.

C. Rewrite the following sentences as in the example.

This task gives practice to students in the use of past continuous tense structure.

- a. Remind students that they are using the knowledge that they learnt in Activities A and B above

- b. Write the given example on the board and ask them how one sentence is changed into another. Elicit the response that past simple is changed into past continuous structure.
- c. Ask students to work individually and change the given sentences as in the example.
- d. Move around the class and make sure that all students are doing the task individually. Assist students if they are in need.
- e. Upon completion, ask students to read the sentences loudly. Write the sentences on the board and provide feedback on their work.

Answers

- a. I was walking down the stairs.
- b. The teacher was driving a car.
- c. She was not wearing trousers.
- d. They were not dancing.
- e. He was playing football.
- f. She was singing a beautiful song.
- g. We were drinking cold drinks.
- h. They were having a party.

11.5 Writing I

This is a controlled writing task that requires students to write a readable story changing the forms of the verbs given in brackets.

Objective

To write a story using past simple and past continuous tense

Follow these steps.

- a. Explain the writing task to students. Make sure they understand that they will be completing a story using past tenses, specifically simple past and past continuous.
- b. Provide a brief example to illustrate the expected format.
- c. Quickly review the simple past and past continuous tenses referring back to their recent grammar activities.
- d. Remind students of the key structures and when to use each tense. Ensure they understand the difference between actions that happened at a specific point in the past (simple past) and actions that were ongoing (past continuous).
- e. Allow them to discuss the choice of tense in pairs or small groups. Encourage discussions on the choice of tenses.
- f. When the discussion is over, have students start writing their completed stories individually.
- g. Review and provide feedback on the completed stories. Focus on the correct

use of past tenses.

- h. Encourage students to revise and edit their stories based on the feedback received.
- i. Allocate time for students to share their completed stories with the class. This fosters a positive and supportive writing environment, allowing students to appreciate each other's writing and presentation.
- j. Conclude the task with a class discussion on the use of past tenses in storytelling.

Answer

... were talking... asked ... replied... said... replied... thought ... said ...

11.6 Listening

In this section, students listen to a short conversation between two friends about recent holiday activities. The audio lasts for 43 seconds.

Objective

To listen to a conversation and answer the given questions

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and answer these questions.

a. Who do you think these people are?

b. What do you think they are talking about?

- a. Ask students to read the first question and think about who they are. You can ask further questions: Do they look like doctors? Farmers? Teachers? Students?... etc.
- b. Elicit response that they are students.
- c. Tell them to read the second question and guess what they are talking about.
- d. Encourage students to express whatever they think. You can ask further questions such as: What do you talk about when you two are together?
- e. Provide some prompts for free expression and provide some positive feedback for their attempts.

B. Listen to the audio and answer the questions below. Write a maximum of four words.

- a. Tell students that they are going to listen to a short conversation.
- b. Tell them to go through the five questions given in **Task B**. Allow them 1 to 2 minutes to read the questions.
- c. Make sure that they understand the questions. This gives them a sense of what to expect and focuses their attention on specific information.

- d. Remind them that they don't need to write answers in complete sentences. They should write answers in a maximum of four words.
- e. Have students listen to the conversation without worrying about answers to the questions. The goal is to understand the overall meaning and context of the conversation.
- f. Replay the conversation, instructing students to listen for specific details that will help them answer the questions.
- g. Go around the class and check whether all students are involved in the assigned task.
- h. Play the audio again and let them review their answers.
- i. Move around the classroom and ensure that all students have corrected their answers and completed the task.

Answers

- a. Seaside
- b. Broke down
- c. Windy and stormy
- d. Very rude
- e. (A) thief stole his wallet

C. Describe one of your best holidays or trips to a friend.

- a. Begin by explaining the purpose of the task. Let students know that they will be describing one of their best holidays or trips to a friend.
- b. Facilitate a brainstorming session where students recall details of a specific holiday or trip. Encourage them to think about the destination, activities, people, and memorable moments. This step helps students organize their thoughts before sharing with their friends.
- c. Model the process of describing a holiday or trip by sharing your own example or a fictional one. Think aloud as you decide what details to include and how to structure your narrative. Emphasize the use of descriptive language to paint a vivid picture.
- d. Ask students to write some points to include in their description.
- e. Encourage them to include sections for the introduction, main events or activities, details about the destination, and a conclusion. This will help students organize their ideas coherently.
- f. Divide students in pairs and get them to describe and listen to each other's descriptions.
- g. Have a few students share their descriptions with the class. It promotes a positive learning environment and allows students to appreciate each other's experiences.
- h. Conclude with a discussion on what they learned from the exercise. Ask them

about challenges, successes, and how they can apply what they learned in future writing tasks.

- i. Assign a similar writing task as homework, encouraging students to apply what they learned independently.

11.7 Speaking

This speaking exercise provides opportunities to students to ask questions and respond to them using appropriate past tense.

Objective

To ask questions about events in the past and respond to them

Follow these steps.

- a. Start with the **Task A**, where students first match the questions with their answers. Then practise asking the questions and responding to them in pairs.
- b. Read out all the questions first and then answers along with students.
- c. Divide students in pairs and assign the task of matching questions with their answers. They can discuss in pairs and match the items.
- d. When they complete the task of matching, conduct a whole-class discussion and provide feedback.
- e. Now, assign the previously formed pairs to practice asking and answering the questions. Both members of each pair should practice asking and answering the questions by swapping their role after one role is over.
- f. Monitor students' activities when they practice this. Facilitate students with their expressions and provide feedback on them.
- g. Introduce activity B. Here, students themselves are required to form questions and respond to them using the prompts given.
- h. Write the given example on the board and model the dialogue with the help of a student.
- i. Explain the structure of questions to ask about past activities. You can also refer back to **Task A** and let them infer the structures of the questions.
- j. Divide the class into pairs. Assign each pair to work together to form questions as well as their answers based on the given prompts.
- k. Give the pairs time to practice the dialogues. Encourage them to use appropriate structures of both questions and answers.
- l. After the initial practice, have pairs exchange roles and perform the dialogues again.
- m. Get some pairs to come in front of the class and practice asking and answering the questions. This promotes a positive learning environment and learning from others.
- n. Conclude the activity with a reflective discussion. Discuss any common mistakes or areas that need further clarification and improvement.

Answers

- a. A: When did your father go to the USA?
B: My father went to the USA last year.
- b. A: What did you buy yesterday?
B: I bought some fruits yesterday.
- c. A: Did you do your homework?
B: Yes, I did.
- d. A: Did Kriti play chess last week?
B: No, she didn't.
- e. A: What did you eat for breakfast yesterday?
B: I ate some bread for breakfast yesterday.

11.8 Reading II: Melinda's Snowman

The second reading text in this unit is a poem written by two poets Linda Knaus and Kenn Nesbitt. The poem provides opportunity to students to practice new vocabulary, past tense structures, recite it with friends and teacher and discuss its meaning.

Objectives

- To learn the words: figured, charcoal, pat, favourite, tied, rushed, and glee
- To read/recite the poem and do the comprehension activities

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

- Ask students to observe the picture in the pre-reading section and answer the two questions given.
- Encourage students to express freely whatever comes to their mind when they look at the picture. If nobody says 'snowman', you can provide some clues by asking the question- 'Have you ever heard of a snowman?'
- For the second question, let them have their say on whether a snowman melts or not. Appreciating their responses, you can add that snowman-like figures can be made from various materials, especially in places where snow is scarce. Such snowmen remain unmelt while real snowman cannot remain unmelt inside a house.
- Identify key words including the words in red that may be unfamiliar to students.
- Introduce these words and their meanings through various methods such as visuals, gestures, examples, synonyms, antonyms or simple explanations.
- Encourage students to use these words in their own sentences.

While-reading activities

- Recite the poem aloud and tell students to listen to the recitation carefully. Alternatively, play the audio of the poem through the Internet.

- b. Now, make students take turns and recite the poem aloud in front of the class.
- c. Assist them in case they get problems with reading and correct pronunciation.
- d. Next, lead students to line by line discussion and interpretation of the poem.
- e. Now, take students to the **Task A**. Start by explaining what rhyming words are. Rhyming words have similar ending sounds, and they often share the same sound pattern.
- f. Ask students to identify pairs of words that rhyme in the poem. Encourage them to read for similar sounds at the end of words.
- g. You can give one example in the beginning (i.e., nose-toes) if they have trouble finding the rhyming words.
- h. Ask students to highlight or circle the words that rhyme. This visual aid reinforces the concept.
- i. As a class or in small groups, write the rhyming pair of each of the given words from the poem.

Answers

nose-toes pat-hat note-throat glee-see cried-outside

Lead students to **Task B**. This activity is based on the vocabulary they learnt before they read the poem. Instruct them to use their previous knowledge as well as the textual clues to find their meanings.

- j. Tell them to draw lines from words to their meanings in their textbook with pencil.
- k. Move around the classroom to monitor student progress. Offer assistance if needed, and encourage them to discuss their choices with their friends.
- l. After the matching activity, facilitate a class discussion and whole class feedback.

Answers

a. snowman	a figure of a person made out of snow
b. pat	to touch somebody/something gently
c. favourite	something you like the most
d. proud	feeling happy about something you have done
e. rush	to go/run very quickly

Tell students to read the statements from 'a to e' given in **Task C**. Tell them that they are going to read the poem again to find whether the statements are true or false.

- m. Ask them to locate the information related to the given statements in the poem and decide whether the statements are true or false.
- n. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to do the task. Provide help, if any of them needs it.

- o. When they complete the work, let some students read out their responses to the class.
- p. If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.

Answers

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

Post-reading activities

- a. Tell students to read the question for **Task D**. This is a follow up activity based on the reading text.
- b. Begin by asking students if they've ever heard about snowmen. Share a brief anecdote or story about snowmen to capture their interest.
- c. Pose questions like, "Where did you learn about snowmen?" or "What facts do you know about snowmen?" to stimulate discussion.
- d. Encourage students to share their thoughts and ideas about snowmen. Create an open and supportive environment for students to express their opinions.
- e. As students share their ideas, list key facts about snowmen on the board. This could include their appearance, how they are made, or any cultural significance.

11.9. Grammar II

This grammar section gives some practice to students in using past simple and past continuous tenses to narrate past events.

Objectives

- a. To identify the contexts to use past simple and past continuous structures
- b. To use past simple and past continuous tense to talk about past activities

Follow these steps.

A. Put the jumbled words in the correct order to make meaningful sentences.

- a. Clearly state the task of the lesson- arranging jumbled words to create meaningful sentences. Emphasize the importance of word order in constructing sentences.
- b. Briefly review the basic structure of a sentence- subject, verb, and object. Remind students that sentences have a specific order to convey meaning.
- c. Show examples of jumbled words and their correct sentence order. Break down a few sentences to illustrate the proper arrangement.
- d. Write the first one on the board and present an example of properly arranged words in a sentence.
- e. Tell students to make meaningful sentences from the jumbled words given in the book. It is better to assign the task in pairs or in small groups so as to let them have discussion on possible word order.

- f. Monitor students' activities and assist them in need.
- g. Have students share their answers. Review the correct answers as a class and provide feedback on common mistakes or challenges.

Answers

- a. They sang English songs last evening.
- b. Nani was preparing food in the morning.
- c. He did not go to school because of an illness.
- d. They were doing yoga some hours ago
- e. Didn't you call the meeting?
- f. She played the madal in the concert.
- g. The sun was shining this morning.

B. Choose the correct option from the brackets to complete the sentences below.

This task gives students a practice in identifying the contexts of using past simple and past continuous structures.

- a. Start the activity by reviewing contexts in which past simple is used and the contexts in which past continuous tense is used.
- b. Provide clues within the sentence or context to help students choose one of the options.
- c. Tell students to complete the sentences choosing the correct option. Assign the task in pairs or in small groups so as to let them have discussion on choosing the right option.
- d. Monitor their activity during the time they do the task and assist them in need.
- e. Encourage them to ask questions and reason out why a particular option is more appropriate.
- f. Make sure that all students have done the task. Allow them to ask questions and clarify any doubts they might have about specific options.
- g. Have students read their completed sentences.
- h. Provide whole class feedback on their choices, explaining why one option might be more accurate than another.

Answers

- a. joined b. were you doing c. came d. was listening e. got
- f. were doing g. Did you find h. was cutting i. was watching

11.10 Writing II

This writing task is related to rearranging sentences to make a sensible story. This task not only helps develop students' ability to organize thoughts but also encourages critical thinking and creativity.

Objectives

- a. To identify patterns, connections, contexts and organization of the given information
- b. To write a coherent story out of the jumbled sentence order

Follow these steps.

- a. Explain to students that they are to create a coherent story using the sentences given in jumbled order.
- b. Read aloud the sentences given in jumbled order.
- c. Make sure that students have a good understanding of the meanings of each of the jumbled sentences.
- d. Model the process of creating a story from jumbled sentences. Take a set of jumbled sentences and demonstrate how to organize them into a coherent narrative.
- e. Instruct students to write their stories. First, ask them to discuss the possible order of the sentences and then they start writing the story in paragraphs.
- f. You can assign the task to be done in pairs or small groups to foster discussion and collaboration. If you assign it to be done individually, implement a peer review process where students exchange their stories with a partner and review each other's' stories.
- g. Provide opportunities for students to share their stories with the class. This can be done through oral presentations, written submissions, or collaborative projects.

Sentences in proper order

1. A dog and her puppies lived on a farm, where there was a well.
2. The mother dog told the puppies not to go near the well or play around it.
3. One of the pups wondered why they shouldn't go to the well and decided to explore it anyway. He went to the well, climbed up the wall and looked inside.
4. In there, he saw his reflection and thought it was another dog.
5. The puppy saw his reflection which was doing whatever he was doing, and got angry for imitating him.
6. He decided to fight with the dog and jumped into the well. There was no dog.
7. He barked and barked and swam until the farmer came and saved him.
8. The puppy had learned his lesson.

11.11 Do it by yourself

This is a project that involves students to work with their parents to create their stories of the past. The task is a combination of oral skills, writing skills, and creativity.

Objective

To prepare a story narrating past experiences of other people

Follow these steps.

- a. Explain to students that they are required to learn about their parents' childhood experiences and share interesting stories with their classmates.
- b. Clearly outline the steps students need to follow i.e How to ask your parents, how they would record, etc.
- c. Encourage students to actively listen, ask several questions, and engage in meaningful conversations to gather rich details for their project.
- d. Specify the format for presenting the information to the class. This could include a written report, a presentation, or a creative storytelling method. Provide guidelines on length, structure, and any specific requirements.
- e. Allow students to express their creativity in how they present the information. This could include incorporating visuals, storytelling techniques, or multimedia elements to make the presentation engaging for their classmates.
- f. Set a reasonable timeline of a week for the project. Clearly communicate the due date for submitting their presentations to ensure that students have ample time to complete the assignment.
- g. Plan a peer-sharing session where students can present their projects to the class. This creates a positive and interactive learning environment, allowing students to learn from each other's experiences.
- h. Establish clear evaluation criteria for the project. Consider aspects such as creativity, clarity of presentation, depth of information, and obedience to the given instructions.
- i. After the presentations, encourage feedback and reflection. Discuss what students learned from the project, both about their parents and the art of storytelling. This can be done through class discussions or written reflections.

Giving Reasons

Introduction

This unit, 'Giving Reasons' covers the language tasks related to giving reasons. It contains ten different tasks in listening, speaking, reading, writing, grammar and project work. Four skills: listening, speaking, reading and writing are presented with various exercises. Moreover, the activities about grammar and pronunciation are included along with four skills. A brief overview of the topics and tasks of the textbook is listed below.

S. N.	Textbook Topics	Textbook Tasks
1	Getting started	Make guesses what people in the pictures are doing and give reasons. Listen and sing.
2	Reading I: The Golden Goose	Discussion on pre- questions Match the words with their meanings. Complete the sentences. Answer the questions. Post reading question
3	Pronunciation	Pronounce the words with final 'r'.
4	Grammar I: Past simple	Change the verb into past forms. Identify regular and irregular verbs. Answer the questions using past tense. Find the correct answers.
5	Reading II: An Email Message	Identify the pictures. Match the words. Answer the questions. Post reading question.
6	Writing: Email	Write a reply to an email.
7	Grammar II: And, but or because	Complete the sentences with missing words. Complete sentences with 'and', 'but' or 'because'. Join sentences using 'and', 'but' or 'because'.
8	Listening	Answer pre- questions. Listen to the audio and complete the sentences. Give examples with reasons.
9	Speaking: Asking for and giving reasons	Act out the conversation in pairs. Make sensible sentences using 'because'. Give reasons for given situations.
10	Do it yourself	Make notes and report back to class.
	Total time for the unit	10 hours

The above table contains the list of topics, the tasks of the textbook and total time allocated for the whole unit. An elaborative task-wise instructional activities are mentioned below. However, the teachers can create their own methodologies on the basis of their specific situations.

12.1 Getting started

This section introduces students the language of giving reasons.

Objectives

- a. To guess what the people are doing and give reasons why people are doing the activities
- b. To listen and sing the song

Follow these steps.

A. Look at the pictures. What do you think the people are doing and why? Talk to your friends.

- a. Begin the lesson by reading the task under 'Getting started'. Then, ask students to look at the pictures in **Task A**.
- b. Ask them what they think the people are doing and why they are doing that. Let them have some time to think and make an attempt to have their say.
- c. Provide some clues by asking questions like: What are the people in each of the pictures doing? Let's start with the first picture. What is the boy doing?
- d. Encourage students to talk about all the pictures in turn.
- e. Elicit responses like: A boy is using sanitizer and wearing a mask. A boy is watering the plant. Two girls are doing exercise. A girl is reading a book.
- f. Ask them again why they are doing all these things.

Again elicit the answers as:

The boy is wearing a mask and using sanitizer to keep himself free from diseases.

The other is watering a plant because it needs water to grow.

Two girls are doing exercise to keep good health.

The girl is reading a book to learn something.

These questions help the students to be prepared for ongoing lessons. Make sure that all the students give answers to all questions with reasons.

B. Listen and Sing

- a. Ask students to read the title of the song – 'Skyscrapers'.
- b. Ask them to tell the name of the writer, or ask them who the song was written by?
- c. Elicit the answer as: Rachel Field.
- d. Tell them to look at the picture and ask them what they see in the picture.
- e. Wait for the answer, the students can say there are big houses. Provide some encouraging feedback on their attempts.

- f. Tell them that these tall buildings are skyscrapers.
- g. Read the song and ask the students to listen to you carefully. It gives them the opportunity to internalize the way they can sing.
- h. Now, encourage students to sing the song together with you. Make sure that all are singing the song.
- i. Thank students and tell them to find how many questions are asked by the writer in the song. It lets them know that the song is full of questions.
- j. Deal with unfamiliar words as skyscrapers, shiver, frosty.
- k. Ask the students why people build skyscrapers and tell them to talk to their friends.
- l. Encourage them to write some points quickly in their exercise books before they speak. It makes them feel more confident while speaking.
- m. Provide opportunities to the students to share their views and provide positive feedback to their attempts.

Possible talking points

They build skyscrapers for more rooms for workers, people to live and to keep the office in an integrated way. They build them to save the land, to compete with each other. Moreover, for commercial purposes because of engineering advancement.

12.2 Reading I: The Golden Goose

This reading text is a story.

Objective

To read the text and do the comprehensive tasks

Follow these steps.

Pre- reading activities

- a. Ask the students to look at the picture and respond to the questions.
- b. Ask the first question “What is the man in the first picture doing?” Elicit the answer as ‘the man is cutting the tree or the man is chopping firewood’ etc.
- c. Ask the second question: “Why do people cut down trees?” Get students to say as many reasons as possible for cutting down trees. For example: People cut down trees for firewood, to make furniture, or they use timber for various construction works.
- d. Ask the students what else they see in the pictures.
- e. Extract the answer as: a bird with golden color.
- f. Ask them if they have seen a goose like that.
- g. Deal with the new vocabulary if there are any.

While reading activities

- a. Lead students to the reading text. Ask them to look at the picture on page number 135 of the textbook and say what it is.
- b. Make sure that the students come to know that it is a goose. Ask them to read the title of the story 'The Golden Goose'. Ask them if they have ever heard the story of the golden goose.
- c. If anyone has heard it, ask him/her to tell the story in brief and in simple language.
- d. Tell students that you want to test how fast you will read the story.
- e. Put students in pairs. In pairs, one student will read the story and the other will check if he/she is reading the story correctly. When the first one finishes reading all the story, he will write the time duration of reading. Follow the same process for the other member of the pair. This helps developing fluency and accuracy.
- f. Now, ask the students to read the story slowly. Ask some questions after all finish reading the story.
- g. Ask students to take notes of the major events in the story as in the table below:

SN	Major Events in the chronological order
1	
2	
3.	

Let them share in the class.

- h. Ask the students to read the text and do **Task A**. Get students to find the words from the story. Encourage them to use contextual clues to match the words with their meanings.
- i. While students are working, move around the class and observe them, if they are confused, give them some clues.
- j. Ask some students to read the answer. Correct their answers if it's wrong.

Answers		
a.	a. eldest	iv. oldest or first
b.	b. wood	v. an area of trees
c.	c. axe	vi. a tool for chopping wood.
d.	d. loaf	vii. a piece of bread
e.	e. goose	i. a large water bird
f.	f. promise	iii. to give your word
g.	g. glad	ii. happy, pleased

Ask students to work in pairs. Ask them to read the text and complete the sentences selecting the correct word from the list in **Task B**. Ask the students to find the words from the reading text and talk to their friends.

- k. Make sure that all pairs worked well to get the correct answers.

Answers

a. a. wood, b. hungry, c. cut, d. bread, water, e. cake, f. marry.

Ask the same pairs to read the story and find the answers to these questions in **Task C**. Let them share their answers. Correct their answers.

Answers

- a. The mother gave him a fine big cake and a bottle of apple juice.
- b. When the eldest son started to cut the tree, his axe slipped and cut his arm.
- c. The second son met a little old man in the forest.
- d. The little old man wanted to help Simon because he agreed to share his loaf and water with the little old man.
- e. The king had promised that whoever could make the princess happy, will marry her.
- f. The princess was happy because she saw a beautiful goose.

Post reading activities

- a. Ask the students to read the question in **Task D**.
- b. Let the students compare the three brothers' behaviors and the result in the story.
- c. Ask students which son they think was better- eldest son or second son or Simon, the youngest.
- d. Ask them that they have to give reasons to support their answer.
- e. Allow them a few minutes to think and write some points to answer the question. Encourage them to be critical about the behavior and activities of the sons based on the story.
- f. Now, allow all the students (if not possible, a few randomly selected students) express their character judgment. While answering the question, ask them to use 'because' at the start of each reason. They can look at the points they have written to support their speaking.

Sample reason

The youngest son, who was called Simon, was better because he showed pity on a little hungry old man. The youngest son was better because he was successful in performing the task. He was better because he could make the princess happy. He was better because he proved himself that his ideas were good.

12.3 Pronunciation

This section comprises a task: how the final 'r' is pronounced. This helps the students learn to pronounce the final 'er' correctly.

Objective

To pronounce the final '-er' correctly

Follow these steps.

- a. Pronounce these words and ask the students to listen carefully.

Clever /klevə(r)	father /fɑ:ðə(r)/	her /hə(r)/	mother /'mʌðə(r)/
brother /'brʌðə(r)/	whoever /hu:'evə(r)/	under /'ʌndə(r)/	water /'wɔ:tə(r)/
daughter. /'dɔ:tə(r)/			

Ask students to repeat after you as you pronounce the words.

- b. Ask students to pronounce along with you.
c. At last ask students to pronounce on their own. You can go to the silent students and ask them to pronounce the words once again.
d. Tell the students that the final 'r' preceded by a vowel letter, remains silent; it is not pronounced.

12.4 Grammar I

This Grammar I is related to the use of simple past tense.

Objective

To identify and use the regular and irregular past forms of the verbs

Follow these steps.

A. Find the past forms of the following verbs in the story. One has been done for you.

- a. Make the instruction clear and pair up the students to do the task in pairs.
b. Ask them to find the past forms of the given verbs in the story as quickly as possible.
c. Explain the example 'Have- had'. Also show this word in the first sentence of the story.
d. Tell the students that they could find all the words in their story.
e. Once the students finalize the work, ask them to read their words and the other students compare with their answers.

Answers

a.	a. have – had,	b. call – called	c. want – wanted	d. give – gave
b.	e. meet – met	f. answer – answered	g. walk – walked	h. leave – left
c.	i. ask – asked	j. sit – sat	k. turn – turned	l. eat – ate
d.	m. rule – ruled	n. take – took	o. hear – heard	p. live- lived
e.	q. be – was/ were			

Ask them to observe the past forms of these verbs. Tell them that the verbs in the past form with 'd' or 'ed' at the end are regular past and which don't follow this rule are irregular past.

B. Put the verbs you have written in Grammar A above into the correct boxes. Two verbs have been given.

Now lead students to do **Task B**. Ask them will put these verbs into correct columns.

Regular past	Irregular past
called, wanted, answered, walked, asked, turned, ruled, lived	had, gave, met, left, sat, ate, took, heard, be

C. Answer the following questions in full sentences. Underline all the verbs in the past tense.

- Ask the students to read the questions a – h in **Task C** and tell them that they are the past tense. Ask them to answer the questions in their exercise book.
- Move around the class and make sure that all the students are doing the task. Tell them to be sure that they are using past forms of the verbs in their answers. You can help them if they struggle with the past forms of any of the verbs.
- Now, tell them to underline all the verbs in the past tense.

Example:

Question: When were you born?

Answer: I was born in 2013 A.D.

- Ask students to exchange their copies and let them check themselves. If there are any confusions, clarify.

Sample Answers

- I was born in 2013 A.D.
- I was born in Kathmandu.
- I joined this school in 2018 A.D.
- I went to Godawari yesterday.
- Yes, I saw a black cat yesterday.
- I ate bread and milk this morning
- NO, I did not talk to anyone yesterday.
- I saw an elephant on the way to school this morning.

D. Find the correct answers from the box to the questions below.

- Ask the students to work in pairs for **Task D**. Here, they have to choose the correct answer to the questions 'a-g' from the given answers 'i-vii'.
- Tell them that the answers of the questions are given below in the serial i- vii.
- Take one of the pairs and ask one of the students to read the questions and get the other student to choose the answer.

- d. And ask them to read it from serial i – vii, the other students will listen to them carefully.
- e. Similarly ask other pairs to conduct the same process.
- f. Give necessary feedback to the students and write correct answers on the board.

Answers

a. iii b. i c. v d. vi e. ii f. vii g. iv

12.5 Reading II: An Email Message

This reading is an email message which is also an input for the writing.

Objectives

- a. To learn the words: special, stay, scenery, huge, amazing, friendly, traditions, surprise, scared, identify, etc.
- b. To extract the information and do the comprehension tasks

Follow these steps.

Pre- reading activities

- a. Tell students to look at the small pictures next to the title of the reading text and ask them questions whether they can identify what they are related to.
- b. Elicit the answers as they are the icons of 'Gmail' and 'Yahoo mail'. Ask again what they know about Gmail, Yahoo mail, if no answer is found.
- c. Tell them that Gmail means Google mail and Yahoo mail is another email service provider; they help us to send and receive email messages.
- d. Ask the students what the title of this text is, who wrote the email and to whom it is written,
- e. Elicit the answers like- the title of the text is 'An Email message', it is written by Neil to Priti.
- f. Deal with unfamiliar words and phrases used in email as: special, stay, scenery, huge, amazing, friendly, traditions, surprise, scared, identify. Ask them to find the meaning of these words from a dictionary or from the glossary at the end of the textbook. Help them in finding the meanings and clarify the uses.

While- reading activities

- a. Begin by talking about the format of an email based on the one given in the reading text.
- b. Discuss whose email address is written next to 'From' and 'To' and what the subject of the email is.
- c. Talk about the similarity and differences about a letter and an email. Help them identify the sender and receiver.
- d. Read the email in a loud voice or get a student to read it loudly while other

- students point to the lines being read.
- e. Ask some oral questions to let students exploit the text.
 - f. Now, lead them to the **Task A**. Ask the students to do the matching task. Ask them to do it in pairs.
 - g. Get the students to discuss with their partner and match the words on the left with their meanings on the right. Make sure that the students are familiar with the words as they have been taught in pre- reading activities.
 - h. Move around the class and observe the students how they are doing the task. Once the students complete the work, ask them to read their answers. If necessary, give them some feedback.

Answers

a. a. iii b. iv c. v d. ii e. i

Ask the students to read the questions in **Task B**. Get students to find the answers of these questions from reading II 'An Email Message'. Tell the students to write the answers in full sentences. For example: a. Who wrote this email? Answer – Neil wrote this email.

- i. Make sure that students can find the answers from the text.
- j. When they conclude the task, ask them to read or exchange their works.
- k. Correct their work, give feedback and write correct answers on the board or display it.

Answers

- a. Neil wrote this email.
- b. Yes he did.
- c. He liked the scenery because he saw lots of huge mountains.
- d. The roads scared him because they were busy with vehicles and people.
- e. The house was cold at night because it didn't have any heating system.
- f. Yes, he wants to come to Nepal again because his last holiday was the best holiday he had ever been on.

Post- Reading Activities

- a. Ask the students to read the question given in **Task C**. Ask them to talk to their friends about what Neil liked about Nepal.
- b. At this time the students do not look at the email that was sent by Neil. Get the students to think about the things that attracted Neil. Ask them to make a list of the things which can attract foreigners.
- c. Get one of the students to read their list of attractions in Nepal. Encourage other students to add others, if they have written more points.

Possible answer

Neil liked the natural beauties such as the Himalayas, lakes, forests and national parks. Nepali food as Newari khaja and Thakali food. Nepali people who are very honest and hardworking. Traditions, culture as dance, songs, clothes, feasts, festivals.

12.6 Writing

This portion of writing involves only one task: writing responses to an email. The students will write a reply to an email after reading the email given in 'Reading- II'.

Objective

To write a reply to the given email

Follow these steps.

- a. Begin the task by discussing the format of writing an email based on Neil's email to Priti.
- b. Ask them to find the main steps of writing an email. Point to the parts of email as 'From', 'To', 'Subject' etc. and encourage students to create a similar format in their exercise book.
- c. Tell them that they are going to write it pretending to be Priti.
- d. Ask the students to quickly read Neil's email to Priti again and think of the possible responses to the given email.
- e. Now, encourage students to write the email addresses properly next to 'From', 'To' and write the subject of their email next to 'Subject'.
- f. Instruct them to write the opening paragraph – we react to the news that the other person has shared or we thank them for the email or we apologize and explain why we didn't reply earlier.
- g. Ask the students why Neil should come to visit Nepal.
- h. Elicit the reasons from the students and note the points on the board as they say –
 - He likes Nepalese people as they are friendly.
 - He likes Nepalese food and culture.
 - He can visit many interesting places that he could not visit on his last trip etc.
 - He can visit Shuklaphanta national parks, Lumbini, Janakpur, and Mustang that he could not visit last year.
 - He can enjoy Dashain and Deepawali festivals.
- i. Ask the students to write a reply email to Neil including these points they already have noted.
- j. Once the students complete the work, ask them to read it so that the other students can listen and compare with their email.

- k. Give feedback focusing on format, grammar, vocabulary, sentence structure and the steps of writing a reply email.

Answer: Reply email to Neil	
From	priti@ yahoo.com
To	neil@ gmail.com
Subject	Reply to Neil
<p>Dear Neil, Thank you for your email. Sorry for not replying earlier. I have been busy studying for my final exam. I am pleased to receive mail from you learning that you enjoyed many things in my country Nepal in your last visit.</p> <p>I am very sorry for the inconveniences that you experienced such as crowded roads and a cold room to stay without any heating system. However, I am very curious that you promised to visit Nepal again. There are so many places and things to visit and enjoy in Nepal. You could visit Lumbini, the birth place of Lord Buddha, Pokhara, Mustang, Janakpur, Shuklaphanta National Park and so on. You would enjoy Dashain and Deepawali festivals if you visit in the month of September/ October. You could meet local people and exchange their experiences. You would find open roads and I promise that I would manage comfortable rooms to stay for you.</p> <p>I am looking forward to meeting you in Nepal very soon. Goodbye, Priti</p>	

12.7 Grammar II

This section is related to the use of 'and', 'but' and 'because'.

Objectives

To use 'and', 'but' and 'because' appropriately in sentences

Follow these steps.

The following sentences are from the email. Complete them with the missing words.

- This is a short task to engage students to observe the use of 'and', 'but' and 'because'. Assign this task to be completed individually.
- Ask them to read the sentences in **Task A** and tell them to find the missing words by reading email in **Reading II**. Get the students to find these sentences in email as quickly as possible.
- After students find the sentences, tell them to write them and read them aloud. You can also write the sentences on the board.

- d. Now, tell students to observe the use of 'and', 'but' and 'because', and talk about the contexts in which these conjunctions are used.
- e. Following students make it clear that 'because' is used to join the reason, to make it clear, ask a question like: Why did you love the scenery? The answer is: I loved the scenery because I saw lots of huge mountains. 'And' is used here to join three similar ideas or words. 'But' is used for two opposite ideas as 'cold – heat

Answers

a. because b. and c. but

A. Complete these sentences with 'and', 'but' or 'because'.

- a. Ask the students to complete the sentences in **Task B** with 'and', 'but' and 'because'.
- b. Tell them that they can use **Task A** as a guide.
- c. It is better to assign the task in pairs so as to let them have discussion on possible use of 'and', 'but' or 'because'.
- d. Move round the class and watch whether they are doing it right or whether they feel difficulty using the words.
- e. When they finish the task, ask some of them to read the answers, other students compare their answers with the ones being read.
- f. Ask students the reasons why they use these words.
- g. Elicit three reasons: i. reason ii. Similar ideas and iii. Opposite ideas.
- h. Write correct answers on the board.

Answers:

a. Because b. because c. but d. but e. because
 f. and g. because h. and i. because j. and

Join the following pairs of sentences using 'and', 'but' or 'because'.

- a. Ask the students to read the sentences in **Task C**.
- b. Tell them that they have to join the sentences using one of 'and', 'but' and 'because'.
- c. Write the first one on the board and present an example of proper use of the conjunction.
- d. Tell students to join all the sentences a-j. It is better to assign the task to be done individually. If some students are still struggling to use the conjunctions properly, you can pair them with the students who can do better.
- e. Monitor students' activities and assist them in need.
- f. Have students share their answers. Review the correct answers as a class and

provide feedback on common mistakes or challenges.

Answers

- a. My sister bought a new bag because her old one got lost.
- b. I saw a snail and a tortoise.
- c. Sita cannot play because she is sick.
- d. Mina has a toy car but her brother has a bike.
- e. No one likes Jim because he is not polite.
- f. The room is dirty but you didn't clean it.
- g. My name is Marry but my sister's name is Leena.
- h. I have a sister and a brother.
- i. I love singing but my sister loves dancing.
- J. Mathematics is difficult but I like it.

12.8 Listening

This listening task involves three subtasks: pre-listening questions, listen and complete and post listening question.

Objectives

To listen to the audio and complete the sentences

Follow these steps:

Answer these questions.

- a. Begin the task with the pre-listening questions. Ask the students these questions:
Why is it important to learn English? Do you like English? Why
- b. Encourage students to speak and give reasons to support their answers. Encourage them to use 'because' to give reason to their answers. You can provide one example of answer to each of the questions.
- c. Elicit the answers like: It is important to learn English because...
 - it is an international language.
 - most important books are written in English.
 - all the technical words are written in English.
 - international documents are published in English.I like English because...
 - it's easier than other languages.
 - I can use it to read and write other subjects.

A. Listen to the audio and complete the sentences. Use ONLY one word.

- a. Before listening to the audio, ask students to read the sentences in Task B. It enables them to know what to expect during listening.
- b. Make sure that they all understand the instructions and the given sentences.

Tell them that they are going to listen to the audio and complete the sentences using only one word.

- c. Again instruct them that they are going to listen at least three times.
- d. Have students listen to the audio for the first time without worrying about answers to the questions. The goal is to enable the students understand the overall meaning of the audio.
- e. Replay the audio and ask students to complete the sentences. Tell again that they have to use only one word.
- f. Go around the class and check whether all the students are involved in the assigned task.
- g. Play the audio again and let them review their responses.
- h. Make sure that all the students have checked their responses.
- i. Encourage students to share their answers. Facilitate a whole-class discussion on the responses.

Answers:

a. photographer b. study c. friendly d. marks e. exams

C. How can you improve your study? Give two examples with reasons.

- a. Ask students how they can improve their study.
- b. Take students' responses. If students hesitate to speak, facilitate them by writing some study habits on the board. Then ask them which ones they think can be effective to improve their study habits. For example:
 - I Speak English with my teachers, friends and parents.
 - I get feedback from my friends and guardians.
 - I watch English programs on TV.
 - I regularly read English magazines.
 - I read English newspapers, stories, poems, essays and listen to English programmes on the radio.
 - I write short stories, small poems and essays.
 - I practice grammar.
 - I chat with friends in English.
- c. Now, ask students to choose or say two effective study habits and give reason why and how these habits can improve their study. Tell them to use 'because' in their reasoning. You can write a couple of them on the board to help students with the ideas. For example:
 - I Speak English with my teachers, friends and parents because it helps to remove hesitations.
 - I read English newspapers because it can improve my vocabulary.

- d. Get students have their say on their study habits and reasoning. Provide whole-class feedback on the challenges they faced on sharing their ideas.

12.9 Speaking

This is the speaking activity which enables students to give reasons with the use of 'because'.

Objectives

- a. To act out the conversation in pairs
- b. To give reasons for something using 'because'

Follow these steps.

A. Act out the conversations.

- a. Provide instructions to act out the dialogue in pairs in which one student takes the role of Kajol and another one Rahul.
- b. Model the dialogue taking help of one of the students. Act out the dialogue two times, first taking Kajol's role and then Rahul's role. It allows students to observe appropriate ways of expressing the sentences.
- c. Help students to form pairs and assign them roles of Kajol and Rahul. Allow them some time to act out the dialogue.
- d. After the initial practice, have pairs exchange roles and perform the dialogues again.
- e. Observe students' activities and assist them with the expressions when needed.
- f. Ask the students to see how the word 'because' is used. Tell them that it is used for giving reasons.

B. Make sensible sentences by matching the first part of the sentences to the second part by using 'because'. Read them aloud to your friends.

- a. Introduce **Task B**. Here, students are required to make sensible sentences by matching the first part of the sentences to the second part using 'because'.
- b. Get the students to read the expressions given in both the parts that match the expressions with their appropriate reasoning by drawing lines in their books with pencils.
- c. Now, ask them to join both the parts using because. You can provide one example for them to study. They will learn the structure: 'First part + because + second part.
- d. Once the students understand the structure, get them to try out one sentence each for them to say in front of their friends.
- e. While the students are speaking, listen to them and provide necessary feedback.

Some sample sentences:

My room is still messy because I didn't clean it.

I am afraid of the bees because they can sting me.

Sister Mina is sleepy because she didn't have a good sleep.

Nitesh gets good marks because he studies hard.

Urger is very tired because he ran quickly uphill.

C. Give possible reasons in the following situations (a-g) as in the example.

a. Introduce **Task C**. Have students work in pairs and ask them to read the situations 'a – g'.

b. Tell them to give possible reasons for the given situations.

c. Ask them to notice the example given in the textbook.

Example: You are angry now.

I am angry because my friend teased me.

d. Get them to use the example as a guide.

e. Ask students 'why' questions so that they can find the reasons for each situation.

Example- You are angry now.

T - Why are you angry now?

S – I am angry because my friend teased me. (reason)

f. Similarly, get individual students to give reason to each of the expressions using 'because'.

g. While the students are speaking, listen to them and provide necessary feedback.

Answers

a. You are happy now.

I am happy now because my teacher thanked me.

b. You are bored.

I am bored because I missed my class.

c. You are excited.

I am excited because I hope to get a good report.

d. You are sad.

I am sad because I lost my purse.

e. You want to thank someone.

I want to thank my brother because he helped clean my room.

f. You are scared.

I am scared because I heard a strange noise.

12.10 Do it yourself

This is a self-task in which students have to ask any five of their friends about the subjects they like and the reason why they like. They have to collect their ideas in a table given in the textbook and they have to report back to class.

Objective

To survey the class and find why students like the subjects

Follow these steps.

- This is an individual task. Ask the students to ask five of their friends which subject they like and why.
- Tell student to note the subjects and why they liked them as in the given table.
- Ask them to report this back to the class.

Sample Answer:		
Name	Subjects they like	Why?
Nita	Nepali	She enjoys reading stories
Sita	English	She likes English song
Ravi	Math	He likes solving problems.
Savita	Science	He likes reading physics
Bhart	Computer	She likes playing games.

Introduction

This unit features the language function of describing people, places and things. It includes eleven different tasks featuring different language skills and aspects. The following table gives a quick overview of textbook topics and tasks in the unit.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Describe the people and the places. Listen and sing. Act out the adjectives given in the poem.
2.	Reading I: Jobs	Discussion on pre-reading questions Match the words with their meanings. Choose the correct sentences. Make a list of jobs and professions.
3.	Pronunciation	Pronounce the given words of jobs and professions.
4.	Grammar I : Adjectives	Match the pictures with the given adjectives. Underline the adjectives in the given phrases. Match the adjectives with their suitable nouns and complete the sentences with these phrases.
5.	Speaking : Describing people, places and things	Underline the adjectives and act out the conversation. Use suitable adjectives to describe the given people and places.
6.	Writing I	Add question marks and full stops in the sentences. Notice the position of the comma (,). Add comma (,) where necessary.
7.	Reading II: The International Mountain Museum	Discussion on pre-reading questions Find the words for given meanings. Complete the table with the information from the reading text. Write adjectives to describe the picture.
8.	Grammar II : Present Continuous	Talk about what is happening in the given picture. Make a list of verbs from the given text. Rewrite the sentences with present continuous forms of the verbs. Write sentences using “there is.” and “there are”.
9.	Listening: Description of a place	Answer the pre-listening questions. Fill in the blanks with correct words/phrases. Write one interesting thing about Panauti.
10.	Writing II : Description	Describe Kupinde Lake based on the given clues.
11.	Do it Yourself	Describe the favorite person.
Total time for the unit		10 hours

Detailed classroom procedures for each task within the units are presented below. Creating opportunities for students to collaborate and share ideas often in pairs and groups ensures better language learning. Moreover, teachers can adapt the activities as per their classroom context.

13.1 Getting started

This section introduces describing people and places using appropriate adjectives.

Objectives

- a. To identify the famous people and places and describe them
- b. To sing the song and identify the describing words

Follow these steps.

A. Look at the pictures and describe the people and the places.

- a. Instruct students to look at the pictures and ask these questions.
What do you see in the pictures? Have you ever seen them before? Who and what are they? What is their profession? Can you guess why these places are popular?
- b. Elicit the responses from students like:
We can see different famous people and places. Yes, we have seen them in books before.
The first two famous persons are Tara Devi and Hari Bansa Acharya. Tara Devi is a popular Nepali singer whereas Hari Bansa Acharya is the Nepali actor and the comedian.
Similarly, the two different places are: Swayambhunath and Manakamana temple. Both are historically and naturally important places.
- c. Encourage students to share about any other famous people and places they know of their community/country.

B. Listen and sing.

- a. Introduce the tune of the song from the internet. It is easily available.
- b. Make sure students point to the lyrics when you sing or play it.
- c. While singing, act out the adjectives.
- d. Have students sing the whole song with you followed by singing in groups.
- f. Discuss the meaning of these words: big, little, long, short, clean, dirty, tall, short, fast and slow. Provide examples using the things in the classroom.
- h. Then, ask students to sing the song in small groups with appropriate actions.
- i. Let them share their reflection on how they felt listening to and singing the song.

13.2 Reading I: Jobs

The first reading text in this unit is about 'Jobs'. It includes descriptions of different jobs.

Objectives

- a. To learn the words: careers, specialize, treatments, crimes, venues and beverages
- b. To read the text and do the comprehensive tasks

Materials

- a. Flashcards with word meanings
- b. Newsprint papers, markers, timer, cello tape

Follow these steps.

Pre-reading activities

- a. Encourage students to share about the people they know in their neighborhood including their job description.
- b. Ask them to look at the pictures and guess what the lesson is about, who the people in the pictures are and what they do.
- c. Elicit the responses: The lesson is about jobs. The people in the pictures are doctor, police officers and waiter. They perform their jobs in a different way.
- d. Write the words on the board and ask them if they can guess the meanings of the word careers, specialize, treatments, crimes, venues and beverages
- e. Have students guess the meaning of the words using the context.
- f. Conduct '**Matching Activity**' for vocabulary. In this activity, students match the words with their appropriate meanings. For this, ask students to be in row in two different teams.
- g. Distribute key words to students of **team A** and meanings to students of **team B**.
- h. Assign individual students to yell out the words in the front.
- i. The students who have the meaning on the card of that particular word should go in front and stand together with the one having the word.
- j. Repeat the same process until all words and the meanings are matched and everyone gets the opportunity.
- k. Finally, display the correct words and meanings on the wall.

While reading activity

- a. Ask one of students to read the text aloud with proper pause and fluency, and ask students to follow along by pointing to the lines. Or you can model the reading as well.
- b. Ask students to read each paragraph and summarize in their own words. Facilitate them while summarizing.
- c. Involve them into a '**Window Activity**'. For this, instruct students clearly that they need to write what they do on different jobs moving in clockwise directions.
- d. Assign one of the students as a facilitator. Divide students in 4 different groups on the basis of numbers. Students who belong to 1 gather in a group 1 corner,

- 2 in another corner and 3 and 4 also gather in the same way.
- e. Let students be in their respective groups with your friends.
 - f. Paste the news print paper in different corners of the classroom.
 - g. Assign one of the students as a timekeeper.
 - h. Provide 5 minutes to each group to write the information about the jobs on the newsprint paper. They should not use the textbook this time.
 - i. One of the members from each group can take a lead to write and other members can support by telling sentences. Or take turns to write.
 - j. Once time is over, students will hear a ring bell from the time keeper and stop writing.
 - k. Then, move to another group (clockwise) and add some more sentences. For example: group 1 moves to group 2, group 2 moves to group 3. In this group also, they only get five minutes. This way, they get a total 20 minutes while moving in 4 different groups.
 - l. When the time is over, ask them to get back to their place.
 - m. Review the work of all groups and identify mistakes if there are any and discuss all the topics.
 - n. Finally, the group with the longest list wins. Celebrate it by clapping and appreciate all.
 - o. Now, lead them to the activities in the textbook. Ask students to match the words with their meanings given in **Task A**. They have practiced matching games of the same words. Let them do it on their own.

Answers

- a. beverage- any type of drink besides water
 - b. career- job
 - c. specializes- to become an expert
 - d. treatment- cure
 - e. crime- activities that involve breaking the law
 - f. venue- a place
- p. Ask students to read the instructions given in **Task B**. Make sure they understand the task and the mentioned jobs.
 - q. Let them choose the appropriate sentence from the box and complete the sentences.
 - r. Have some students read aloud their answers.

Answers

- a. Teachers: prepare good citizens.
- b. Doctors: treat patients.
- c. Police officers: protect life and property.
- d. Firefighters: deal with fire related emergency situations
- e. Farmers: produce crops and keep animals.
- f. Chefs: plan menus and prepare foods.
- g. Waiters: greet and serve customers in a restaurant.
- h. Artists: produce creative works.

Post-reading activity

- a. Tell students to read the instructions given in **Task C**.
- b. Provide certain time to make a list of jobs and professions of their community and share in the class.
- c. They can even take the help of their family members to collect the jobs.

13.3 Pronunciation

In this section, students will follow the teacher and pronounce the words related to different jobs.

Objective

To pronounce the jobs correctly

Materials

- a. Recorded pronunciation of the words
- b. Mobile/speaker

Follow these steps.

Follow your teacher and pronounce the words.

- a. Tell students to look at the words and practise pronouncing the given words.
- b. Observe how well they can pronounce the words.
- c. Model the correct pronunciation clearly and have students listen carefully to the correct sounds.
- d. Begin with choral drilling where the whole class repeats the words together which helps to build confidence.
- e. Pair up students and ask them to practice pronouncing the words.
- f. Correct errors gently, and encourage students to repeat until they achieve the correct pronunciation.
- g. Also, introduce the concept that these are the jobs people do for their living

- h. As an additional activity, ask students to use an online oxford dictionary. Instruct them to pronounce the words, check the pronunciation of an online dictionary and compare both pronunciations.

Phonetic transcription of the words given in the book	
Chief /tʃi:f/	waiter /'weɪtə(r)/
Artist /'ɑ:tɪst/	beautician /bju:'tɪʃn/
Surgeon /'sɜ:dʒən/	carpenter /'kɑ:pəntə(r)/
Accountant /ə'kaʊntənt/	dentist /'dentɪst/
Airhostess /'eə həʊstəs/	author /'ɔ:θə(r)/

13. 4 Grammar I

In this section, students will learn the use of adjectives to describe nouns and pronouns.

Objectives

- To identify the adjectives
- To use adjectives appropriately in the sentences

Follow these steps.

A. Look at the pictures below and match them with the words given in the box. Some of the words match with more than one picture.

- Before entering into the activity in the book, provide the concept of adjectives involving students in **adjective game** where students have to introduce themselves using adjectives before their name.

For example:

Adorable Aditya

Beautiful Bina

Caring Christina

Dazzling Devi

- They can even use adjectives for each letter of their name.

For example: Bina

B: beautiful

I: innocent

N: Naughty

A: active

- Ask students about their nature and physical appearances such as; kind, funny, happy, little, tall, smart, young, angry.
- Explain that those adjectives are used to describe nouns or pronouns.

An adjective is a word that describes a noun or pronoun giving more information about it. Adjectives are related to the color, size, quality, shapes, and numbers.

- e. Tell students to study the words given in **Task A**. Ask them to observe the pictures and match them with the words.

Happy old large tall huge sad tired smart small young
angry thin

- f. Show the picture and help them find the correct pictures. Help them use in the sentences.

B. Underline the adjectives in the following phrases.

- a. Remind the concept of adjectives that they describe nouns or pronouns.
b. Write simple sentences on the board and ask them to identify adjectives.

She has a red balloon.

The pizza is delicious.

The house is big.

It's a sunny day.

He is an old man.

- c. Underline the adjectives after the response given by students.
d. The adjectives are: red, delicious, big, sunny, and old. State how they described nouns.
e. Ask students to read the phrases given in the book. Let them underline the adjectives.

Answers

a. old b. tall c. modern d. Nepali e. sunny f. little

C. Match the adjectives on the left with their suitable nouns on the right, to make new phrases.

- a. Tell students to read the instruction and given words carefully.
b. Ask students to identify the adjectives such as; dark, red, hot, sharp, fresh, round.
c. Let them read the nouns in the next column such as; knife, table, clouds, carpet, water and air.
d. Now, let them match adjectives with appropriate nouns.

Answers

a. dark: clouds b. red: carpet c. hot: water d. sharp: knife
e. fresh: air f. round: table

- e. Ask students to complete the sentences with the phrases.
- f. Assist them where necessary. Check their work and provide constructive feedback.

Answer

- a. red carpet b. dark cloud c. round table d. fresh air e. sharp knife
f. hot water

13.5 Speaking

In this section, students will use adjectives to describe the people and the places.

Objectives

- a. To identify the adjectives in the given conversation
- b. To describe the people and the places using adjectives

Follow these steps.

A. Underline the adjectives below and act out the conversation.

- a. Ask students to describe the given picture orally in their own words. Elicit the responses such as: This is a very beautiful place. The environment seems peaceful.
- b. Get two volunteer students to act out each conversation.
- c. Ask the class to underline the adjectives in the conversation. Discuss what they describe. Give other uses in the sentences.
- d. Have students work in pairs and practise the conversation.
- e. Monitor students' performance, assist them where necessary and provide feedback on positive aspects and areas to work on.

B. Use suitable adjectives to describe the people below. Talk about their clothing, height, looks etc.

- a. Ask students to analyze the given persons.
- b. Let them share their opinions. Write the describing words on the board for pictures A, B, C and D such as; curly, tall, short, fat, skinny, beautiful, nice, white, black, etc.
- c. Have them work in pairs. Tell them to take turns to describe the people in the pictures.
- d. Move around the class and monitor them while speaking.

C. Look at the pictures and describe them. Use the given adjectives as clues.

- a. Ask students to look at the pictures about Ghandruk and Dharan.
- b. Ask them if they have ever been to these places. Let them share their experiences if there are any.
- c. Ask them to use the adjectives below the pictures in their own sentences. Help

- them if they are unable to use them.
- d. Pair up students. Tell them that one of them will describe the first picture and the second one will describe the next. Give some time to see the clue-words.
 - e. Ask them to describe the picture one by one. Monitor them when they talk. Help and give feedback.

Sample description

Ghandruk: This picture is of Ghandruk. It is a busy place with tourist and domestic visitors. We will not feel lonely even if it is a village. People in Ghandruk are friendly. It is a beautiful place to visit.

Dharan: Dharan is a town in Eastern Nepal. It's a busy place. The city is located on a place surface. There is a tall tower in the middle of the city. It's a beautiful city.

13.6 Writing I

This is a writing activity in which students will practise the use of question marks, full stops and commas.

Objective

To identify and use the punctuation marks correctly in the sentences

Material

Chart paper having the punctuation marks in the sentences

Follow these steps.

A. Add question marks or full stops to the end of each sentence.

- a. Ask students if they know about the punctuation and its examples.
- b. Encourage them to share their opinions. This sharing will help to check students' pre-knowledge so that we can address their need,
- c. Demonstrate the sentences in the chart paper and ask them to identify the punctuation in the sentences. Underline the punctuation marks as per the response given by students.

For example: She has a beautiful sister_

I love to eat apples_ bananas_ pears and grapes_

Why don't you join the party?_

- d. Show different examples using punctuation marks and without using them. Ask them to identify the differences and express their opinions.

Sentences without punctuation marks	Sentences with punctuation marks
i am a student can you give me your pen, please the place is beautiful busy and lonely	I am a student. Can you give me your pen please? The place is beautiful, busy and lonely.

- e. Discuss the importance of punctuation marks in the sentences using a variety of examples such as “let’s eat grandpa”.

Punctuation marks are used in writing to make the sentences organized and meaningful.
Some of the punctuation marks are period (.), question mark (?), exclamation mark (!), and comma (,).

- f. Ask students to use the question marks or full stops to the end of the sentences. Make sure you remind them of the use of question words.
g. Tell them to read out the sentences.

Answers:

a.? b.? c.. d.? e. . f.? g.. h.? i.. j..

B. Study the following sentences, and notice the position of the comma (,).

- Ask students to read the sentences in pairs.
- Tell them to identify the use of commas and their importance in the sentences.
- Conclude that commas are used to indicate pauses, separate items and to clarify meanings in the sentences which help to avoid confusion in reading.

C. Add comma (,) where necessary.

- Ask students to complete the task in the same pair.
- Encourage **peer review** of their work which helps students identify punctuation mistakes in each other’s writing and learn collaboratively. Provide feedback for their collaboration.
- Encourage students to apply comma rules in their writing assignments. Provide feedback on their use of commas.
- As an additional task, ask students to compose sentences and paragraphs with proper punctuation. Let them share in class.

Answers

- a. The boy said, “My name is Saroj.”
- b. Gopal, Prakash, Prem, and Raju are going to school.
- c. Roma, my sister got a lot of gifts on her birthday.
- d. In 2020, Himesh won the Comedy Champion Award.
- e. She is a doctor, isn't she?
- f. No, I don't have a mobile phone.
- g. Luckily, the damage was not serious.

13.7 Reading II

This is the second reading text in the unit. It gives detailed information about the International Mountain Museum.

Objectives

- a. To learn the words must-see attraction, artifacts, information, scenic pathways, highlands, mandala, wildlife, famous, equipment, ecology, and climate
- b. To extract the information and do the comprehension tasks

Materials

Pictures for vocabulary (prepare them beforehand)

Follow these steps.

Pre-reading activities

- a. Ask different questions to students related to the picture: What do you see in the picture? Which mountain do you think it is? Where is it? What do you think this place is famous for?
- b. Elicit the responses: We can see the mountain in the picture. It is Machhapuchhre which is located in Pokhara. This mountain is famous for its tourist attractions. It is also considered a sacred place.
- c. Introduce the reading text asking students to guess the picture.
- d. Instruct students to list down these words: must-see attraction, artifacts, information, scenic pathways, highlands, mandala, wildlife, famous, equipment, ecology, and climate.
- e. Demonstrate the pictures for most of the words. Also, provide examples for further clarification. Ask them to use in their own sentences.
- f. Ask students to match the words with the correct pictures.

While-reading activities

- a. Conduct ‘Jigsaw Reading’ activity.
- b. For this activity, break the reading passage into 3 sections: Introduction of the International Mountain Museum, Location and Entrance fees, and Major Attractions

- c. Form 'Expert Groups' to work together to comprehend the content thoroughly. Assign as timekeeper and summarizer within an expert group.
- d. Ensure that every member of an expert group understands the text.
- e. Reorganize students into "home groups" ensuring that each new group has at least one member from each expert group.
- f. Ask them to take turns sharing their assigned section.
- g. Involve students into the discussion and ask students to share their understanding of the entire reading passage.
- h. Bring the class together for a summary discussion. Ask each home group to provide a brief summary of their section.
- i. Ask students to share their reflection. Let them share what they learned from each other, and the challenges they faced.
- j. Ask students to read the meanings from a-h in **Task A**.
- k. Let them find the words from the puzzle as the first letter of the words has been given.
- l. Ask students to read the words they discovered.

Answers

- a. particular weather condition: climate
- b. a place of interest or pleasure: attraction
- c. having beautiful scene: scenic
- d. a figure: Mandala
- e. known by many people: famous
- f. high or mountainous land: highlands
- g. the relation of plants and living creatures: ecology
- h. a way that serves as a path: pathway

- m. Now, lead students to **Task B**. Assign students to read the headings and ask them to find out the information from the reading text.
- n. Let them fill in the information section of the table. Clap students who complete the task first.

S.N.	Headings	Information
1.	Name of the museum	The international Mountain Museum
2.	Date of official opening	February 5, 2004
3.	Entrance fee for SAARC nation	Rs. 250.00
4.	Opening hours	From 9:00 am to 5:00 pm
5.	Any two major attractions	Hall of Mountain People
		Hall of World Mountains

Post-reading activity

- a. Ask students to look at the pictures in the reading text again.
- b. Remind students about the adjectives asking short questions.
- c. Tell them to collect as many adjectives as possible to describe the given pictures.
- d. Let them present in the class.

13.8 Grammar II

This grammar activity introduces students the present continuous tense.

Objectives

- a. To identify the present continuous forms of the verbs
- b. To use present continuous tense in the sentences

Materials

Sentence cards having the sentences of present continuous tense

Follow these steps.

A. Look at the picture below. What do you think is happening in the picture? Say at least five sentences.

- a. Ask students what they know about present continuous tense.
- b. Ask different questions to students about the activities happening right now in the classroom.
- c. Elicit the responses such as: We are listening to my teacher. We are learning English.
- d. Add some more sentences using present continuous tense.
We are studying present continuous tense now.
You are listening to me.
The birds are flying outside.
Ram is playing with his fingers.
Seema is smiling.
- e. Make them clear that we use present continuous tense to describe the activities happening at the present time.

When we talk about things happening at the time of speaking, we use the present continuous forms of the verb.

We use is/am/are with different subjects followed by the -ing form of verbs to make present continuous sentences.

- f. Ask them to study the given picture and let them describe in their own words.
- g. Encourage them to say at least 5 sentences. For example: People are praying to the god. The people are wearing red dresses. They are sitting. Some people are walking around.

B. Read the following text and make a list of verbs (present continuous forms) used. One is done for you.

- a. Involve students in “**Drawing and Speaking**” activity.
- b. For this activity, let students be in two teams: Team ‘A’ and Team ‘B’.
- c. Draw the scoreboard.
- d. Tell one of students from team ‘A’ to come up to the board. Give him/her a present continuous tense card.
- e. Draw the sentence on the board. You are not allowed to speak or write anything.
- f. Team A has one minute to try to guess the sentence. If team A cannot guess the answer correctly in a minute, team B can answer.
- g. The student who tells the sentence written on the board scores a point for their team.
- h. Ask one of the students from team B to come to the board and do the same.
- i. Continue taking turns to draw sentences until all the cards have been used.
- j. Announce the winning team with the most points.
- k. Encourage them to identify the present continuous forms of the verbs given in **Activity B**.
- l. Ask them to underline and list down the words.

Answers

- a. is visiting b. is sitting c. is telling d. is feeling e. is watering
f. is cooking g. is cleaning

C. Rewrite the following sentences with the present continuous forms of the verbs given in the brackets. One example is given.

- a. Ask students to study the example and the sentences carefully.
- b. Discuss about the negative sentences as well as showing the examples.
- c. Instruct them to rewrite the sentences using the verbs given in the brackets.
- d. Elicit students ‘responses such as: The bakery is opposite to the school. The temple is in between the park and the library.
- e. Make the concept clear about opposite directions. Discuss the locations of each of the places.
- f. Now, ask them to analyze the map and fill in the gaps with correct words.
- g. Let 5 different students share their answers.
- h. Present the answers of all sentences and let students recheck their work.

Answers

- a. am doing b. is knocking c. are you looking d. am looking
e. are not going f. are returning g. are you doing h. is increasing

D. Look at the picture of a playground below and write at least six sentences using “There is...” and “There are ...”

- a. Ask students to analyze the given picture carefully.
- b. Ask them what they see in the pictures such as: seesaw, skipping, mat, swing, basketball court. Write these words on the board.
- c. Clarify the concept that we use is with singular subject and plural with plural subjects. Give an example of how to use “there is” and “there are”.

For example:

There are so many things to play on the playground. There is a seesaw. There are altogether 8 children.

- d. Tell students to write at least six sentences.

13.9 Listening

This is a listening activity in which students listen to a short description of a place.

Objective

To listen to the audio and do the comprehension tasks

Material

Audio file and an audio player

Follow these steps

A. Look at the picture and answer these questions.

- a. Instruct students to look at the picture given in the book and guess the name of the place.
- b. Ask them different questions in the pre-listening section. Elicit students' responses such as: it's a town of Panauti.

B. Listen to the audio and fill in the blanks with the correct words/phrases.

- a. Give clear instructions to students telling them that they are going to listen to an audio related to a town.
- b. Play the audio and ask students to listen to it. Tell them to pay attention to the content and context of the audio.
- c. Have students read the sentences from a-e. Tell them that they have to do the task when the audio is played this time.
- d. Play the audio and tell them to fill in the blanks with the correct words/phrases.
- e. Play the audio again so that they will check or correct their answers. You can place twice or thrice as per the need.
- d. Check their answers and provide feedback.

Answers:

a. town b. rice fields c. Roshikhola d. cultural e. lifestyle

C. Listen to the audio and write one interesting thing you heard about Panauti.

- a. Ask students to remember one interesting thing they heard about Panauti.
- b. Let them write and share in the class. Provide feedback based on the sharing.

13.10 Writing II

This section includes a writing task where students are supposed to describe Kupinde Lake using the given clues.

Objective

To describe Kupende Lake using the clues

Follow these steps.

This is a picture of Kupinde Lake. Describe it using the given clues.

- a. Ask students to look at the picture carefully.
- b. Ask one of the students to read the clues aloud which include the features of Kupinde Lake. Discuss the features with students. Ask to form sentences from the clues.
- d. Ask students if they have ever been to this place. Give an opportunity to share their experiences.
- e. Have students write a short paragraph about Kupinde Lake using the clues given in the book. Encourage them to use present tense.
- f. Check their written work and provide them with individual feedback.

Sample paragraph**Kupinde Lake**

Kupinde lake is a lake situated in Salyan district in the Karnali province of Nepal. The lake is a popular tourist destination all the time. It is about 24 km west from district headquarters. It is about 1250 m long, 250 m wide, and 40 m deep. It is surrounded by mountains and forests. The interesting thing locals say about this lake is it changes its colour three times every year. Here, one can hire a boat for boating. A temple dedicated to Barahadev is located at the bank of lake where devotees come to pay respect.

13.11 Do it yourself

It is an extended activity where students stick a photo or draw a picture of their favourite person and describe him/her. You can assign this task as homework.

Objective

To write a short description of a person

Follow these steps.

- a. Ask students to read the instructions given in this section where they are supposed to stick or draw the picture of their favorite person in the given box and describe him/her to a small group.
- b. It can be done individually. Let students think about their favorite person.
- c. Allow them to draw a picture or stick photo of their favorite person in the sample box given in the book. Encourage students and provide materials accordingly to do this task in A4 paper.
- d. Provide a certain time to finish this task. Encourage them to describe him/her.
- e. For this, give clues to include in the description such as; height, physical appearance, nature, colour. Encourage them to use adjectives as much as possible.
- f. Provide an opportunity to present in the class.
- g. You can evaluate their presentation on the basis of language, clarity, tidiness, fluency and accuracy, relevance, and creativity. Make sure you discuss these criteria beforehand during orientation of the project.
- h. Provide feedback on the basis of their presentation.
- i. Have them display their work in the class for encouragement.

Introduction

This unit centers on the language function of expressing preferences and dislikes. The activities in this unit are designed to develop students' proficiency in expressing personal likes and dislikes, expand their vocabulary related to preferences and opinions, reinforce grammatical structures used to convey preferences, and foster the ability to engage in conversations about personal preferences in both written and spoken forms. The table below presents a brief overview of the unit.

S . N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Talk about likes and dislikes of people looking at pictures. Listen and sing. Talk about one's own likes and dislikes of activities.
2.	Reading I: Shopping	Discussion on pre-reading questions Read the given text. Find the words. Find nouns for the given pronouns. Identify people related to the given statements. Act out opinions of others about shopping.
3.	Pronunciation	Practise pronunciation of the given words.
4.	Grammar I	Structures of likes and dislikes
5.	Speaking	Express likes and dislikes.
6.	Listening	Picture based pre-listening questions True/False items Talk about likes and dislike of clothes.
7.	Writing I	Write a paragraph on shopping experience.
8.	Reading II: Autumn Fires	Discussion on the pre-reading questions Read the given poem and match words with their meanings. Multiple choice items Share ideas about the favourite season.
9.	Writing II	Compose a poem about a thing one likes the most.
10	Do it by Yourself	Share a poem or a story with friends.
Total time for the unit		10 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.

14.1 Getting started

The tasks in this sections introduce the language function of likes and dislikes.

Objectives

- a. To talk about people's likes and dislikes based on the pictures
- b. To sing the given song

Follow these steps.

A. Look at the picture below. Take turns to talk about what these people like and dislike.

- a. Show students the given pictures and ask them what things they can see in each of them.
- b. Tell students to observe the activities of people in the pictures and guess what they may like and what they may not like.
- c. Write one example of like and one example of dislike based on the first picture. For example: The boy likes playing video games. He doesn't like going out with his friends.
- d. Talking about each of the pictures, encourage students to say as many 'likes' and 'dislikes' of these people as they can.
- e. Focus on poor students and make sure that they are making an attempt to say something about the picture. If they are unable to express ideas, encourage them by asking further questions like 'What is the boy doing in the picture?' 'Going to school?' 'So, what does he like?' 'He likes....'
- f. Elicit the responses like: The boy likes going to school. He doesn't like staying home. The boy loves playing cricket. He hates sitting idle. The boy likes having *chaumin*. He dislikes having *dal-bhat*.
- g. Let all the students have their say about the pictures. Provide encouraging feedback on their attempts.

B. Listen and sing.

- a. First, present the song with a simple tune in order to make students familiar with the rhyming pattern.
- b. For the second time, sing the song and ask students to follow along. Sing the song with clapping and body movements.
- c. For the third time, sing it again and have students sing the song with you. Encourage all the students to sing along with you with gestures and body language.
- d. While singing, emphasize the likes expressed in the song.
- e. Introduce the discussion question: 'Tell your friends two or three things you like

- or dislike doing.’
- f. Explain to the students what and how they should do it. Make sure that everyone understands the discussion task clearly.
 - g. Model a couple of sentences of your own likes and dislikes. For example: ‘I love reading stories.’ ‘I hate playing video games.’
 - h. Encourage students to express as many likes and dislikes as they can.

14.2 Reading I: Shopping

The first reading text in this unit is related to people’s views and attitudes on shopping. Students are expected to read the passage and be familiar with the way views and attitudes are expressed, and do the comprehension activities.

Objectives

- a. To learn the words and phrases: quality, sales, cheaper, online, crazy, pretty, reasonable, bargains, and frustrating
- b. To read the text and do the comprehension tasks

Follow the given procedures.

Pre-reading activities

- a. Tell students to read the two signpost questions.
- b. Ask them the first question and encourage them to say whether they like shopping.
- c. Encourage them to express freely along with the reason for their views on shopping.
- d. Ask them the second question and encourage them to take names of the nearest supermarket, market, shopping center, hat-bazaar, chowk, shop and so on.
- e. Ask the students to preview the words in red. Ask if there are other unfamiliar words in the text.
- f. Have students predict the meanings of unfamiliar words based on context clues or prior knowledge.
- g. Encourage them to guess the meanings of words by looking at surrounding sentences or paragraphs.
- h. Teach all these words using definitions, synonyms, antonyms, and example sentences to deepen understanding.

While-reading activities

- a. Read the text for the first time at a normal speed as a model reading. Ask students to point to the lines with their fingers.
- b. Make groups of three and assign them the separate roles of Deepak, Preeti and Manisha.
- c. Ask three students to read three views loudly in their groups. Other students in

- the groups point to the lines. Monitor when they read.
- d. Now, tell them to read the views of their parts silently so that any three of them can act out in front of the class.
 - e. Call any three of the students among Deepal, Preeti and Manisha's part and ask them to tell their views based on the text they read.
 - f. Now, put the students in pairs. Then, take students to the **Task A**. This is a vocabulary exercise where pairs should scan the text to find words for the given meanings.
 - g. Ask the pairs to read the text and find the words for the given meanings.
 - h. Exchange copies and ask other pairs to correct answers.

Answers

a. sales b. cheap(er) c. crazy d. reasonable e. frustrating

- i. Introduce **Task B**. Tell them that they work in the same pairs and are going to read Manisha's opinion (i.e., third paragraph) on shopping and find who/what the given pronouns refer to.
- j. Ask the pairs to locate the pronouns in the given lines and find out the nouns related to these pronouns.
- k. Let the pairs have some time to do the task. Go around the class and make sure that all the pairs are making attempts to solve the problems. Provide help, if any of them needs it. If they are unable to do it, help them by reading the respective lines and giving clues.
- l. When they complete the work, tell the answers and pairs will correct their answers.

Answers

a. they (line 2): things Manisha needs
 b. she (line 3): Manisha's mother
 c. her (line 3): Manisha's mother
 d. we (line 5): Manisha and her mother
 e. that (line 9): bicycle or buying a bicycle

Give clear instructions to the same pairs to do **Task C**. Tell them to read the statements 'a to f' and tick in the box below the name of the person related to each statement on the left.

- m. Ask them to locate the information related to the given statements in the reading text and find out who said it.
- n. Let pairs 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 it.
- o. When they complete the work, let some pairs read out the names related to

- each of the statements.
- p. Provide feedback on students' responses and tell them the correct answers.

Answers

a. Manisha b. Preeti c. Manisha d. Deepak e. Preeti f. Manisha

Post-reading activities

- a. Tell students to read the instructions for Activity D. This is a follow up activity based on the reading text.
- b. Choose any three students to act out the roles of Deepak, Preeti and Manisha.
- c. Tell them to act out their roles with proper facial expressions and body language just to give the impression that they are speaking rather than reading.
- d. Give a chance to act it out to other students when the first three students finish it.
- e. Provide positive feedback to the attempts of the students.

14.3 Pronunciation

This is a pronunciation exercise where students practice pronouncing the given words in an appropriate way.

Objective

To practise pronunciation of the given words

Materials

Recorded pronunciation of the given words

Follow these steps.

- a. Start by pronouncing each word clearly and slowly for the students. If possible, bring the audio of the pronunciation from the native speakers.
- b. Pay attention to individual sounds, stress patterns, and any challenging aspects of the pronunciation.
- c. Identify specific sounds or phonetic elements within each word that may be challenging for learners.
- d. Have students repeat each word after you, focusing on accurate pronunciation.
- e. Encourage them to pay attention to the sounds, stress, and intonation.
- f. Practice each word in isolation. Repeat each word several times, allowing students to follow along and mimic the pronunciation.
- g. Give students the opportunity to practice individually. They can take turns saying the words, and you can provide feedback and correction as needed.
- h. Provide recordings of the correct pronunciation for students to listen to and compare their own pronunciation. This could be done by the teacher or using

online resources.

- i. Offer constructive feedback on individual students' pronunciation.
- j. Correct any common errors and encourage students to practice and improve.

cheaper /tʃi:p/	weekend /,wi:k'end/	offers /'ɒf.ə(r)z /
reasonable /'ri:.zən.ə.bl/	nightmare /'naɪt.meə(r) /	prices /praɪsɪz/
special /'speʃ.əl/	bargains /'bɑ:ɡɪnz/	

14.4 Grammar I

This grammar section introduces students to some expressions of likes and dislikes. There are three controlled types of activities to introduce students with the structures of expressing likes and dislikes.

Objective

To use various structures of expressing likes and dislikes

Follow these steps.

A. Study the following sentences. Notice the highlighted words.

This task helps students to study and internalize some structures of expressing likes and dislikes.

- a. Present the instruction for reading sentences with the focus on the highlighted parts.
- b. Tell students to go through the sentences 'a' to 'f'. The teacher can read the sentences together with students stressing the highlighted parts.
- c. Ask students to focus on the red/highlighted parts of the sentences.
- d. Ask them what structure is used in each of the sentences. Write the structure on the board as the students work out: 'love/like/hate/enjoy/prefer + Verb -ing'
- e. Also ask them whether the particular structure expresses likes or dislikes.
- f. Write some of the expressions on the board and write 'like' or 'dislike' next to the expressions.
- g. Ask students to say or write some more sentences using structures of likes and dislikes of their own.
- h. Listen to or look at their sentences and provide feedback on their works.

B. Rewrite the following sentences as in the example.

This is a practice task where students are expected to use the expressions of likes and dislikes in sentences.

- a. Start by reviewing the tasks from **Task A** above. Introduce the structures of expressing likes and dislikes in simple terms.
- b. Write the given example on the board and ask about and explain the way the clues in the brackets are used to express dislike.

- c. Tell students to rewrite and complete the sentences from 'a' to 'i' as in the example. Monitor their activity during the time they do the task and assist them in need.
- d. Make sure that all the students have done the task. Allow them to ask questions and clarify any doubts they might have about the task.
- e. Have students read their completed sentences. Provide whole class feedback on their works.

Answers

- a. ... enjoys playing ...
- b. ... love dancing ...
- c. ... hate wearing ...
- d. ... dislike doing ...
- e. ... like running ...
- f. ... enjoys scratching ...
- g. ... hates washing ...
- h. ... don't like waking up ...
- i. ... likes calling ...

C. Complete the following paragraph with 'love/like/hate/enjoy/prefer and Verb+ -ing' in the brackets.

In this exercise students get the opportunity to practice likes and dislike structures further.

- a. As this activity is similar to **Task B**, assign it to be done individually. Tell the students that they will produce a paragraph upon completion.
- b. Monitor students' activity during the time they do the task and assist them in need.
- c. Make sure that all the students have done the task. Allow them to ask questions and clarify any doubts they might have about the task.
- d. Have some students read their completed paragraphs. Provide whole class feedback on their works.

Answers

... likes listening doesn't like watching enjoys playing
 hates doing ...
 ... loves visiting enjoys walking prefers playing ...

14.5 Speaking

This speaking activity enables students to use expressions of likes and dislikes they learnt in speaking.

Objective

To express one's likes and dislikes orally

Follow these steps.

- a. Start with **Task A**, where students read the given list of food items and express their likes and dislikes to the items.
- b. Emphasize that the goal is to express preferences of food items using appropriate expressions of likes and dislikes, i.e., 'love/like/hate/enjoy/prefer + Verb -ing'.
- c. Model some of the examples and write some ways of expressing likes and dislikes on the board. For example: "I like (eating) cheese." "I love (having) honey." "I don't like drinking coffee." "I hate drinking coke."
- d. Divide the students into pairs. This encourages more active participation and provides a supportive environment for language practice.
- e. Let each member of the pair express his/her likes and dislikes on the food items given.
- f. Monitor students' activities and help them whenever they need.
- g. Finally, have some students express their likes and dislikes about some food items to the class.
- h. After the activity, provide constructive feedback. Highlight areas where students did well and offer suggestions for improvement.
- i. Tell students to read the instruction for **Task B**. Introduce the activity by explaining that students will express their likes and dislikes on the given prompts using the phrases in the box.
- j. Write the given example on the board. Model it with the help of a student and encourage them to do others in the same way.
- k. Have students in pairs to practise the prompts from 'a' to 'j'. Let both of the members of a pair ask questions and express likes or dislikes.
- l. Provide feedback on language use. Correct any error in the use of likes and dislikes with the help of their classmates.

14.6 Listening

In this section, students listen to a short conversation between two women related to a survey about clothes and fashion. The audio lasts for 41 seconds.

Objective

To listen to a short conversation and find out whether the given statements are true or false

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and answer the questions.

a. Where do you think the man and woman are?

b. What do you think they are doing?

- a. Ask the students to look at the picture and answer the questions.
- b. Encourage students to answer the question freely based on their understanding about the picture.
- c. Do not judge their answers as right and wrong. Accept multiple answers.
- d. Try to elicit responses like- They are in a clothes shop. They are selling and buying clothes.

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

- a. Tell the students that they are going to listen to a short conversation.
- b. Tell them to read the statements from 'a' to 'f' and ask if any sentence is unintelligible.
- c. Make sure that they understand the task. This gives them a sense of what to expect and focuses their attention on specific information.
- d. Have students listen to the conversation without worrying about matching the information initially. The goal is to understand the overall meaning and context of the dialogue.
- e. Replay the conversation, instructing students to listen for specific details that will help them identify whether the statements are true or false.
- f. Go around the class and check whether all the students are involved in the assigned task.
- g. Play the audio again and let them review their answers.
- h. Move around the classroom and ensure that all the students have corrected their answers and completed the task.
- i. Facilitate a whole-class discussion about the task completed. Encourage students to share their answers, as well as any challenges they faced.

Answers

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

C. What kinds of clothes do you like and don't like wearing? Why? Tell your friends what you think.

- a. Help students learn the names of different articles of clothing such as shirts, pants, dresses, shoes, saree etc. as well as names of their cultural dresses.
- b. Teach adjectives that describe clothing, such as "comfortable," "stylish," "casual," "formal," "colorful," and "plain."
- c. Model how to express preferences for clothing using simple sentences. For

example:

"I like wearing jeans because they are comfortable."

"I don't like wearing formal clothes because they feel too uncomfortable."

- d. Have students work in pairs or small groups to discuss their preferences. Encourage them to ask each other questions, answer the questions using expressions of likes and dislikes, and provide reasons for their likes and dislikes.
- e. Move around the class and make sure that all the students are engaged in the task. Assist them in need and provide feedback to their activities.

14.7 Writing I

This is a guided writing activity where students write a paragraph being guided by the given questions and produce a paragraph like the one in the reading I.

Objective

To write a paragraph about shopping experience

Follow these steps.

- a. Analyze the guiding question carefully and make students clear about the specific aspects of the shopping experience: 'Where?' 'Why?' 'How often?' 'When?' 'What?' as well as the likes and dislikes.
- b. Tell them that they should not just answer the guiding questions. They can write more than what these guiding questions require. The guiding questions don't need to be addressed in their order.
- c. Encourage students to recall their own shopping experiences. Have them brainstorm specific stores, items they bought, memorable interactions, or emotions they felt.
- d. Help students organize their thoughts using a mind map or graphic organizer. This can visually represent the key elements of their experience and how they relate to the guiding question.
- e. Guide students towards a clear and focused topic sentence. The topic sentence can be the expression of likes or dislikes. This sentence should introduce the main idea of the paragraph and address the last guiding question.
- f. Use concrete examples to support the main idea. Where did they go shopping? For what purpose? Did they have a helpful conversation with a salesperson? Did they overcome a challenge while finding what they needed? These details make the writing more engaging and relatable.
- g. The concluding sentence should leave a lasting impression and tie back to the guiding question. Did the experience change their perspective? Did they learn something new?
- h. Encourage students to read their paragraph aloud and check for clarity, flow, and grammar. This final polishing step ensures their writing is impactful and effective.
- i. Encourage students to exchange paragraphs and provide constructive feedback

to each other.

- j. Have students present their paragraphs to the class. This reinforces their speaking skills and allows them to share their writing with their peers.

Sample writing

I usually go shopping at ABC Supermarket near my house. I go there because it has many stores with clothes, toys, and other things I like. I go shopping about once a month to get things I need or want. The last time I went shopping was last Saturday. I bought a new shirt and some school supplies. I liked trying on different clothes in various stores, but I didn't like the big crowds sometimes. It was fun to find what I wanted, though, and I'm excited to wear my new shirt to school!

14.8 Reading II: Autumn Fires

The second reading text in the unit is a short description of clouds followed by some comprehension activities.

Objectives

- To learn the words: vale, bonfires, trail, pleasant, blazes, seasons and bright
- To read the poem and do the comprehension exercises

Follow these steps.

Pre-reading activities

- Ask the students to answer the first pre-reading questions. Let them try it from their memory.
- Elicit the responses about four seasons and you can add a short discussion about them.

Spring: Characterized by warmer temperatures, blooming flowers, and longer days.

Summer: The hottest season, with lots of sunshine and long days.

Autumn (Fall): Cooler temperatures, colorful leaves, and shorter days.

Winter: The coldest season, with shorter days and often snow or ice.

- Tell students to observe the given picture and answer the second pre-reading question.
- Encourage students to express freely on the basis of what they discuss in the first pre-reading question. They can even guess the answer from the title of the poem that it is Autumn season.
- Ask the students to preview the words in red. Write the words on the board. Ask

if there are other unfamiliar words in the text.

- f. Tell them to look at the meanings of these words in a dictionary or the glossary at the end of the book.
- g. Provide visual aids, examples, synonyms, antonyms, and definitions to help the students understand the meaning of these words.
- h. Encourage students to use these words in their own sentences.

While-reading activities

- a. Recite the poem aloud at a normal speed to your students. Recite with proper rhyme and body movement, and ask the students to point to the lines you are reading with their fingers.
- b. Ask three students to read the three different stanzas of the poem respectively while others point to the lines and read silently along with their friend.
- c. Recite the poem line by line and keep asking concept checking questions to each line so that the students can derive the meanings. Finally, summarise the poem in short.
- d. Now, take students to **Task A**. This task is a vocabulary task. Ask them to read the poem. Tell them to draw lines from words to their meanings in their textbook with pencil.
- e. Move around the classroom to monitor student progress. Offer assistance if needed, and encourage them to discuss their choices with their friends.
- f. After the matching activity, facilitate a class discussion and whole class feedback.

Answers

vale	valley
bonfire	a large fire outside for celebrating or signaling
trail	a long thin line stretching behind
pleasant	nice
blaze	to burn fiercely or brightly
bright	giving out much light

Tell the students to read the three questions and their multiple answers given in **Task B**. Tell them that they are going to read the poem again to find which of the three answers are correct for each question.

- g. Ask them to locate the information related to the given questions in the poem and decide which alternative is the correct answer for each of the questions.
- h. 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 it.
- i. When they complete the work, let some students read out their responses to the class.
- j. Write the answers on the board and let the students correct their work, if any of them are wrong.

Answers

a. ii. bonfire

b. iii. pleasant

c. i. Summer

Post-reading activities

- a. Tell students to read the question for **Task D**. This is a follow up activity based on the reading text.
- b. Brainstorm ideas by simply naming and discussing the four seasons- spring, summer, autumn/fall, and winter. Encourage students to recall their experiences and associations with each season.
- c. Have students list down their personal favorite season. Encourage them to think about what they enjoy most about that particular season. Ask prompts like:
 - What activities do you associate with your favorite season?
 - How does the weather make you feel during your favorite season?
 - Are there any specific sights, sounds, or smells that remind you of your favorite season?
 - Are there any memories or traditions connected to your favorite season?
- d. Help students articulate the specific reasons why they prefer their chosen season. This could involve analyzing their earlier brainstorms and memories.
- e. Encourage students to share their ideas with the class. Encourage them by providing sentence starters and some encouraging comments on their attempts. Allow them to use their written points or prompts while sharing ideas.

14.9 Writing II

In this writing activity the students are supposed to produce a creative as well as artistic work of writing a poem anything they like.

Objective

To write a short poem on a subject of interest

Follow these steps.

- a. Begin with a simple introduction to poetry. Introduce basic poetic structures, such as stanzas and lines.
- b. Explain that poems don't have to rhyme but can include rhythm and patterns.
- c. Share examples of short and simple poems that highlight everyday objects or experiences.
- d. Conduct a brainstorming session with the students to generate ideas about the things they like. Encourage them to think about objects, activities, special

belongings, or even one of the seasons they discussed in the post reading discussion before this writing lesson.

- e. Introduce relevant vocabulary that can be used in their poems of their interest.
- f. Model the process of writing a short poem in simple language.
- g. Allow them some time to recite the poems they have written. Students can listen to each other's poems and create a positive environment for creative expression.

Sample poem

The Moon

In the night so dark and high,
I look up at the beautiful sky.
But what I like the most, you see,
Is the moon shining bright at me.

It's a circle, big and round,
Glowing softly, casting light around.
It changes shape, big and small,
Sometimes it's there, sometimes not at all.

A friend in the sky, both near and far,
I love to watch it, like a shining star.
A gentle friend up high, so high,
I love the moon in the sky!

14.10 Do it by yourself.

It is an extended activity where the students are to produce a story or poem written by others and share them with their friends.

Objective

To develop interest in appreciating literary works

Follow these steps.

- a. Suggest students some places to find books on stories and poems. If the school library doesn't have sufficient books, suggest them to visit other libraries in the locality.

- b. Set time to complete the project. A maximum of one week can be provided for the activities.
- c. Arrange a class visit to the library or allow individual visits, ensuring clear instructions and expectations regarding borrowing procedures.
- d. Emphasize choosing a book they genuinely enjoy rather than solely focusing on length or content.
- e. Encourage students to take notes on aspects they enjoy: vivid imagery, interesting characters, themes, rhyming patterns, or emotional impact.
- f. After reading several options, guide students in choosing the most impactful poem or story and articulating their reasons.
- g. Before sharing with the class, have students rehearse reading the chosen piece (poetry) or retelling the story (children's book) with clarity and expression.
- h. Encourage creative presentations. Students can read the poem aloud or act out the story.
- i. Foster class discussion about the shared pieces. Encourage peer feedback focusing on what students enjoyed and found interesting.

Introduction

The unit "Expressing Ability" includes eleven different tasks in the form of listening, speaking, reading, writing, grammar, project work and extra bit activities. The following table provides a brief overview of the unit.

S. N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Make guesses about people's abilities and inabilities based on the given pictures. Listen and sing. Express opinions for the given questions.
2.	Reading I: The Paralympic Games	Discussion on pre-reading questions Complete the sentences with the given words. Choose the correct answers. Answer the questions. Share ideas about the people with disabilities.
3.	Pronunciation	Pronounce the given words.
4.	Grammar I: Can / Can't	Identify the use of 'can' and 'can't'. Complete the sentences with 'can' and 'can't'.
5.	Writing I : Paragraph	Write a short paragraph about the sports they are good at.
6.	Reading II: My Phone (Poem)	Discuss the picture with pre-reading questions. Match the rhyming words. Write the words for the given meanings. Answer the questions based on the poem. Talk to the friends about mobile phones.
7.	Grammar II: Can, Can't/ Could, Couldn't	Identify the use of can/can't and could/couldn't. Complete the sentences.
8.	Listening	Discussion on pre-listening questions. Write true or false listening to the audio. Talk about the favorite musical instrument.
9.	Speaking	Complete the sentences using can or can't. Talk about abilities and inabilities based on the given pictures. Talk about the friend's abilities and inabilities
10.	Writing II	Write a short description expressing about a friend's abilities and inabilities.
11	Do it yourself	Make notes about the interesting things people can do from the school.
Total time for the unit		10 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.

15.1 Getting started

This section introduces the language function of expressing ability.

Objectives

- a. To express abilities and inabilities based on the given pictures
- b. To sing the song in tune

Follow these steps.

A. Look at the pictures. What do you think these people can or can't do? Talk to your friends.

- a. Ask students to look at the four different pictures given in the book.
- b. Let them share their observations.
- c. Based on their responses, share what you can do and cannot do.
For example:
I can read and write. I can't fly in the sky.
- d. Start with the first picture and ask questions such as;
Who do you think in the pictures are? What do you think they can or cannot do?
- e. Encourage them to see their expressions and use he/she/they while responding to the questions.
- f. Elicit students' responses such as: There are students in the first picture. He can write and she can read.
- g. Ask similar questions to students for the other pictures as well and let them share their opinions.
- h. Provide hints if they need additional support.

B. Listen and sing.

- a. Ask students if they can sing the song. Let them sing if they show their willingness.
- b. Now, sing the song to students.
- c. Ask students to listen carefully, point to the lines and internalize the tune and rhythm of the song.
- d. Secondly, sing the song and ask students to follow along.
- e. Then, have students sing the song on their own.
- f. Ask students how they felt singing the song.
- g. Ask the given questions to students and encourage them to respond such as:
Yes, I can or No, I cannot.
- h. Elicit the responses such as: I cannot swim. I cannot dive. I cannot ride a bike. I can run. I can jump. I cannot drive a car. I can sing. I can dance.

- i. Let them express their opinions freely as there is no rule for this.

15.2 Reading I: The Paralympic Games

The first reading text in this unit is about 'The Paralympic Games'. Students are expected to extract the important information from this text.

Objectives

- a. To learn the words: Paralympics, athletes, spinal cord, injuries, paralysis, intellectual, excellence, disabilities, participants, limbs, ceremony
- b. To read the text and do the comprehensive tasks
- c. To share thoughts about the ways of showing respect to the people with disabilities

Follow these steps.

Pre-reading activities

- a. Ask students to look at the picture given in the book and guess what the text is about.
- b. Let them share their experiences like: It is about sports.
- c. Discuss pre-reading questions given in the book.
- d. Elicit responses such as: Games and sports are very important to us because they keep us healthy, promote friendship. People with disabilities can take part in sports. The international tournaments are organized for people with disabilities.
- e. Let students find the words in red in the reading text and underline them.
- f. Write the words on the board and ask them if they can guess the meaning of these words: Paralympics, athletes, spinal cord, injuries, paralysis, intellectual, excellence, disabilities, participants, limbs, ceremony
- g. Use images or videos of Paralympic, athletes, competing, ceremonies, and events to provide visual context for these vocabulary from the internet.
- h. Assign students to create sentences using these words.
For example: She was hailed as the greatest female athlete in the world.
- i. Remind them to underline the words in the sentences.
- j. Make sure you provide an opportunity to share their sentences to check their understanding.

While reading activities

- a. Divide students in 4/5 different groups according to the number of students. Provide one paragraph for each group.
- b. Ask students to go through the text quickly to find out the gist of the text. Allocate certain time for this according to the level of students.
- c. Then, ask one of them from each group to summarize each paragraph in their own words.
- d. Provide feedback after the sharing is over. Provide additional details if they miss

- important information of the text while sharing.
- e. Introduce **Task A** to students where they are supposed to use the correct words to complete sentences.
 - f. Have students read the words and the sentences from a – i given in the textbook.
 - g. Ask them to guess the meaning of these words.
 - h. Encourage them to complete the sentences using the correct words from the list. If they are unable to use the words in the sentences, help them by giving the clues.
 - i. Once they complete the task, let them share their answers in turn.
 - j. Make corrections if necessary.

A. Answers

a. disability	b. athletes	c. paralysis	d. intellectual	e. admiration
f. compete.	g. excellence	h. equipment	i. expert	

- k. Similarly, instruct students to read the instruction given in **Task B**. Orient that they are going to read the text again and choose the correct answers from the given options.
- l. Now tell them to read each question and all answer choices carefully before selecting an answer. Tell them to scan the reading text to find out the specific information they need.
- m. Assign a certain time considering the level of students and ask them to choose the appropriate answers.
- n. Ask students to read their answers when the time is over.

Answers

a. iii	b. ii	c. ii	d. ii	e. i
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- o. Now tell students to read the questions ‘a – e’ given in **Task C**.
- p. Divide students in different groups based on the number of students and name them as A, B, C, D.
- q. Now, have a discussion session with each group to find out how well they can respond to the answers of the given questions.
- r. Based on their response, ask all groups to read the question and the text at the same time. Set the time for 20 minutes to finish the task.
- s. Move around the classroom, listen and observe students, make sure that all students are equally taking part in the group work.
- t. Once they complete the work, ask group leaders to read their answers. Encourage other groups to listen carefully and note the answers.
- u. Write correct answers on the board and ask students to compare with their answers.

Answers

- a. People with disabilities take part in Paralympic games.
- b. Some Paralympic athletes have spinal cord injuries and some have missing limbs.
- c. Paralympic games were organized for two purposes, one is to help athletes with disabilities achieve excellence in sports and the other is to increase the world's respect and admiration for people with disabilities.
- d. The two types of Paralympic games are: summer and winter.
- e. The players of the first Paralympic games were experts who had lost the use of their legs in World War II.

Post-reading activity

- a. Tell students to read the instruction given in **Task D** where they are supposed to express their thoughts about the ways of showing our respect to the people with disabilities.
- b. Pose this question to students and conduct a discussion session.
- c. Highlight the relevant responses shared by students.
- d. Elicit the possible responses such as: giving them respect in every sector of life, providing free education, offering equal opportunities in government and private sector, encouraging them in their participation, and admiring their performance.
- e. Provide feedback and appreciation for their active participation in the discussion.

15.3 Pronunciation

In this section, students will practise the pronunciation of given words.

Objective

To pronounce the given words correctly

Follow these steps.

Listen to your teacher and say these words.

- a. Ask students to try pronouncing the given words: Paralympic, disabilities, wheelchairs, competitions, archery, soccer, artificial, athletes. Listen to them to find out how well they can pronounce.
- b. Now, pronounce the given words loudly two to three times and ask students to listen carefully.
- c. You can also play an audio and ask students to listen and follow it.
- d. Tell students to repeat after you and encourage them to pronounce with you.
- e. Finally, ask students to pronounce the words in turn.
- f. Listen to students carefully, correct their pronunciation where necessary.
- g. Make sure that all students pronounce the words correctly.

Phonetic transcription of the words

paralympic /pærə'limpɪks/ disabilities /dɪsə'bɪlətɪz/ wheelchairs /'wi:lʃeə(r)z/
competitions /kɒmpə'tɪʃn/ archery /'ɑ:tʃəri/ soccer /'sɒkə(r)/
artificial /ɑ:tɪ'fɪʃl/ athletes /ɑ:tɪ'fɪʃl/

15.4 Grammar I

In this section, students will practice the use of “can” and “can’t” to talk about people’s abilities and inabilities.

Objective

To use can and can’t appropriately in the sentences

Follow these steps.

A. Study the following sentences. What do they mean?

- Ask different questions to students using can and can’t. Wait for their responses
For example: What can you do? / What you cannot do?
- Elicit the responses such as: I can dance. I can’t swim.
- Now, tell them to read the sentences given in the book. Ask them to identify the use of can and can’t. Let them share their understanding.
- Demonstrate some examples using the words can and can’t.
For example: I can close the window (go to the window and close it) but I cannot touch the sky (stretch your hand towards the sky and show it)
- Encourage students to create sentences of their own in the same way and let them share.
- Make sure students are familiar with the concept of can and can’t. Let them know that we use ‘can’ to express ability or possibility whereas we use ‘can’t’ to express our inability or impossibility.
- As an additional task, you can assign students to write any ten sentences of each using can and can’t.

B. Complete the sentences with can or can’t.

- Ask students to share a few sentences orally using can and can’t.
- Ask them to read the sentences from a-i. Tell them to supply can or can’t in the blank spaces.
- If they find difficulties to complete the task, provide hints asking questions such as: You learnt Chinese language from your Chinese friend. Can you speak Chinese now? Do the same for other questions as well.
- Tell them to write in their notebook and let them share once they finish doing it.
- Make corrections if necessary.

Answers

- a. can b. can't c. can't d. can't e. can't
f. can g. can h. can't i. can, can't

15.5 Writing

This is a writing activity in which students will practice writing a short paragraph about the sports they are good at. The main purpose of this activity is to let students express their ideas freely.

Objective

To write a short paragraph about the sports students are good at

Material

A sample paragraph

Follow these steps.

- a. Ask students to read the instructions given in the book where they are supposed to think about the sports they are good at and write a short paragraph including the skills needed and the reasons for being good at the particular sports.
- b. For this, involve students in the discussion asking different questions such as:
Which sports do you like?
What skills do you need for this?
Why do you think you are good at this sport?
- c. Let students share their opinions freely and note them down on the board.
- d. Have a discussion on the responses shared by students. Provide feedback as well.
- e. Encourage them to write a short paragraph including the ideas from the discussion.
- f. Take the queries from students if they have any and address them effectively.

Sample paragraph**The Sport I am good at**

I believe that I am good at playing volleyball. In my village, volleyball is very popular. In full sided volleyball, there are six players on each team – three on the first row and three on the back row in full sided volleyball. The aim of the game is to hit the ball over the net and into the other team's area without letting the ball hit the ground. The team that wins the most points in a set, usually wins the match. For this, I need the skills for serving, passing, setting, spiking, blocking and digging. I feel like I am good at passing. This is an important skill in volleyball, so I am always selected for playing it.

15.6 Reading II

This is the second reading text in unit 15. It is a poem about the phone and its function.

Objectives

- a. To learn the words: gadgets, nifty, predict, flash, videos, movies, splash
- b. To do the comprehension tasks given in the book

Material

Mobile Phone

Follow these steps.

Pre-reading activities

- a. Ask students to study the picture and ask pre-reading questions given in the book.

What can you see in the picture?

Do you have a mobile phone?

What can you do with the mobile phone?

- b. Elicit the responses such as:

We can see a mobile phone in the picture.

Yes, I have a phone at my home. / No, I don't have a phone at my home.

I can listen to music, watch videos, play games, take photos and talk to my relatives with the help of my mobile phone.

- c. Involve students into the discussion in such a way that they are ready to ask exciting questions about mobile phones.

- d. Now, ask students to read the words with these sentences: gadgets, nifty, predict, flash, videos, movies, splash

For example:

My phone has tons of gadgets.

Other nifty things.

- e. Ask them if they can guess the meaning of these words. Let them share based on their pre-knowledge.

- f. You can also use your mobile to clarify the concept of the given vocabulary.

For example: take a photo and ask them to notice the flash. This way, they come to know the meaning of the word 'flash'. Do the same with other words as well. Provide examples and definitions at the same time.

While-reading activities

- a. Ask students if they can recite the poem. Encourage them to try reciting the poem.

- b. Read the poem aloud to the class, emphasizing expression and tone. Encourage students to follow along with you. Repeat the process until students are familiar with the poem.
- c. Finally, let them recite the poem on their own.
- d. Now, encourage discussion explaining the poem and asking different questions related to this.
For example: What is the title of this poem?
Who wrote this poem?
- e. Elicit the responses such as:
The title of this poem is "My Phone".
Neal Levin wrote this poem.
- f. Explain the poem discussing the functions included in the poem. At the same time, involve them into the discussion asking questions about their phones and the functions they perform. Let them compare with their mobile functions with the one mentioned in the poem.
- g. Now, encourage students to share their thoughts and interpretations of the poem in their own words
- h. Introduce **Task A** where they are expected to match the rhyming words.
- i. Demonstrate rhyming words using simple examples such as:
Cat- hat, sun- fun, moon-spoon, bed-red
- j. Similarly, let them explore the rhyming words in the poem. For example:
Rings-things
Away - day
Flash-splash
- k. Now, ask students to match the words with appropriate rhyming words.
- l. Move around the class and facilitate where necessary.

Answers

a. Rings – things b. away - day c. flash - splash d. means - beings

- m. Assign students to read the instruction and the meanings given in **Task B** where they have to find the words from the text for the given meanings.
- n. Discuss each meaning to students. Let them identify the word for the given meanings. Provide hints and encourage them to go through the text whenever necessary.
- o. Let them write the words based on the discussion above. Check their written work and provide feedback.

Answers

a. predict b. flash c. nifty d. gadgets

- p. Now lead students to **Task C**. In this activity, students are supposed to answer the given questions.
- q. Let them read the questions from a-d. Divide students in the group and have them discuss each question. Provide a certain time for this.
- r. Let them share their answers. Add more details to their answers if necessary.
- s. Let them write the answers in their notebook.
- t. Write the answers on the board and let them check and compare their answers.

Answers

- a. The phone has a hundred – fifty rings.
- b. No, the speaker doesn't need a watch to tell the time because his/her mobile phone tells the time.
- c. The speaker can download music using a mobile phone.
- d. The speaker makes videos and movies using a mobile phone.

Post-reading activity

- a. Ask students to read the instructions given **Task D** where they need to discuss with their friends about the things they do with the mobile phone if they get one.
- b. Ask a question to students, "What will you do if you get a mobile phone?"
- c. Tell them to discuss with their friends freely. Clarify that there are no hard and fast rules while expressing.
- d. Move around the class and monitor their discussion.
- e. As an additional activity, you can assign students to create a poem explaining the things they like to do with their mobile phones if they get one.
- f. Appreciate students for their hard work.

15.7 Grammar II

This is the second grammar activity in unit 15. In this activity, students will learn and practice the use of can/can't and could/couldn't.

Objective

To use can/can't and could/ couldn't appropriately in the sentences

Follow these steps.**A. Study the following sentences.**

- a. Ask students what they know about the use of can/can't, could/couldn't.
- b. Remind students about the use of "can" and "could" they learned in Grammar I section of this chapter which indicate the abilities and inabilities of the people.
- c. Now, ask students to study the sentences carefully given in the book. Let them

- identify the situation in which can, can't, could, couldn't have been used.
- d. Elicit the responses such as:
- Can and can't are used to show present abilities and inabilities.
 - Could and couldn't are used to show the past abilities and inabilities.
- e. Make sure students are clear that could is used to show ability and couldn't is used to show inability in the past.
- f. Provide more examples relating to real life experiences.
- For example:
- I can close the door. I can't touch the ceiling.
 - When I was a child, I could run fast but couldn't swim in the river.
- g. Encourage students to share the sentences of their own using can, can't, could and couldn't.

B. Complete these sentences with can, can't, could or couldn't. There may be more than one answer.

- a. Ask students to read the sentences from a-i where they are supposed to complete the sentences using can, can't, could or couldn't.
- b. Clarify the sentences if students feel difficulty understanding them.
- c. Remind students about the use of present abilities and inabilities and past abilities and inabilities in the sentences.
- d. Discuss each statement and provide clues whether they should write ability or inability.
- e. Move around the class, and monitor when students are writing.
- f. Once students finish their task, ask some of students to read their answers and instruct other students to listen carefully and compare with their answers.
- g. Provide feedback and make corrections if necessary.

Answers

a. can b. could c. couldn't d. could e. could
f. could g. could h. couldn't i. can

15.8 Listening

This is a listening activity in which students listen to a conversation about the abilities of the people.

Objective

To listen to the audio and do the comprehension tasks

Material

Audio file and an audio player

Follow these steps.

A. Guess the answers to these questions.

- a. Instruct students to look at the picture given in the book and guess the musical instrument the boy is playing.
- b. Ask them different questions given in the pre-listening section.
- c. Elicit students' responses such as: The boy is playing the Madal. The musical instruments I know are: Piano, Guitar, Harmonium, Flute, Drums, Trumpet, Violin and Sarangi.
- d. Appreciate them for their great answers.

B. Listen to the audio and write 'True' if it's true or 'False' if it's false.

- a. Instruct students that they are going to listen to a conversation about the abilities of the people.
- b. Have students read the sentences from a-d.
- c. Play the audio and tell them to write true or false as per the understanding level. Play the audio twice or thrice as per the needs of students. Provide a transcript if anyone has a hearing difficulty.
- d. Play the audio again and let students review their answers.
- e. Make sure that all students have rechecked their answers.

Answers

a. True B. False C. True D. False

C. What musical instrument would you like to play? How would you learn that? Talk to your friends.

- a. Make the instruction clear to students.
- b. Get students in pairs. Tell them that they are going to discuss the musical instrument they would like to play and the ways to learn it.
- c. Encourage them to take turns to ask questions and respond to the questions.
- d. Make sure that all students are actively involved in the discussion.

15.9 Speaking

In this section, students learn to express abilities and inabilities using can and can't.

Objective

To talk about one's own and other's abilities and inabilities

Follow these steps.

A. Complete these sentences about you. Use can or can't. When you finish, take turns to say these sentences to your friends.

- a. Remind students about the use of can and can't they learned in the earlier section.

For example:

I can wash my clothes. I can't swim in the river.

- b. Ask students to read the sentences from a-h and let them complete the sentences orally using can and can't. The statements are related to students, so let them do on their own. Facilitate them where necessary.
- c. After this, let students share their abilities and inabilities to their friends.

Possible answers

- a. I can read long stories.
b. I can't jump high.
c. I can't play video games for many hours.
d. I can't fly.
e. I can ride a bicycle.
f. I can play the Madal.
g. I can't reach the ceiling.
h. I can smile.

B. Look at the pictures below. What can or can't they do? Take turns to tell the whole class.

- a. Ask students to study the pictures given in the book.
- b. Let them find what the people in the pictures can do or can't do.
- c. Start with the very first picture and ask questions such as:
What do you see in the first picture?
Can he walk without crutches?
- d. Elicit students' responses such as:
We can see a boy in the first picture.
He can't walk without using crutches.
- e. Involve students into the discussion in the same way for other pictures as well. Let them express their ideas freely but ensure that they make use of can and can't such as:
He can't walk without using a crutch.
The frog can jump.
The girl can write.
He can't swim.
They can't remember the lesson.
She can play badminton.
The man can walk using a stick.

The birds can fly.

f. Encourage students to take turns to tell the whole class.

C. You want to find out whether your friends can or can't do these things.

Work in pairs. Take turns to ask and answer the questions.

a. Ask students to look at the example given in the book.

b. Now, ask a question to students and let them respond, Yes, I can or No, I can't.

For example:

Teacher: Can you ride a bicycle? (Pointing to the different students)

Student A: Yes, I can.

Student B: No, I can't.

Student C: No, I can't.

c. Let students work in pairs to perform a chain drill, one of them asking the question and another responding and asking the question to another friend. For example:

Student A: Can you write a letter?

Student B: Yes, I can. (Turning to Student C) Can you sing a song?

Student C: No, I can't. (Turning to Student D) Can you carry a load on your head?

d. Continue the same process until everyone gets the opportunity in the class.

e. Move around the class and monitor the performance of students.

15.10 Writing II

This is the second writing activity in this unit. Students are required to write a short description of the things their friends can or can't do.

Objective

To write a short description of the friends including the things he/she can and can't do

Follow these steps.

Write a short description of what one of your friends can and can't do.

a. Orient students clearly that they are going to write a short description of what one of their friends can or can't do.

b. Remind students to remember the things they discussed about their friends in Activity C. They can even write about one of their best friends.

c. Provide certain time to collect the information about their friends. They can sit together and collect ideas for each other.

d. Encourage students to start with he/she + can/can't + base form of the verb.

e. Move around the class and make sure that students are discussing the subject matter.

- f. Provide opportunities to share their written work in the class. Ask other students to provide feedback on their content, presentation and language. While providing feedback, encourage them to start with positive ones and continue with the areas to work on.

A sample paragraph

My friend, Supriya can sing Nepali and Hindi songs very well. She can speak three languages: Nepali, English and Hindi. She can't climb the trees. She can swim in the pond but can't swim in the river. She can make beautiful dolls as well. She can read very fluently but can't write fast.

15.11 Do it yourself.

It is an extended activity where students are supposed to talk to ten different people from the school and find out at least one interesting thing they can do.

Objective

To identify the interesting things the people can or can't do

Follow these steps.

- a. Ask students to read the instructions given in this section.
- b. Provide clear instruction to students that they are supposed to talk to ten different people from the school. They need to find out at least one interesting thing they can do, make notes and share in the class.
- c. Clarify the confusions if they have any.
- d. Talk about the deadline for this task. Provide a maximum two days for this.
- e. Let them know that they can talk with any people from the school. It means it doesn't have to be from the same class.
- f. Allow them for their creativity. Ensure that they take notes.
- g. Tell them that they need to identify interesting things not just the normal things by asking questions such as:
Sita can solve a Rubik's Cube in under a minute.
Ram can speak four languages fluently.
- h. Provide frequent reminders and do follow up for the task.
- i. Once they come up with their notes, let them share in the class.
- j. Appreciate their effort and celebrate it by clapping.
- k. Finally, let students share their learning and reflections while doing these projects.

Introduction

The contents in this unit revolve around the use of language consisting of agreeing and disagreeing. It includes ten different tasks related to four language skills and grammar. The following table provides a brief overview of the unit.

S.N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Express agreement or disagreement on the given statements. Listen and sing.
2.	Reading I: The King's Portrait	Discussion on pre-reading questions Complete the crossword puzzle. Rewrite the sentences in the correct order. Answer the questions. Post reading question
3.	Pronunciation	Pronounce the given tongue twisters.
4.	Grammar I : Question	Choose the correct alternatives. Change the statements into questions.
5.	Listening: Conversation about going to movies	Discussion on pre-reading questions Listen to the audio and tick the correct answer. Express opinions about watching cartoons.
6.	Speaking : Agreeing and disagreeing	Act the conversation. Study the expressions of agreeing and disagreeing. Have conversations using the expressions of agreeing and disagreeing.
7.	Writing : Paragraph	Write a short paragraph expressing agreement and disagreement on 'Watching TV is a total waste of time for students'.
8.	Reading II: Growing up in a joint family	Discussion on pre-reading questions Find the words from the text for the given meanings. Answer the questions. Post reading question
9.	Grammar II : Basic Intensifiers	Fill in the gaps with basic intensifiers.
10.	Do it Yourself	Express agreement or disagreement to fill in the given table.
Total time for the unit		10 hours

This table presents the general overview of tasks in the unit. Detailed teaching-learning procedures of each task are suggested hereafter. However, these activities are sample activities. Teachers could use these activities or design their own for their class.

16.1 Getting started

This is the first task of the lesson introducing agreeing and disagreeing.

Objectives

- To express agreement and disagreement and give the reason for it
- To sing the song and share ideas with friends

Follow these steps.

A. Do you agree or disagree with the following statements? Talk to your friends giving suitable reasons.

- Ask students to read the given statements.
- Read each statement aloud and ask them if they agree or disagree. Encourage students to feel free to express their opinions.
- Then, point to the specific student and ask him/her for the response. Let them express the reasons for the agreement or disagreement.

Sample points for talking		
Statement	Agree points	Disagree points
Mobile phones should be allowed in schools.	It can be used in teaching learning activities. It makes the class fun and interactive. It supports teacher.	It disturbs the class. It discourages creativity and hard work.
Fast food is not healthy.	It doesn't have sufficient nutrients. It is unhealthy.	There can be quality fast foods.
We need to play at times.	It helps us to be healthy. It helps us in recreation.	More play can disturb our daily routine.
Teachers must provide homework to the students.	Homework provides more practice. Practice makes a man perfect.	The task and activities in the class are sufficient for early grades.

B. Listen and sing.

- Sing the song to students. Ask students to listen carefully, point to the lines and internalize the tune and rhythm of the song.

- b. Secondly, sing the song and ask students to follow along.
- c. Then, have students sing the song together with you.
- d. Ask students how they felt singing the song.
- e. Discuss about the poem asking simple questions such as: Why do you think he is Mr. Right? Do you think that you are always right? Do you think that you know everything?
- f. Discuss with students to what extent they do agree with the speaker.
- g. Let them express their opinions freely as there is no rule for this.
- h. Ask students how they feel if somebody always tells lies. Is it good or bad? Encourage them to share their ideas with their friends.

16.2 Reading I: The King's Portrait

The first reading text in this unit is about 'The King's Portrait'. It is about the portrait of the king.

Objectives

- a. To make learners understand the meaning of following words: careers, specialize, treatments, crimes, venues and beverages
- b. To read the text and do the comprehensive tasks

Follow these steps.

Pre-reading activities

- a. Ask students if they have ever seen the portraits of anything or anyone. Let them share their experiences like: Yes, we have seen or No, we haven't seen.
- b. Ask them to look at the picture given in the book and guess what the lesson is about.
- c. Discuss pre-reading questions given in the book.
- d. Elicit the responses such as: The lesson is about the King's portraits. Yes, we like paintings.
- e. Let students find the words in the reading text and underline them.
- f. Write the words on the board and ask them if they can guess the meaning of these words: intelligent, portraits, forefathers, reward, announced, disappointed, denied, curious, courtiers, nervous, amazed, and pleased.
- g. Involve students into the discussion encouraging them to create simple sentences. Provide hints and facilitate where necessary.
- h. Ask them to write the meanings of the words from the glossary section of the book.
- i. Assign students to create sentences using these words.
For example: Elephants are intelligent creatures and enjoy interacting with humans.
- j. Remind them to underline the words in the sentences.

k. Make sure you provide an opportunity to share their sentences for accuracy.

While reading activities

- a. Read the text aloud to students focusing on proper punctuation, intonation, and expression.
- b. Ask students to point to the lines with their fingers.
- c. Read the text line by line and keep on asking simple questions to students in between the text to check their understanding level.
For example: Whose portrait is mentioned in the poem? How was the king? Whose portraits did the King notice while walking through the palace?
- d. Encourage students to respond to the asked questions.
- e. Ask a student to read the text aloud. Let others follow him/ her. Continue the same with other students as well.
- f. Discuss the summary of the text along with the moral of the story. Ask them what they learned from the text.
- g. Elicit the responses such as: We should always think positive about others and ignore their deficiencies. Let students express their agreement and disagreement on the responses given by students.
- h. Introduce **Task A** to students. Let students study the crossword puzzle and the instructions given in the book.
- i. Ask them to guess the words from the first letters given in the crossword puzzle.
- j. Let them solve the puzzle providing a certain time addressing the level of students.
- k. Read the answers aloud or write them on the board. Have students check their work.

Answers

Across

3. Feeling happy about something: **pleased**
6. having a strong desire to know about something: **curious**
7. good at learning, understanding and thinking: **intelligent**

Down

1. sad or upset: **disappointed**
2. a person in your family who lived a long time ago: **forefather**
4. a painting, drawing or photograph of a person: **portrait**
5. a person who is part of the court of a king or queen: **courtier**

- l. Similarly, instruct students to read the sentences given in **Task B**. Orient that they are going to rewrite the sentences in the correct order.
- m. Tell them to study the reading text at the same time.
- n. Assign a certain time considering the level of students and ask them to rewrite the sentences in the correct order.

Answers

1. The king saw the paintings of his forefathers in the hallway.
2. The king called painters from his kingdom to draw his painting.
3. Most of the painters did not want to make the portrait of the king.
4. A painter was ready to make the painting of the king.
5. The painter presented a portrait to the king.
6. Everyone in the court was amazed to see the painting.
7. The king was happy with the painter and rewarded him.

- o. Similarly, ask students to read the questions given in **Task C**.
- p. Have students raise their hands if they know the answer. If there is more than one possible answer, ask others if they have different answers. If students share incorrect answers, give hints/clues to help them.
- q. Now, let students write their answers in their copy. Instruct them to double check their answers from the reading text.

Answers

- a. The king was intelligent and kind.
- b. The king noticed the portraits of his forefathers while walking through the palace hallway. He thought that one day his children would see his portrait and remember their forefathers. Therefore, the king wanted his portrait made.
- c. Most of the painters denied to draw the portrait of the king because the king would be disappointed if they could not paint the king beautifully. So, they made excuses and denied to make the portrait.
- d. Everyone felt amazed about the painting.
- e. In the portrait, the king was sitting on a horse showing his only leg. He was holding his bow and aiming the arrow with his one eye closed.

Post-reading activity

- a. Tell students to read the instruction given in **Task C** in which they have to give the reasons why paintings and portraits are important.
- b. Pose this question to students and conduct a discussion session.
- c. Highlight the relevant responses shared by students.
- d. Elicit responses such as: Portraits tell us the way we see people. It can also capture a particular mood the person is experiencing.
- e. Let them express their agreement and disagreement about the paintings and portraits.

16.3 Pronunciation

In this section, students will practice the pronunciation of tongue twisters.

Objective

To pronounce the tongue twisters correctly in the sentences

Follow these steps.

Try saying these sentences. Get help from your teacher if needed.

- a. Ask students if they have ever observed or used tongue twisters in their daily lives.
- b. Let them share their experiences. Possible answers can be like we have not been able to identify or yes, we have used.
- c. While teaching tongue twisters to students, start with simple sentences. Write basic sentences on the board and tell them to pronounce each.

For example:

I scream, you scream, we all scream for ice cream.

Green glass gloves glow greenly.

- d. Now, tell students to look at the sentences and practise pronouncing sentences given in the book. Observe how well they can pronounce the sentences which help to know their language fluency.
- e. Model the correct pronunciation clearly and have students listen carefully.
- f. Make sure you encourage slow and clear pronunciation at first, then speed up gradually.
- g. Ask them to repeat pronouncing in small groups.
- h. Also, introduce the concept that tongue twisters are the sequences of words or phrases which contain similar or repetitive sounds. The use of tongue twisters enhances language fluency, builds confidence, and makes aware to produce different sounds.
- i. Encourage them to practice such sentences regularly for improvement.

16. 4 Grammar I

In this section, students will learn the concept of questions to complete the sentences and change the statements into questions.

Objective

To use question words appropriately in the sentences

Follow these steps.

A. Choose the correct alternatives and complete the sentences given below.

- a. Ask different questions to students related to question words to check how well they can recall about this learned in unit 4, page number 45.

For example: What are question words?

Make a sentence using any of them.

- b. Encourage them to share their learning. If they cannot remember, provide hints.

For this, write a few sentences on the board having question words and ask them to identify.

For example:

When is your birthday?

How old are you?

What are you doing?

- c. Involve students into the whole class discussion to remind about the formation of sentences using question words.
- d. Now, introduce the concept of changing statements into questions.
- e. For this, write any three statements and questions on the board and let them study.

For example:

Statement: She is reading a story.

Question: Is she reading a story?

Statement: Ram is a student.

Question: Who is a student?

Statement: Rima can run.

Question: What can Rima do?

- f. Let them share their learning from these sentences.
- g. Similarly, write a sentence on the board and ask them if they can make a question.
For example: Sita can dance well. (Who)
- h. Provide similar statements and let them create questions by themselves.
- i. Ask them to derive the rules from the above examples. Otherwise, present rules to students.

To change a statement into question

Identify the main verb.

Add appropriate question words.

Conclude the sentence with a question mark.

- j. Tell students to study the sentences given in **Task A**.
- k. Ask them to choose the correct alternatives to complete the sentences. Encourage them to consider the subject verb agreement as well.
- l. For the correction, ask a few students to go to the board and write the correct alternative. At the same time, ask other students to go to the board and correct mistakes if any. Otherwise, celebrate by clapping if the answers are correct.

Answers:

- | | | | | |
|--------------|--------------|----------------|------------|---------|
| a. Are there | b. How | c. Why | d. Haven't | e. When |
| f. are you | g. How often | h. Do you like | i. Where | |

B. Change the following statements into questions. Use the question words from the brackets.

- a. Read the statements from a –h waiting for the responses of students in between the statements.
- b. Ask them to respond and make questions orally.
- c. Engage students in the exercises.
- d. Tell them to read the questions once they complete the task.
- e. Make corrections if necessary.
- f. As an additional activity, you can evaluate students' progress by providing a worksheet including variations in the exercises such as identification of question words, filling up with them and changing statements into questions.

Answers:

- a. Who is Sheela? /Who is a teacher?
- b. Where have they gone?
- c. What can Suman do?
- d. Who teaches us English?
- e. How was she injured?
- f. What is Durga famous for?
- g. Why don't you like him?
- h. When did you reach there?

16.5 Listening

This is a listening activity in which students listen to a conversation about going to movies.

Objective

To listen to the audio and do the comprehension tasks

Material

Audio file and an audio player

Follow these steps.

A. Look at the picture and answer these questions.

- a. Instruct students to look at the picture given in the book and guess the place.
- b. Ask them different questions given in the pre-listening section.
- c. Elicit students' responses such as: The people are watching movies. Yes, I have been to the cinema hall.
- d. Let them express themselves in their own way. However, encourage them to include the place, name of the movie and their learning from it.

B. Listen to the audio and tick the correct answer.

- a. Instruct students that they are going to listen to a conversation about going to the movies.
- b. Play the audio and let them listening attentively for understanding the context.
- b. Now, lead them to the task. Have students read the sentences from a-e. Make sure they understand the task.
- c. Play the audio and tell them to tick the correct answer. Play the audio twice or thrice as per the needs of students for letting them check their answers.

Answers

- a. doing homework
- b. four
- c. horror
- d. romantic comedy
- e. 8:00 p.m.

C. Many children like watching cartoons. Some say that it is not a good habit. Do you think it's not really good? Talk to your friends.

- a. Ask students to share their opinions on whether watching cartoons is really bad to watch this.
- b. For this, have a discussion session highlighting its positive and negative aspects.

16.6 Speaking

In this section, students learn the expressions used for agreeing and disagreeing.

Objective

To use the expressions of agreeing and disagreeing

Follow these steps.

A. Read and act out these conversations.

- a. Provide situations for students to agree or disagree.
For example: We should not do our homework.
We should tidy our room by ourselves.
- b. Let students express their opinion and notice how they express their agreement or disagreement.
- c. Write them down on the board and have a discussion with students.
- d. Now, ask them to read out the conversation I, II and III and notice the expression of responding.
- e. Tell students to compare their responses and the expressions given in the book.
- f. Ask students to act the dialogue performing the role of husband and wife, Sayana and Kiran, and Shambhu and Shanti in pairs.
- g. Monitor their performance on the basis of language, acting and creativity.

h. Appreciate them on the basis of their performance.

B. Study the expressions in the table below that are used to agree or disagree.

- a. Ask students to study the expressions under two columns 'Ways of agreeing' and 'Ways of disagreeing'.
- b. Create situations for expressing agreement or disagreement. Use examples relating to the real life of students.
For example: We should brush our teeth twice a day.
We should fight with our friends.
- c. Encourage students to use the expressions given in the column while responding.
- d. Monitor students' performance, assist them where necessary and provide feedback on positive aspects and areas to work on.

C. Work in pairs. Have conversations similar to the ones in Speaking A. Use the expressions of agreeing and disagreeing.

- a. Ask students to look at the examples again given in **Task A**.
- b. Form different pairs to act the role of A and B, one of them giving the situation and another responding with the logical arguments.
- c. Move around the class and monitor the performance of students.

Sample conversations

- a. **A:** We need to preserve tiger.
B: Yes, of course. It balances the ecosystem.
- b. **A:** I enjoyed the holiday very much.
B: Yes, we had lots of fun.
- c. **A:** I think English is a difficult subject.
B: No, it is not. English is very interesting to learn.
- d. **A:** We should play the video games.
B: Not actually. I think it's total waste of time.
- e. **A:** We need to do physical exercise regularly.
B: Yes, it keeps us healthy and fit.

16.7 Writing

This is a writing activity in which students will practice writing a paragraph expressing agreement or disagreement.

Objective

To write a paragraph expressing agreement or disagreement on "Watching television is a total waste of time for students."

Material

A sample paragraph

Follow these steps.

- a. The main purpose of assigning this activity is to let students express their ideas freely.
- b. For this, pose a question to students.
For example: Do you think watching TV is a waste of time?
- c. Use the APPLE technique to ask questions. It means:
 - A: Ask questions
 - P: Pause for a while
 - P: Pick a person
 - L: Listen to him/her
 - E: Evaluate
- d. As per the apple technique, firstly ask a question to students given in the writing section. Then, wait for a while and let them think. Then, pick any person to answer, addressing the level of students. Listen to his/her responses to the given topic. Finally, provide feedback on how well he/she performed.
- e. Elicit the responses such as; in my opinion it's a waste of time because once we start watching television, we don't value the time.
In my view, watching television is good if we use it properly for educational purposes.
- f. As per the responses given by students, collect their ideas and write them down on the board.
- g. Now, discuss the things to be included in the paragraph. You can also ask them to make a mind map. In this way, students learn how to generate ideas.
- h. Ask them to write a short paragraph. Check their answers. You can also assign the writing task as homework.

Sample paragraph

Whether watching TV is a total waste of time for students depends on how we manage it.

The positive aspects about this are we can get information about the world sitting in our room. Documentaries, informative programs, and educational channels can broaden students' knowledge. However, excessive screen time on entertainment channels may distract the children from their studies. Therefore, If we use it for educational purposes, and set the time limits, it can help the children. But, if they misuse it, it may harm them.

16.8 Reading II

This is the second reading text in unit 16. It is about growing up in a joint family.

Objectives

- a. To learn the words believe, growing up, decreasing, pros and cons, bored, social,

- disciplined, depend, emotions, behavior, and support
- b. To do the comprehension tasks given in the book

Follow these steps.

Pre-reading activities

- a. Ask students to study the picture and ask pre-reading questions given in the book.
- b. Elicit the responses such as: There are ---- members in my family. They are grandfather, grandmother, father, mother, brother, sister.
Any two things we share with our family members are pain and pleasure, problems.
- c. Ask students to read and write the sentences where these vocabularies have been used: believe, growing up, decreasing, pros and cons, bored, social, disciplined, depend, emotions, behavior, and support.
For example:
Would you believe 15 people living in the same house?
I was the part of it when I was growing up.
The number of such families is decreasing.
- d. Ask them if they have any questions with the use of these words in the sentences.
- e. As per the responses given by students, facilitate using examples and appropriate context.

While-reading activities

- a. Ask some students to read the text with proper pause and expressions.
- b. Tell other students to look at the text pointing with their fingers.
- c. Encourage them to note down the things they want to suggest to their friends after reading the text.
- d. Conduct feedback sessions where students share the feedback they have noted down.
- e. Now, ask students to read the text in small groups dividing certain parts and let them share the summary of each paragraph on the basis of their understanding.
- f. Appreciate them for their responses and initiation.
- g. After the reading part is over, ask students to engage in **Task A** where they are supposed to look at the meanings given in the book and find the words from the text.
- h. Ask them to go through the text again and find out the appropriate words for the meanings.
- i. Ask students to share their answers to the neighboring friend.
- j. Write the answers on the board to recheck their answers.

Answers

- a. experience
- b. bored
- c. behave
- d. disciplined
- e. connected
- f. Answer not included in the book.

- k. Ask students to read the instructions and questions given in **Task B**.
- l. Discuss each question answer to students. Provide hints and encourage them to go through the text when necessary.
- m. Let them write the answers of the given questions based on the discussion above.
- n. Check their written work and assess their language along with correct answers.

Answers

- a. There were nine people in the writer's family.
- b. Any two advantages of a joint family are:
We hardly get bored.
We learn how to behave with the elders and younger ones.
- c. A joint family makes one disciplined by making us follow the timetable, and respect the elders.
- d. People use Facebook, WhatsApp, Twitter and other social media applications to get connected to each other these days.
- e. We learn to manage our emotions in a joint family by experiencing both positive and negative behavior of the people around us frequently.

Post-reading activity

- a. Ask students to read the instructions given in **Task C**.
- b. Simplify the instruction to students that they are expressing their agreement and disagreement whether growing up in a bigger family is better than growing up in a smaller family or not.
- c. Tell them to feel free to express their opinions freely along with reasons. Clarify that there are no hard and fast rules while expressing.

16.9 Grammar II

This is the second grammar activity in unit 16. It introduces students to the basic intensifiers.

Objective:

Use intensifiers in the sentences.

Follow these steps.

A. Fill in the gaps with one of the suitable words/phrases given in the box. One has been done as an example.

- Ask students what they know about basic intensifiers.
- Instruct them to share their pre-knowledge without any hesitation.
- Elicit the responses such as: very, really, extremely are intensifiers.
- Write some sentences on the board and let them identify the intensifiers.
For example:
I did not buy the watch. It was too expensive.
I am quite happy today. It's my birthday.
- Make them clear that too, quite are intensifiers in the sentences indicating the degree.
- Now, ask students to read the sentences from a-i where they are supposed to fill in the gaps using the suitable words/phrases given in the box.
- Clarify the sentences if students feel difficulty understanding them.
- Involve students into the writing task.
- Move around the class, and assess their writing.
- Make corrections if necessary.

Answers

a. too expensive b. too slowly c. enough time d. really difficult e. quite happy
f. terribly g. seriously injured h. so angry i. totally agree

16.10 Do it yourself.

It is an extended activity where students are supposed to move around the class and ask their friends whether they agree or disagree with the statement, "Students should be given lots of homework".

Objective

To express agreement or disagreement in the given situation and fill in the table

Follow these steps.

- Ask students to read the instructions given in this section.
- Orient students clearly what they are expected to do such as: they move around the class. Ask their friends to express their agreement or disagreement on "Students should be given lots of homework". If they say 'agree', tick (✓) in the table, but if they say 'disagree', cross (×) in it. At the same time, express them in the sentence form. For example: I agree. I disagree.
- Instruct students to be back to their place. Have students share their reflection on this activity.
- It's like a survey. Move around the class to see how often they have agreed or disagreed on the given situation.
- Conduct a discussion session and provide suggestions if any.

Introduction

This unit is centered on the language function of expressing future plans. The activities woven into this unit are meticulously designed to focus on the concept of articulating clear and comprehensive descriptions of one's future aspirations and intentions. The primary goal is to enhance students' proficiency in using future tense structures and related vocabulary to communicate their plans effectively. The table below presents a brief overview of the seventeenth unit.

S. N.	Textbook Topics	Textbook Tasks
1.	Getting Started	Talk about future plans and intentions based on the given picture. Listen and sing. Talk to friends about one's own future plan.
2.	Reading I: Life on Mars	Discuss the given picture and pre-reading questions. Read the given passage. Find words in the passage for the given definitions. Complete the sentences. Discussion on a hypothetical situation
3.	Pronunciation	Practise pronunciations of the given words.
4.	Grammar I	Use of simple future and 'going to' future
5.	Listening: A short conversation about a travel plan	Do the pre-listening activity. Listen to the audio and complete the table. Retell friends' plan to the class.
6.	Reading II: Night Flight	Discussion on pre-reading questions Read the poem. Solve the crossword puzzle. Answer the question. Discussion on a hypothetical situation
7.	Grammar II	Use of simple future in interrogative and negative forms
8.	Speaking	Talk about future plans.
9.	Writing	Write short notes/letters.
10.	Do it by Yourself	Make notes about other people's future plans.
Total time for the unit		10 hours

The activities suggested below are the details of the specific classroom procedures for each task. However, there is space for creativity to enhance the quality and appeal of language learning.

17.1 Getting started

The tasks in this unit introduce expressing intentions.

Objectives

- a. To talk about future plans based on the picture
- b. To sing the given song

Follow these steps.

A. Look at the pictures and say what he might be planning to do.

- a. Show students the picture of a boy and five other pictures around his head.
- b. Tell students to guess the boy's plan based on the small pictures around his head. These pictures indicate his thoughts.
- c. Start with the first picture. Ask students what the picture is and encourage students be saying, "He might be planning to buy" Show each thought bubble and ask them to identify each picture in it. Elicit that these are his intentions.
- d. Then ask: What might the boy be planning? Take students' responses. Encourage students to follow the structure and say other sentences, using the pictures as clues.
- e. Elicit responses: The boy might be planning to buy some clothes. He might be planning to use a laptop. He might be planning to own a house. He might be planning to have a car. He might be planning to get a smartphone.
- f. Once all pictures and related plans are described, focus on the silent students and have their say as they feel more comfortable to speak now. Briefly review the answers as a class to ensure everyone understood the activity.

B. Listen and sing.

- a. Present the given song to the class. Make everyone ready to listen to you and be ready to sing the song.
- b. First, present the song requiring students to clap while you are singing. Tell them the proper way of clapping beforehand.
- c. Use movement activities to help students internalize the rhythm. For example, you can have them tap their feet, clap their hands, snap their fingers, or jump up and down.
- d. For the second time, sing the song and ask students to follow along.
- e. For the third time, sing it again and have students sing the song with you. Encourage students to use body language as you did before.
- f. You can instruct all students to stand up, sing it and enjoy the song.
- g. After singing, you can ask some familiarity questions just encourage them to speak a few more things about the song.
- h. Introduce the task based on the song: What dream do you have and what do

you plan to do in the future? Talk to your friends.

- i. Encourage students to share their dreams. Encourage them what plan they have to achieve their dreams.
- j. If students can't express their ideas, present an example of sharing a dream. For example, "I want to be an English teacher in future. For this, I will make my English good and study English education in college."
- k. Monitor students' activities and provide help in their needs.

17.2 Reading I: Life on Mars

The first reading is a short explanatory essay about the possibilities of living on Mars, with some comprehension activities based on it.

Objectives

- a. To learn the words and phrases: scientists, habitable, terraforming, planet, temperature, goals, greenhouse, atmosphere, release and centuries
- b. To read the text and do the comprehension tasks

Follow these steps.

Pre-reading activities

- a. Tell students to look at the picture given on page 122 of the textbook.
- b. Ask the first signpost question. They can easily answer it as the name is printed on the picture.
- c. Ask them the second signpost question. Encourage them to express freely whatever they think.
- d. Ask them to give reasons for why they think so. It prompts their reasoning, cultivates critical thinking and communication skills as well as shows their scientific literacy.
- e. Ask students to preview the words in red. Ask if there are other unfamiliar words in the text.
- f. Encourage students to guess the meanings of the unfamiliar words using contextual clues.
- g. Teach the words employing definitions, synonymous expressions, opposite words and illustrative sentences to enhance comprehension.
- h. Encourage students to use the words in sentences of their own.

While-reading activities

- a. Read the text for the first time at a normal speed as a model reading.
- b. Tell students to point to the lines with their fingers. Ask oral questions frequently after reading each of the paragraphs to make reading more interactive.
- c. Now, take students to the **Task A**. This is a vocabulary exercise where students should find the words in the text for the meaning given.

- d. Before doing the activity, remind students the words they studied before reading the text.
- e. Encourage students to use their previous learning as well as the contextual clues from the passage to infer meanings.
- f. Allow students to attempt the activity independently.
- g. Go around the class and make sure that all students are making an attempt to do the task. Provide support to students who are in need.
- h. Tell students to say the words loudly for each of the meanings. Write the words on the board. Offer constructive feedback and identify any common mistakes or misunderstandings.

Answers

a. atmosphere b. centuries c. goals d. release e. temperature
 f. scientists g. habitable h. planet

Introduce **Task B**, a comprehension task, where students should read the text again to find the missing words or information in the given statements.

- i. Tell students to read the incomplete statements from 'a to e'. Tell them that they are going to read the text again to find the words to complete the given sentences.
- j. Tell students to go back to the passage and quickly scan the text to find the suitable words in the blank spaces.
- k. Go around the class and make sure that all students are making an attempt to do the task. Assist students in need.
- l. Write answers on the board after students' responses. Provide feedback to their responses.

Answers

a. water b. sEarth c. factories/gases d. oxygen e. future

Post-reading activities

- a. Tell students to read the task in **Task C**. They are exposed to a hypothetical situation and are engaged in thinking about it.
- b. Discuss the concept of travel, staying on Mars, and the items they might need.
- c. Explain the scenario of traveling to Mars for one month and staying there. Encourage students to brainstorm and share ideas about what they think they would need.
- d. Model the task by creating a list yourself. Discuss each item, explaining why it's important. This will provide an example for students and help them understand the thought process behind choosing items.
- e. Organize interactive activities to reinforce vocabulary and the concept of the

task. You could use games, role-playing, or group discussions to keep students engaged.

- f. Have students practise making lists in pairs or small groups. Encourage them to discuss their choices with their peers.
- g. Provide language support for students by offering sentence frames or word banks. This can help them express their thoughts more confidently. For example, provide sentence starters like "I will take ... because"
- h. Allow students to share their lists with their classmates. This promotes communication skills and gives them the opportunity to hear different perspectives.
- i. After making the initial list, instruct students to choose the five most important items. Encourage them to think critically about their choices and explain why these items are essential for survival or comfort on Mars.
- j. Give students the chance to present their lists and reasoning to the class. This can be done through short speeches, show-and-tell, or visual presentations. It not only enhances their speaking skills but also builds confidence.

17.3 Pronunciation

This is a pronunciation exercise where students practise pronouncing the contraction of 'not' with some words in an appropriate way.

Objective

To practise pronouncing contracted forms of 'not' in an appropriate way

Materials

Recorded pronunciation of the given words

Follow these steps.

- a. Start by pronouncing each word clearly and slowly for students. If possible, bring the audio of the pronunciation from the native speakers.
- b. Pay attention to the contracted forms of 'not' pronounced together with the given words.
- c. Identify specific sounds or phonetic elements within each word that may be challenging for learners.
- d. Have students repeat each word after you, focusing on accurate pronunciation.
- e. Encourage them to pay attention to the pronunciation of the contracted forms of 'not'.
- f. Practice each word in isolation. Repeat each word several times, allowing students to follow along and mimic the pronunciation.
- g. Give students the opportunity to practice individually. They can take turns saying the words, and you can provide feedback and correction as needed.
- h. Provide recordings of the correct pronunciation for students to listen to and

compare their own pronunciation. This could be done by the teacher or using online resources.

- i. Offer constructive feedback on individual students' pronunciation.
- j. Correct any common errors and encourage students to practice and improve.

Pronunciation of the given words

isn't /'ɪz. ə nt/	aren't /ɑ:nt/	weren't /wɜ:(r)nt /	hasn't /həznt /
haven't /həvnt /	hadn't /hædnt /	can't /kænt /	couldn't /kʊdnt /
wouldn't /wʊdnt /	shouldn't /ʃʊdnt /	don't /dɒnt /	doesn't /dʌznt /
didn't /dɪdnt /			

17.4 Grammar I

This grammar section introduces students to the use of future simple tense structures. They practise the use of both 'will' and 'going to' structures in the three different activities here.

Objective

To use future simple tense to talk about future plans and activities

Follow these steps.

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

This task helps students to study and internalize the structure of future simple tense.

- a. Begin by explaining to students that they are required to find the given sentences in the last two paragraphs of the reading text "Life on Mars" and find the missing verbs.
- b. Model the task by doing the first one on the board. Then ask students to complete other sentences in a similar way.
- c. Move around the class and make sure that all students are doing the task individually.
- d. Upon completion, ask students to read the words loudly. Write each word on the board.
- e. Ask students which tense/form is used in each of the verbs. After their response, explain to students that future simple structure is used in the verbs.
- f. Tell them to read all the completed sentences once again highlighting the use

of the future simple form.

Answers

a. will help

b. will fall

c. will add

d. will be

B. Make as many sentences as possible from the table below.

This task helps students to study the relationship among the words and phrases and practice future simple tense structures (i.e. 'will' and 'be going to').

- a. Present instruction for the given task and ask students to read the given table.
- b. Tell students to study and understand the words and phrases in each row. This will be the specific information you can use to construct sentences
- c. Talk about the relationships or connections between different columns. For example, the first column represents subjects, second column represents future tense marker (i.e. 'will' and 'be going to',), third column represents verbs and object/complement, and the last column represents the future time adverbial.
- d. Tell students to choose one item from each of the columns and make sentences. Present a few examples on the board and encourage students to do accordingly.
- e. Move around the class and make sure that all students are doing the task individually. Assist students if they are in need.
- f. Upon completion, ask some of students to read the sentences loudly and provide feedback on their sentences.

C. Rewrite the following sentences as in the example. Use 'will' in your sentences.

This task gives practice to students in the use of future simple tense structures.

- a. Remind students that they are using the knowledge that they learnt in **Task A** and **B** above
- b. Write the given example on the board and ask them how the given verb is used with 'will'. Elicit the response that 'will' is followed by the basic form of the verb.
- c. Ask students to work individually and rewrite the sentences from 'a' to 'g' in future simple tense as in the example.
- d. Move around the class and make sure that all students are doing the task individually. Assist students if they are in need.
- e. Upon completion, ask students to read the sentences loudly. Write the sentences on the board and provide feedback on their work.

Answers

- a. They will eat some fruits.
- b. We will wear fancy dress tonight.
- c. We won't help you with your homework.
- d. Jamuna won't walk home tonight.
- e. You will cook Dalbhat.
- f. Sumina won't buy candies to her daughter.
- g. I won't spend my money on junk food from now on.

17.5 Listening

In this section, students listen to a short conversation between Tony and a woman about Tony's holiday plans and activities. The audio lasts for 38 seconds.

Objective

To listen to the audio and answer the given questions

Materials

Audio file and audio player

Follow these steps.

A. What will you do next week? Write and talk to your friends as in the example.

- a. Read and ask students to read the question. Ask them to think about their possible plan for the next week.
- b. Write the given example on the board and tell them the way we talk about our future plans.
- c. You can remind them the grammar structures of future simple tense they have learnt in the grammar section before they do the listening activities.
- d. Write a couple of your own plans on the board using future simple tense.
- e. Encourage students to write a few of their plans on their exercise books.
- f. Encourage them to talk about their plans to their friends based on what they have written.
- g. Provide some positive feedback for their attempts.

B. Listen to the audio and answer the questions below. Write a maximum of four words.

- a. Tell students that they are going to listen to a short conversation.
- b. Tell them to go through the task given in **Task B**. Allow them 1 to 2 minutes to read the table.
- c. Clarify the task to be completed. Make sure that they understand what to do during listening. This gives them a sense of what to expect and focuses their attention on specific information.

- d. Remind them that they need to write only one word, i.e. verb, in each of the blank spaces given on the table.
- e. Have students listen to the conversation without worrying about answers to the questions for the first time. The goal is to understand the overall meaning and context of the conversation.
- f. Replay the conversation, instructing students to listen for specific details that will help them respond to the tasks.
- g. Go around the class and check whether all students are involved in the assigned task.
- h. Play the audio again and let them review their responses.
- i. Move around the classroom and ensure that all students have checked their responses.
- j. Facilitate a whole-class discussion on the responses. Encourage students to share their responses, as well as any challenges they faced.

Answers

a. leave b. depart c. arrive d. have e. walk

C. Listen to your friend telling you about his/her plans for tomorrow and share them with the class.

- a. Explain the task to the students clearly. The task aims at teaching students how to listen actively and share information effectively with the class.
- b. Demonstrate active listening by having a brief conversation with a student about your own plan for tomorrow and having some students share your plan with the class.
- c. Present some examples of sharing others' plans to someone. For example: He will go on a walk in the morning. Rohan will wash his clothes tomorrow.
- d. Allow some time to students to ask about and listen to their friend's plan in pairs or small groups. Monitor students' activities and assist them in need.
- e. Now, have students share their friends' plans for the class.
- f. Provide feedback to students based on their active listening skills, engagement in the activity, and their ability to effectively share information with the class.

17.6 Reading II: Night Flight

The second reading text in this unit is a poem written by Ted Scheu. The poem provides opportunity to students to practice new vocabulary, recite it with friends and teacher and discuss its meaning.

Objectives

- a. To learn the words: hold, zoom, swoop, swirly, soar, peak, slippery, shore, bottom, coast, float and toast
- b. To read/recite the poem and do the comprehension activities

Follow these steps.

Pre-reading activities

- a. Tell students to observe the two pictures. Ask them what the pictures are, whether they have seen such things flying in the sky, and whether they fly at night.
- b. Read, and ask students to read the two questions in the pre-reading section and encourage them to answer the questions.
- c. Encourage students to express freely whatever comes to their mind when they think about the questions. You can add some questions such as: “Why do you feel so?” “Do you think flying in the sky is joyful?”
- d. For the second question too, let them have their say on whether they wish to fly. Accept whatever they say but encourage them to give reason to their response.
- e. Tell students to read the words in red. Ask them to scan the poem if there are any other words which are difficult for them.
- f. Tell them to look at the meanings of these words in a dictionary or the glossary at the end of the book.
- g. Provide visual aids, examples, synonyms, antonyms, and definitions to help students understand the meaning of these words.
- h. Encourage students to use these words in their own sentences.

While-reading activities

- a. Read the poem aloud at a normal speed to your students. Read with proper rhyme and body movement, and ask students to point to the lines you are reading with their fingers.
- b. Ask any six students to read the six different stanzas of the poem respectively while others point to the lines and read silently along with their friend.
- c. Ask some questions after reading each line in the stanza to make the reading more interactive. Tell the main gist of the poem.
- d. Now, take students to **Task A**. Explain how they should work, with clues leading to words that fit into the boxes both horizontally and vertically.
- e. Work through the first few clues together as a class. Discuss strategies for making sense of crossword clues and filling in the boxes.
- f. Allow students to work independently or in small groups to complete the crossword puzzle. Encourage them to refer back to the poem for context and meaning.
- g. Encourage students to exchange puzzles and check each other's work. This

promotes collaboration and a deeper understanding of the words used in the poem.

- h. Once students have completed the puzzle, facilitate a class discussion. Ask them to share the words they found.
- i. Discuss the challenges they have with the task and provide feedback on their responses.

Answers

Across: 1. COAST

4. SWOOP

5. FLOAT

Down: 2. SHORE

3. HOLD

4. SOAR

Now, ask students to read the questions from 'a to d' given in **Task B**. Tell them that they are going to read the poem again to find answers to the given questions.

- j. Ask them to locate the information related to the given questions in the poem and decide the answers.
- k. Let students have some time to do the task. Go around the class and make sure that all students are making attempts to do the task. Provide help, if any of them needs it.
- l. When they complete the work, check their answers.

Answers

a. In the first stanza, the poet asks us to close our eyes to meditate/think about flying.

b. The poet will take us to the moon in the second stanza.

c. We start our journey from the pointy peak in the fourth stanza.

d. We will need to come back home for eggs and toast/for food.

Post-reading activities

- a. Tell students to read the question for **Task D**. They are exposed to a hypothetical situation and are engaged in thinking about it.
- b. Discuss the concept of air travel and some possible destinations such as international flight, mountain flight, flight above the sea and so on.
- c. Model the task by talking about your own possible travel plan and give reason for travelling there.
- d. Have students practise writing some points about their travel plan and reasons for this.
- e. Allow students to share their ideas with their classmates. This promotes communication skills and gives them the opportunity to hear different perspectives and reasoning.

17.7 Grammar II

This grammar section gives some practice to students in using future simple tense by comprehensive understanding of the context in which future simple tense is used, and making sentences from jumbled words.

Objectives

- a. To identify the contexts to use future simple structure
- b. To form appropriate sentences in future simple from the jumbled words

Follow these steps.

A. Match the sentences in the left box with the situations given in the right box.

This task gives students a practice in identifying the contexts of using future simple tense structure.

- a. Explain the concept of matching future activities with their situations by showing the relationship between the sentences in the left box and the sentences in the right box.
- b. Read, and tell students to read, the sentences in both boxes.
- c. Write the first one on the board and present an example of how the second sentence is related to the first one.
- d. Tell students to match other sentences as you have presented. It is better to assign the task in pairs so as to let them have discussion on possible matches.
- e. Monitor students' activities and assist them in need.
- f. Have students share their answers. Review the correct answers as a class and provide feedback on common mistakes or challenges.

Answers

- | | |
|---------------------------------------|---------------------------------------|
| a. I think it will rain today. | vi. It's a cloudy day. |
| b. I will go to the library tomorrow. | i. I want to borrow some story books. |
| c. She will help you with maths. | v. You need more practice. |
| d. What will you do on Sunday? | iii. I will come to your house. |
| e. I will not eat junk food. | ii. It is unhealthy. |
| f. Will you come to play with me? | iv. I have got no friends. |

B. Rearrange the following words to form sensible sentences.

This task gives students practice in forming appropriate sentences in future simple tense.

- a. Clearly state the task of the lesson- arranging jumbled words to create meaningful sentences. Tell them that the sentences they are going to write are in future simple tense.
- b. Briefly review the basic structure of a sentence including interrogative sentences. Remind students that sentences have a specific order to convey meaning.

- c. Show examples of jumbled words and their correct order in a sentence. Break down a few sentences to illustrate the proper arrangement.
- d. Write the first one on the board and present an example of properly arranged words in a sentence.
- e. Tell students to make meaningful sentences from the jumbled words given in the book. It is better to assign the task in pairs or in small groups so as to let them have discussion on possible word order.
- f. Monitor students' activities and assist them in need.
- g. Have students share their answers. Review the correct answers as a class and provide feedback on common mistakes or challenges.

Answers

- a. I will not go home now.
- b. We will give him the present tomorrow.
- c. We will not meet her in India next month.
- d. I will spend my holiday in Pokhara next year.
- e. I will take the book to the library today.
- f. We will go to the cinema tomorrow.
- g. Will they take a test in school next week?

17.8 Speaking

This speaking exercise provides opportunities to students to use 'will' and 'going to' structures to talk about their future activities.

Objective

To talk about future activities using future simple structure

Follow these steps.

- a. Start with **Task A**, where students are required to look at the given picture and say what is (happening) there in the picture.
- b. Encourage them by asking questions such as: "What can you see in the first picture?" "What is the girl putting on?" "Swimming ring?" "Good!" "In the second picture...?" "Third...?" ...
- c. Write students' responses on the board and ask students to read the sentences/ comments given at the end of the pictures.
- d. Now, ask students to match what is happening in the pictures (i.e., previously written on the board) with the future activities given in the sentences a to e.
- e. Instruct students to write one of the sentence numbers- 'a', 'b', 'c', 'd' or 'e' in the boxes given above the pictures based on the correct match. Present the given example to make students understand the instruction clearly.
- f. Assign the task to be completed individually. Allow a few minutes to do the task.

- g. When they complete the task, conduct a whole-class discussion and provide feedback.

Answers

- First picture: b. I'm going to swim.
Second picture: c. I'll slip for sure.
Third picture: e. The father and son will catch fish.
Fourth picture: a. It's going to rain.
Fifth picture: d. They are going to listen to a story.

Introduce **Task B**. Here, students are required to act out the dialogue in pairs and underline the verb forms that show future tense.

- h. Model the dialogue taking help of one of the students. Act out the dialogue two times, first taking Yesh's role and then Seema's role. It allows students to observe appropriate ways of expressing the sentences.
- i. Help students to form pairs and assign them roles of Yesh and Seema. Allow them some time to act out the dialogue.
- j. After the initial practice, have pairs exchange roles and perform the dialogues again.
- k. Observe students' activities and assist them with the expressions when needed.
- l. Get some pairs to come in front of the class and act it out to the class. This promotes a positive learning environment and learning from others.
- m. Now, instruct students to underline the verb forms related to future time. They can do it either individually or in pairs.
- n. If students are not clear about the verb forms with future tense, you can help them by explaining or writing the structures on the board- 'will +V' or 'be going to + V'.
- o. Observe students' activities and assist them in need.
- p. Conduct a whole class discussion on what they have underlined and provide feedback to them.
- q. Introduce **Task C**, where students talk about their future plans using 'will' and 'going to' structures.
- r. Clarify that both structures can be used, but they may convey slightly different tones. Briefly discuss the difference between "will" (used for spontaneous decisions) and "going to" (used for premeditated plans or intentions).
- s. Provide clear examples of sentences using "will" and "going to" to talk about future plans. For example:
"I will travel to Kathmandu next summer."
"I am going to start football training next month."
- t. Engage students in a discussion about their future plans. Encourage them to express at least five sentences using "will" or "going to." They can even write

the sentences in their exercise book before they say.

- u. Have students work in pairs to discuss and share their future plans with each other using the target structures.
- v. Review the sentences produced by students, provide feedback on the correct usage, and address any common mistakes.

17.9 Writing

The writing task in this unit is writing a short message to a friend telling him/her about one's plan for the future. To help students with this task, they should be engaged in internalizing the format of written messages given in the first activity.

Objective

To write a message note about one's plan

Follow these steps.

- a. Begin the **Task A**. Explain to students that they are required to read the given message and analyze its structure and format in order to write another message of similar format.
- b. Ask students about their prior knowledge on the topic of the message letter. This can help create connections and provide context.
- c. Tell students to skim the letter for what it is about and scan for specific details. This helps them grasp the overall content and locate key information.
- d. Tell students to locate and read various parts of the message as they are indicated on both sides of the message. Encourage students to discuss where each part of the letter goes. Also tell them to learn how the message begins, how its body is written and how it ends. It helps them internalize the structure and format of the message.
- e. Now, lead students to **Task B** where they should write a message to their friend about their plan.
- f. Encourage students to brainstorm and write down ideas about their future plans. This could include upcoming events, tour/visit, or exciting activities they're looking forward to.
- g. Encourage students to start writing the message following the given format. Tell them to write each of the parts of the message (i.e., date, time, salutation etc.) in their proper places.
- h. Tell them to begin the message by briefly mentioning the purpose of writing and expressing excitement about sharing future plans.
- i. Encourage them to write their previously noted plans in the body of the message. Remind them to use the future tense to write about their plans.
- j. Ask them to conclude the message using the given format.
- k. Promote peer review by having students exchange letters and provide constructive feedback to each other. This helps improve the quality of their

writing.

- l. Encourage students to revise their initial drafts based on peer feedback and self-reflection.
- m. Have students create a final, polished version of their letter.
- n. Create an opportunity for students to share their letters with the class. This can foster a sense of community and celebrate their writing achievements.

15 April 2024

8:00 p.m.

Dear Reju,

I hope you're doing well! Right now, I'm almost at the end of my grade five. I have to prepare for my final exam now. But do you know what's coming to my mind? All the time I'm thinking about the awesome plans I have for after the exams.

First thing, I'm going to take a big, relaxing nap! After that, I plan to spend time with friends and family. We'll share stories, laugh a lot, and just enjoy being together.

I'm also really excited to do some activities I've been missing out on during all this studying- Reading some good books, watching movies, and maybe even trying out a new recipe in the kitchen!

How about you? Any plans for the break? Let me know-I'd love to hear!

Yours

Shambhavi

17.10 Do it by yourself.

This is a project work that involves students going to their neighbourhood and carrying out a survey about people's future plans. The task is a combination of oral skills, writing skills, social skills and communication skills.

Objective

To carry out a small survey on people about their future plan

Follow these steps.

- a. Explain to students that they are required to talk to their neighbourhood people and ask them about their plans in the next few days.
- b. Clearly outline the steps students need to follow:
 - How to approach their neighbours and ask them what they are going to do in the next few days.
 - Note their responses in a table like the one given in their book.
 - Share their findings to the class.

- c. Specify the number of people they can include in their survey. It can be at least five and at most ten.
- d. Highlight the importance of effective communication when talking to their neighbours. Encourage students to actively ask questions, listen to them, and engage in meaningful conversations to gather required information for their project.
- e. Remind students to approach the conversation with sensitivity, especially if the plan is personal and should not be shared with their class.
- f. Set a reasonable timeline for the project. Clearly communicate the due date for submitting their findings to ensure that students have ample time to complete the assignment.
- g. Plan a peer-sharing session where students can present their projects to the class. This creates a positive and interactive learning environment, allowing students to learn from each other's experiences.
- h. Establish clear evaluation criteria for the project. Consider aspects such as creativity, clarity of presentation, and obedience to the given instructions.
- i. After the presentations, encourage feedback and reflection. Discuss what students learned from the project through class discussions and oral reflections.

Audio Transcription

Unit 1

Hi, my name is Sara Lambert. L-A-M-B-E-R-T. I am 40 years old. I'm English and I'm from London. I've got two girls, Holy is 18 and Caroline who is 16. I can paint, and I can sing too, but I can't play football and I can't ski because I'm not very sporty. At home, I have got one horse, two cats, seven rabbits and ten chickens. But, I haven't got any guinea pig. Thank you. Bye Bye.

Unit 2

A: Let's go upstairs. Follow me.

B: Ugh.....

A: Be careful. Ceiling is very low here.

C: It's a very old house.

A: Yes, the house is 300 years old. My family lived here for nearly 80 years. There are six bedrooms.

C: Is there central heating in the house?

A: Yes, there is. Why do you ask? Are you cold?

C: Yes, it's very cold in here.

B: That's because we're from California.

A: Let's go and see the other bedrooms.

B: Yes, of course.

Unit 3

Speaker 1: Excuse me, could I borrow a book from the library?

Speaker 2: Yes, but do you have a library card?

Speaker 1: Yes, I have.

Speaker 2: Okay, please show me the card.

Speaker 1: Here it is. This is the first time I'm going to borrow a book.

Speaker 2: No problem. You can borrow even three book at a time.

Speaker 1: Oh, that's great. I need only one this time.

Speaker 2: Okay, please choose the book you need and tell me the call number.

Speaker 1: Well, the call number is 017890.

Speaker 2: Okay, let me find the book. Oh, yes, I've found it. The title of the book is an easy way to learn English, isn't it?

Speaker 1: Right

Speaker 2: Here it is. But let me make an entry of the book in my register.

Speaker 1: Okay, but one thing. How many days could I keep the book?

Speaker 2: One week. Remember, in case you cross one week you have to pay fine.

Speaker 1: How much fine?

Speaker 2: Two dollar for every extra day.

Speaker 1: I understand.

Unit 4

A: Good evening, Madam.

B: Hello, I have a reservation. My name is Jennifer Zielinski.

A: Can you spell that please?

B: Z-I-E-L-I-N-S-K-I.

A: For five nights?

B: Yes, that's right.

A: Can I have your passport, please?

B: Just a second, here you are.

A: Thank you.

B: Can you sign here please? Thank you. Here's your key.

A: Its room number 306 on the third floor. The lift is over there. Enjoy your stay Mrs. Zielinski.

B: Thank you.

Unit 5

(Telephone rings...)

PAUL: Hello!

KATE : Hi Paul! This is Kate.

PAUL: Oh! Hi! How're you feeling? Are you still sick?

KATE : No, I feel better. Thanks. I'm going to school tomorrow. What's the homework for the English class?

PAUL: The homework? Just a minute.... Okay, here it is- 'Read pages twenty three and twenty four.'

KATE : Twenty three and twenty four. Ok, thanks. See you tomorrow.

PAUL: Yea, see you tomorrow. Bye.

Unit 6

I'm a bit shy when I have to speak in English. I'm a little bit worried about making mistakes. Many of my friends don't worry about mistakes, they just talk and talk. They always get their message across, even if their grammar is wrong.

I think this is the best thing to do. My teacher always says it's best to learn by doing. If I don't try to speak English, I'll never be able to use it when I need it. One thing I started doing recently was talking to myself.

I have short conversations with myself. I think it works. I also make short stories about people and say them aloud. I do this in my room, of course. People would think I'm crazy if I did it in class or on the train.

Unit 7

Do you know anyone who doesn't like food? I don't. There is so much delicious food in the world. You could spend a whole lifetime eating a different dish every day. What's the tastiest food in the world? This is a very difficult question to answer. My taste in food keeps changing. Sometimes, my favorite is a dessert. It's great that countries have so many different dishes. Do you think your national dish is the best? Nowadays, we have to be careful about what we eat. Fast food is not good for us. We need to focus more on healthy food. Maybe we have to be more careful in the future. Make sure the food you eat is good for you.

Unit 8

JOSH : Hey, Shirley. You're from Australia, right?

SHIRLEY : Yeah, that's right.

JOSH : Ok. Are you from Sydney?

SHIRLEY : I'm not from Sydney. Actually, I'm from Melbourne.

JOSH : Melbourne.

SHIRLEY : Mhm.

JOSH : OK, so are there any nice parks in Melbourne?

SHIRLEY : Well, you know, Josh, Melbourne is a great city. And one of the reasons is because there are lots of parks. They have plants from many different places around the world. And there's a lake, a small lake in the centre. But what I really love about that park is at one time of the year. They have lots of big fruit bats and they hang upside down from the trees. They're really huge, like big sacks. It's very cool.

JOSH : That sounds beautiful.

SHIRLEY : Yeah.

Unit 9

Dolphins always live in groups. Tarantulas usually live in a hole in the ground. Bears often eat fish. Giraffes sometimes clean their ears with their tongues. Snakes never blink.

Unit 10

My new apartment is in a very convenient location. It's between a bank and a coffee shop and just across the street from the coffee shop is a grocery store. Next to the grocery store is a movie theater. The subway is just one block down the street. A block past the subway is my favorite French restaurant. I have spent all my money eating there every night.

Unit 11

- GIRL: Hey Levi, where did you go on your holiday?
BOY : We went to the seaside, and then the car broke down. But finally we arrived at a nice seaside town.
GIRL: So, what was the weather like?
BOY : Well, the weather was very windy and stormy.
GIRL: And what else did you do on the first day?
BOY : We ate at a local restaurant. Unfortunately, the staffs were very rude.
GIRL: Oh, no! Did you go shopping?
BOY : Yes, we went shopping. But more bad luck. A thief stole my wallet.
GIRL : Very bad luck.

Unit 12

Hello, my name is Yustina and I'm a photographer for a newspaper in Warsaw in Poland. In the future, I'd like to study at a university in the UK, so I need better English to do that. Our teacher Kate is great. She's very friendly and she helps us a lot in class. Only one thing worries me a bit- the marks I get in tests. I think my progress is okay and I can speak better, but I'm not very good at tests and exams. But maybe I need to study grammar a bit more too.

Unit 13

Walking through the streets of the medieval town of Panauti is akin to getting glimpses of what life must have been like in a typical Newari town during the 17th or 18th century. The old brick cobbled streets of the town, surrounded by rice fields and forested hills, is a great place for those who want a break from the city life of Kathmandu. Situated at the confluence of the rivers, Rosikhola and Punyamata, Panauti sits on the banks of these two rivers, serving as an important religious site apart from its cultural importance. The community homestay experience of Panauti allows visitors to witness firsthand the local lifestyle by living with families at their homes trying a hand in household activities and getting to know what it really is like to live in these parts.

Unit 14

- A: Excuse me. I'm doing a survey about clothes and fashion. Would you mind answering some questions?
- B: Sure.
- A: First, can you tell me your name? And how old you are?
- B: My name's Erica and I'm 17.
- A: Ok. And what kinds of clothes do you like wearing?
- B: Well, today I'm wearing jeans and a plain jumper. I love smart clothes, but I haven't got enough money to buy designer clothes. They cost so much.
- A: Mhm. Um and what about colors? Your jumper's quite bright.
- B: I love bright colors.
- A: Well, thanks very much, Erica.

Unit 15

- Jane: Wow! Tom, you are very good at playing the guitar.
- Tom: Thank you, Jane. I practice a lot.
- Jane: Do you take guitar lessons?
- Tom: No, I don't.
- Jane: So, how do you learn the songs?
- Tom: I just listen and try to play what I hear.
- Jane: Wow, that's fantastic!
- Tom: What about you? Can you play any instruments?
- Jane: Yes.

Unit 16

- Jack: Hi, Ismael, how are you?
- Ismael: Hi Jack, I'm OK but I've got loads of homework.
- Jack: Me too. But would you like to come with us to the cinema tonight?
- Ismael: Who's us?
- Jack: Me, Jamie, Nicola and Selena.
- Ismael: OK, and what's the film?
- Jack: There's that new horror film, Light and Dark.
- Ismael: No, no, no. I don't like horror films.
- Jack: What about a ROM com? ROM com. You know, romantic comedy.
- Ismael: I hate romantic films. I like action.
- Jack: Well, there's a new science fiction film, Alien Attacks.

Ismael: OK, I like science fiction. Let's see that.

Jack: Ok, what time is the film?

Ismael: At 8 O'clock. Let's meet at 7:30 outside the cinema.

Jack: Ok, see you later.

Ismael: Bye

Unit 17

GIRL: So, what is your plan for New York, Tony?

BOY : Well, I will leave here at seven o'clock tomorrow morning. I will depart from LAX at 9:30. I will arrive in New York City at around 4:30. After that, I will check into my hotel.

GIRL: So, what will you do tomorrow night?

BOY : I will have dinner at the hotel.

GIRL: What will you do after dinner?

BOY : I will walk around the city and do some sightseeing.

GIRL: Ah, I wish I were going.