

TEACHER'S GUIDE

ENGLISH GRADE SIX

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

Publisher

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

Edition: 2022

Preface

Teaching is an art. Curriculum is the basis of teaching and learning and textbooks are one of the main tools to develop the expected knowledge and skills in students. The teacher's guide is the material that facilitates the teachers for the successful and meaningful implementation of textbooks. Considering the same, Curriculum Development Centre has been developing Teacher's Guides. They provide general guidelines to the teachers for enabling their students to achieve the goals of education of the respective levels and grades.

This Teacher's Guide has been written by Ms. Anita Paudel, Ms. Mallika Joshi Shrestha, Mr. Ramesh Kumar Ghimire and Ms. Srijana Sharma and edited by Mr. Nabin Kumar Khadka, Dr. Neil David Rose, Mr. Nim Prakash Singh Rathour and Mr. Shankar Adhikari. The Director General of the centre Mr. Ana Prasad Neupane and subject committee members Prof. Dr. Jib Lal Sapkota, Prof. Dr. Rishi Ram Rijal, Dr. Gopal Prasad Pandey, Mr. Tuka Raj Adhikari, Mr. Madhav Prasad Ghimire and Ms. Maiya Niraula Pokharel have their great contributions in bringing the guide in this form. The layout design of this guide has been done by Mr. Shreehari Shrestha. The Curriculum Development Centre would like to thank everyone involved in the development and editing of this guide.

Teacher's Guide is a complimentary material for providing training to teachers and keeping them abreast of the latest technology in the learning facilitation process. It mentions the methods and techniques to be adopted by the teacher in the course of delivering competencies, learning outcomes, contents and learning facilitation as directed in the curriculum and textbook. Child-centered, learning-centered, purposeful, experimental and activity-based learning is expected from this. We also expect that teachers will be able to use the given activities in the guide as a basis to develop the knowledge, skills and attitudes in the students. The curriculum Development Centre cordially requests for the constructive suggestions of all concerned.

Curriculum Development Centre
Sanothimi, Bhaktapur

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1. Introduction

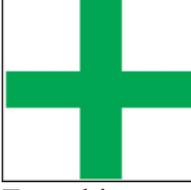
This teacher's guide is a booklet for teachers teaching English in Grade six. It shows how each activity in the book is to be carried out in the classroom. The stepwise procedure for each activity is given in detail. It is expected that the teachers teaching English in grade six should either follow the procedures given or adapt them according to their specific context and need of the students, but there should be active learning on the part of the students. The following pages in this section will help you establish how to use this teacher's guide.

1.1 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. The procedures for the activities under each topic have been suggested along with the objectives and materials. The words: activity, task and exercise have been used interchangeably in this teacher's guide.

1.2 Icons

The following icons have been used in the textbook to indicate the type of task.

 Getting started	 Reading	 Speaking	 Listening
 Grammar	 Writing	 Project work	 Extra bit

1.3 Some useful tips

Here are some useful tips that will help you teach English effectively.

- Language learning largely depends on the amount of exposure the students get. Ensure that they get lots of exposure to English. Use English in the classroom because it's the only place for many students to get a chance to listen to English. Do not use Nepali language or students' mother tongues unless it is really necessary. For example, you could use Nepali language or students' mother tongues in giving some instructions.
- Use language games in the classroom. There are lots of language games available on different websites or you may have a list of language games of your own.
- Use Meaning-Form-Pronunciation (MFP) or Meaning-Pronunciation-Form (MPF) technique in teaching vocabulary. Meaning refers to what a word means. Pronunciation refers to how a particular word is pronounced. Form refers to how a word is written. It covers spelling, other forms (e.g. plural), collocations and its grammatical behaviour (e.g. noun). Example: If you are teaching the word 'rare' in the sentence, wild elephants are rare in Nepal. Teach the meaning first (e.g. give definition: something that is not easily found), give examples (The tiger is a rare animal. Is it found everywhere? Which bird is rare? Why is it rare?). Then teach the pronunciation (drill the words – whole class, pair, individual) and finally, write the spelling on the board (r-a-r-e). Say that it's an adjective.
- Use short simple instructions. Example: Take paper. Find a partner. Decide A or B. Ask questions. Write down responses.
- Use Instruction Checking Questions (ICQs) to make sure that the students know what they are supposed to do. Example: **Now work in pairs to match the words on the left with their meanings on the right. There is one definition that you don't need. You have five minutes to do this.** The instruction checking questions for this can be: Will you be working alone or in pairs? (pairs) Where are the words? (on the left) Where are the definitions? (on the right) Will you need all the definitions? (no, there's one extra definition) How much time will you get to do the task? (5 minutes)

- Use lots of gestures. The students may not understand everything you say in English. Use simple English with gestures so that you will not need to translate words into their language to help them understand what you mean. For example, when you say 'stand up', gesture with your hands together with saying the phrase 'stand up'.
- Learn and use some basic classroom language. Examples: Come to the front of the class. Stand by your desks. Listen to the audio. You have five minutes to do this. Who's next? Like this, not like that. Open your book at page ... Turn to page ... Look at activity B. Let's check the answers. One more time, please. Are you with me? Do you get it? Collect your work please. Explain please.
- Get the students to become active. Maximise Student Talking Time (STT). Let the students speak/write even if they make mistakes. They learn through mistakes. Do not make immediate corrections. This may discourage students. Use other techniques to correct students' errors like; self-correction, peer correction etc. Delayed correction can also be useful.
- Use the correct model of language. You can use an authentic online dictionary to learn the correct pronunciation of words.
- Use audio visual resources if possible. You can use your mobile phone to record the reading text so that students will have a different experience in reading class. If it is a conversation, invite one of your colleagues to help you act out the dialogue for recording purposes.
- Monitor the students' performance and provide feedback. While the students are doing the assigned task, move around and listen to/watch them so that you can provide feedback to help them learn. Encourage students to give feedback on each other's work/activity.
- Assess the students' learning and track their progress. During or at the end of the activity, assess whether the students have learnt the teaching point or not. For this, you do not need to give a written test, you can just observe them, or talk to them or ask them questions.
- Do remedial teaching. If you find that the students have not learnt and have not achieved the learning outcome, organise a remedial class. Reteaching, simplified instruction, individual support, extra tasks/time or any other appropriate strategies can take the form of remedial teaching.
- Get them to practise a lot. It is not just practice but meaningful practice. Doing the same thing in a different way can be a meaningful practice. It's not getting the students to do the same thing time and again in the same way.
- Use Think, Pair, Share (TPS). Ask the students to think over the question individually, then they will discuss it in pairs and finally they will share it to the whole class. This way, the students feel comfortable.
- Use pair work and group work. Pair work and group work are very useful in teaching language.
- Some tasks in the textbook are suitable for pair work while others are suitable for group work. Make sure that the students do the assigned task in pairs and in groups. Choose pairs and groups carefully.
- Many researchers have concluded that reading is the most useful way of providing input in language learning. Teaching a reading text doesn't mean that you will read and explain the text. You are teaching the skills of reading not the facts given in the reading text. Get the students to read the texts as many times as possible. If there are three tasks: get them to read the text for three times and ask them to answer the questions. The students need to refer to the text to answer the comprehension questions.
- While teaching listening, use the audio available on the CDC website. If you have any deaf or hearing impaired students in your class, you can give them the transcript given at the end of this book.
- If there's a picture in any of the tasks, ask a student or describe the pictures by yourself in case you have any visually impaired students in your class.
- Always do a model of whatever the activity is. For example, if you are telling your students to do a reading task, do the first task one together. If you are doing a writing task, write by yourself as an example.

- Project works extend over a longer period of time. Set the task in groups and give them enough time to do the task. Remember, project works in language learning should involve the use of language like; reading, speaking, writing or listening.

1.4 Make your class inclusive. Use the ideas below for the classroom.

Having a positive ATTITUDE about inclusion is the single most important thing

- **Know all your students'** individual needs e.g., poor sight, hearing.
- Identify anything you need to do to **remove any of their barriers** which prevent them learning e.g., no ramps, spectacles, pens.
- Develop **class rules** to include supporting other students' needs.

1
Identify barriers to learning and remove where possible.

2
Girls & boys are equal with opportunities in class/activities

- Give girls and boys **equal amounts** of questions/time etc.
- Ensure girls and boys **work together** on tasks.
- Ensure **pictures or texts represent** boys and girls equally.
- Ensure boys and girls are **not stereotyped**.

- Keep the classroom **bright and cheerful**.
- **Display** a range of **students' work** – not only the best.
- Have interesting **subject displays** around the room.

3
Make the classroom friendly and interesting.

4
Plan activities to be interesting and fun.

- **Vary the types of activity** to maintain student interest.
- Link activities to the **interests of the students**.
- Make **activities fun to do** (it's good for teachers too).
- Include activities that are **multisensory** – visual, auditory etc.

- **Describe all photos, pictures or diagrams** very carefully, so as to include anyone who is visually impaired.
- **Ask other students** in the class to carefully describe images.

5
Describe pictures, photos, images carefully.

6
Make transcripts available for the audio sections.

- Ensure students who have hearing impairments can **access a transcript of the audio**.
- Give the transcripts out **before the lesson** where possible.

- **Enlarge photos/pictures** etc. wherever possible.
- Ensure **displays are large enough** for students to read.
- **Enlarge fonts on documents** for any students with a visual impairment.

7
Enlarge Images and fonts on documents / displays.

8

Plan for students to **work in pairs and groups.**

- Have students work in **pairs** as it **builds confidence** by sharing ideas.
- Do group work to help with **collaboration and communication.**

- Monitor all students and sit them in class **where they can see and hear as best** they can.
- **Closer to the board** for students with visual impairments.
- **Near the teacher** for hearing impairment.

9

Seat students in positions appropriate to their needs.

10

Differentiate questions based on student ability.

- Target questions **related to the student's ability.**
- Use Bloom's Taxonomy to focus higher and lower order questions to **stretch individual students.**
- **Frame higher order questions in simple ways** to engage all. For example – 'evaluation' questions could be framed with "what did you like" and "what didn't you like."

- Ensure student activities are designed to **include different ethnicities, religions and cultures** – this could be with images/texts/questions/examples.

11

Explore different ethnicities, religions & cultures.

12

Ensure **all** students are **involved in all** activities.

- Plan so **all students** can **engage in all activities.**
- Plan activities to **allow for different abilities.**
- **Mix students in groups** carefully to help them participate.
- Ensure **all** students can participate and can **physically access tasks.**
- Use instruction checking questions (ICQs) to ensure clarity of tasks.

- Students need to **feel free to make mistakes** without any lasting judgment or ridicule.
- Have the mantra that **'it's not wrong to be wrong.'**
- Embrace differences in the classroom. We grasp ideas differently.
- Show patience, give more time if required.

13

Ensure the classroom is a **safe place** to make **mistakes.**

14

Encourage students to use **sign language.**

- Think about introducing your students to Nepalese sign language.
- Gradually build up **sign language vocabulary.**

(Source: Adapted from International Bureau of Education/UNESCO – *Reaching out to all learners.* www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf)

Unit 1

Unit introduction

This is the first of eighteen units in the grade six textbook. The table below gives an overview of the whole unit. There are nine tasks in this unit. The first is 'Getting started' and the last is 'Extra bit'. Teachers could follow the suggested procedure below to facilitate their students' learning and/or design their own activities.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say who they think they are and what they do) Listen and sing (jobs)
2	Reading I Biography (T. S. Eliot)	Talking about the man in the picture and his profession Vocabulary Table completion Short answer questions Making a list of Eliot's works
3	Speaking (introducing others)	Acting out the conversation Group work to introduce each other
4	Listening (conversation between two students introducing each other)	Multiple choice questions True/False
5	Grammar (present simple 'be')	Sentence completion
6	Reading II (message of congratulations)	Talking about the type of text Vocabulary Short answer questions Looking for messages of congratulations in newspapers
7	Writing	A short biography A message of congratulations
8	Project work	Completing a school registration form
9	Extra bit	Capitalisation
Total time for the unit		6 hours

1. Getting started

This is the first task of the lesson. There are three subtasks from A to C. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one for each image, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Identify the people in the pictures and say who they are and what they do.
- b. Sing a song with rhythm about the different jobs people do.

Materials

Enlarged pictures of a carpenter, a doctor, students walking to school and a runner.

A. Look at the pictures and say who they are and what they do.

The teacher could follow the steps below.

- a. Show the given pictures to the students one by one and ask who they think they are. You could ask different students to describe the pictures. If the students can't identify them, give them clues to encourage them to find the correct answers.
- b. Make sure that all the students can identify the people in the picture.
- c. Ask these questions: What does a carpenter do? What does a doctor do? What do students do? What does a runner do? First, ask the questions to small groups of four/five. Give them time to answer. Second, ask the whole group, wait for the response, point to a particular student, listen to the answer and give feedback. Check that they all have the correct answers.

- d. In small groups of 4/5 ask: What does your father do? What does your mother do? What does a teacher do? What does a driver do? What do nurses do? one by one. Check that they all have the correct answers.

B. Listen and sing.

The teacher could follow these steps.

- Ask: Do you like singing? What songs do you like? Have you ever sung an English song? Discuss these questions.
- Sing the song given. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the song together.
- Read the words: painter, doctor, teacher, lawyer, pilot, singer and actor, one at a time. The students need to point to the correct pictures.
- Ask if all of the jobs can be done both by males and females.

C. Who do you like most? Introduce him/her to your class.

- Ask: Who do you like most? What does he/she do? Introduce him/her to the class.
- Teacher gives an example: I like my mother most. She is a nurse. She works in a hospital.
- Let the students take turns in pairs to introduce the person they like most. Monitor them while they are speaking to make sure that they are using the correct language.

2. Reading I

This is the first reading text of the unit. It is a biography of T. S. Eliot.

Objectives

- Learn the words: playwright, critic, preparatory, philosophy, hernia, inclination, masterpiece, landmark, stirring and pass away.
- Read the text and do the comprehension tasks.

Materials

Enlarged pictures of T.S. Eliot and other Nepali poets, word cards.

Follow these steps.

Pre-reading activities

- Discuss the pre-reading questions given: What does a poet do? Can you name some Nepali poets?
- Show the pictures of some Nepali poets and ask them to identify them.
- Show the picture of T.S. Eliot and ask who he is. Say: He is T. S. Eliot. He is a famous English poet. Tell them that they are going to read his biography. Make sure that they understand the meaning of the word biography.

While-reading activities

- Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers (teacher to adapt the text if required).
- Ask for five students to volunteer to read five different paragraphs while other students underline the unfamiliar words.
- Get one or two students to write the words on the board.
- Teach the words. Follow: Meaning-Form-Pronunciation or Meaning-Pronunciation-Form model. (Do not miss the words: playwright, critic, preparatory, philosophy, hernia, inclination, masterpiece, landmark, stirring and pass away)
- Ask the students to read task A. Make sure that they understand the task by asking ICQs. Ask them to read the text to find the words for the given meanings.

Answers

- a person who writes drama or plays - playwright
- an outstanding piece of work - masterpiece
- followed - adopted
- an event marking a unique or important historical change - landmark
- died - passed away

- f. Show them task **B**. Tell them that they are going to read the text again to find the incidents in the given years. Pair up the students and assign the task. They can just quickly scan the text, find the years and write the events.

Answers	
Year	Incident
1888 AD	born
1905 AD	first poem published
1909 AD	completed B.A.
1916 AD	completed PhD (from Harvard)
1948 AD	got Nobel Prize for literature/got Order of Merit
1965 AD	passed away

- g. While they do the task, move around the class and provide support where needed.
 h. Divide the students into small groups (maximum six). Assign them a letter from a to f. One group will look for the answer to only one question. Ask the students to read the text and find the answers to the questions given in **C**.
 i. When they finish, ask them to share their answers. One group will say their answer and other groups should check whether the answer is correct or not.

Answers
a. in Missouri (America)
b. at Smith Academy
c. he suffered from a hernia
d. his attachment to a Catholic nurse
e. The Love Song of J. Alfred Prufrock
f. Order of Merit and the Nobel Prize for Literature (in 1948)

Post-reading activity

Ask the students to read the text again and make a list of Eliot's literary works. Give them the clue that they will find the answers in *italic*.

Answer
The Love Song of J. Alfred Prufrock, Gerontion (1920), <i>The Waste Land</i> (1922), <i>The Hollow Men</i> (1925), <i>Ash Wednesday</i> (1930), <i>Old Possum's Book of Practical Cats</i> (1939), <i>Four Quartets</i> (1945), <i>Murder in the Cathedral</i> (1935), <i>The Cocktail Party</i> (1949), and <i>The Rock-a-pageant play</i> (1934)

3. Speaking

This is a speaking task focusing on the language function: introducing others. Write the sentences in speech bubbles on different pieces of paper beforehand. There are two activities.

- A. Act out the given conversation.
 B. Introducing each other.

Objectives

- a. Introduce each other.
 b. Introduce friends to other friends.

Materials

Role cards (4 pieces of cardboard with the sentences from the bubbles)

Follow these steps.

- a. Give individual students the role cards (one to each) and invite them to the front of the class. Ask them to read out the expressions. Do a model reading by yourself if required.

- b. Some students could be encouraged to work in pairs (based on needs).
- c. Ask any two students to share their writing. (one about Manju and another about Ranjan.)

5. Grammar

This is a grammar task. It's about the use of the present simple 'be' verb.

Objective

- a. Use the present simple forms of 'be' verb (is, am, are) correctly.

Follow these steps.

A. Complete these sentences from the text T. S. Eliot.

- a. Ask the students to scan the text 'T.S. Eliot' to find the given sentences and complete with the missing words.
- b. Make sure that they come up with the answers: 'is' and 'are'.
- c. Tell them that they are going to learn the use of present simple 'be' verbs: is, am and are.

B. Look at the pictures and read.

- a. Tell them to look at the pictures. Describe them to the class.
- b. Point to one picture at a time and ask: Who is she? Who are they? Who is she? What does Mr. Sharma do?
- c. Make sure that the students read the answers underneath each picture. This way, they say sentences with different forms of 'be'.
- d. Explain the use of different forms of present simple 'be' with numerous examples.

- Singular subject (He/She/It/Hari/A dog etc.) takes 'is'.
- Plural subject (We/You/They/ Dogs/Shyam and Hari, etc.) takes 'are'.
- 'I' takes 'am'.

C. Complete the sentences with 'is', 'am' or 'are'.

- a. This is a practice exercise where the students are expected to complete the sentences with the correct forms of 'be' verb: is, am and are.
- b. Set this as a competition. Whoever completes the task with the most correct answers first will be the winner.
- c. When they finish, tell them to exchange their answers with a partner and check each other's work.

a. are	b. is	c. am	d. is	e. is
f. are	g. am	h. are	i. is	j. is

6. Reading II

This is the second reading text. It is a message of congratulations.

Objectives

- a. Learn the words: competition, receive, achievement and congratulations.
- b. Read the message of congratulations and answer the questions based on it.

Follow these steps.

Pre-reading activities

- a. Ask them to look at the given text and ask: Is the text a letter? (Elicit 'no') What is it then? (Elicit: It's a message of congratulations) Explain the meaning of the word 'congratulations'. Where could you find messages of congratulations? (Elicit: newspapers, noticeboards) Why do you congratulate people? (Elicit: when somebody is successful at something.)
- b. Tell them that they are going to read a message of congratulations.
- c. Write these words on the board: congratulations, receive, achievement and competition. Tell them to read and find these words in the text.
- d. Tell them to look for the words and their meaning in a dictionary or in the glossary at the end of the book. Ask for their definitions.
- e. Follow MFP or MPF model to teach the words.

While-reading activities

- a. Tell the students to look at activity A. They need to find the words from the text for the given meanings. The first letter has been given. Use instruction checking questions (ICQs).
- b. Check their answers.

Answers

a. Congratulations	b. Competition	c. Received	d. Achievement
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- c. Pair up the students and ask them to read the text.
- d. Tell them to take turns to ask and answer the questions from exercise **B** with each other.
- e. Check answers as a class. When they give their answers, ask them to show the answers in the text.

Answers

- a. Shijan Tharu
- b. six
- c. NRs. 20,000

Post-reading activities

- a. Tell the students to collect any two messages of congratulations from an English newspaper/magazine if possible and circle or highlight the sentence that gives the reason why the person is being congratulated. (Set this task as homework.)
- b. In a future class, get the students to display their work on the classroom wall.
- c. Tell the students to move around the class and review each other's work. Ask students' opinions.

7. Writing

This is a writing task. The students need to write a very short biography and a message of congratulations based on the given clues.

Objectives

- a. Write a short biography based on the given clues.
- b. Write a message of congratulations based on the given clues.

Follow these steps.

A. Write a short biography of Bal Krishna Sama using the given clues.

- a. Remind them of what they read in the reading text I. (Elicit: biography), What things were there in the text? (Elicit: names, date of birth, birthplace, works, death ,etc.). Do a mind map on the board.
- b. Tell them that they are going to write a short biography of Bal Krishna Sama based on the clues given. Write the clues on the board as a mind map and write the biography (as in the box below) by referring to the clues (write simple sentences).
- c. Tell the students to do this task as homework. They may also take help from reading text I.
- d. Next day, tell them to exchange their work with a partner and check if he/she has included every piece of information given in the clues.

Sample answer

Bal Krishna Sama

Bal Krishna Sama was born on Magh 24, 1959 BS (February 8, 1903). He was born in Gyaneshwor, Kathmandu. His real name was Bal Krishna Shamsher Janga Bahadur Rana. His parents were General Samar Shamsher Janga Bahadur Rana and Kirti Rajya Lakshmi Rana.

He studied at Durbar High School, Rani Pokhari. He completed I. Sc. from Tri Chandra College, Ghantaghar.

He wrote many stories, poems, essays, compositions and biographies.

Bal Krishna Sama is also known as one of Nepal's greatest dramatists. Some of his literary works are: Mutuko Byatha, Mukunda Indira, Pralhad, Andhabeg, Bhakta Bhanubhakta, Prempinda, Amar Singh, Swasni Manchhe, etc. He died on Saun 06, 2038 BS (June 20, 1981).

B. Read the message in Reading II again and write a similar message of congratulations.

- a. Tell them that they are going to write a message of congratulations based on the clues given in B.
- b. Ask them to refer to the reading text II and the other student examples displayed on the wall.
- c. Divide the students into groups of four.
- d. Tell them that they can choose any of the models and write their message of congratulations. Students make their work as attractive as possible.
- e. Set this task as homework. Tell them to stick their work on the wall. The students vote on each group's task to see which group wins.

8. Project work

This is project work where students fill in a school registration form.

Objective

- a. Fill in a school registration form on their own with correct information using block letters.

Follow these steps.

- a. Bring a school registration form and demonstrate in front of the whole class how to fill it in (if possible, use different methods such as projectors, large posters, etc.).
- b. Teach them about block letters, Sex: M, F, O, etc.
- c. Ask them to study the form given and tell them to fill it in. (Set this as homework.)

9. Extra bit: Capitalisation

This is an extra information section for self-study. The students study the rules and the examples of capitalisation by themselves; however, the teachers can help them if required. Produce a poster with examples depicting the uses of capital letters. Display on the classroom wall. The students can refer to them whenever they need.

Unit 2

Unit introduction

This is the second of eighteen units in the grade six textbook. The table below gives an overview of the whole unit. There are nine tasks in this unit. Teachers could follow the suggested steps below to facilitate their students' learning and/or design their own.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say what is right and what is wrong) Listen and sing (giving and denying permission)
2	Reading I (Three Simple Rules)	Talking about the pictures Vocabulary True/False Short answer questions Imagining oneself as a character in the story
3	Speaking (rules of a school)	Reading the library and classroom rules Pair work for asking, giving or refusing permission using the given expressions
4	Listening (announcement about the rules of a school)	Fill in the blanks True/False
5	Grammar (Yes/no questions)	Matching Making yes/no questions
6	Writing	Set the rules for your class A personal letter including the rules you have in your school.
7	Reading II (A Poem)	Talking about the picture Vocabulary Short answer questions
8	Project work	Preparing a profile of Nelson Mandela
9	Extra bit	Full stops
Total time for the unit		10 hours

1. Getting started

This is the first task of the lesson. There are three sub tasks from A to C. Follow the procedures given below to teach the activities. Prepare the pictures for activity A (one for each image, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Identify what is happening in the given pictures and say what is right and what is wrong in them.
- b. Sing a song with rhythm about asking for, giving and denying permission.

Materials

Pictures (enlarged)

A. Look at the following pictures and say what is right and what is wrong in them.

The teacher could follow the steps below.

- a. Show the students the given pictures one by one and ask them what they think the people in the pictures are doing. Describe or ask a student to describe the pictures in detail. Also ask them whether that is right or wrong. Give them clues (if needed) to encourage them to find the correct answers.
- b. Ask: what do you do in the school library? Do you make noise? Where do you cross the road? How do you stand in the school assembly? Ask the whole group, wait for the response, point to a particular student, listen to the answer and give feedback. Check that they all have the correct answers. (studying in the library: right, talking in the library: wrong, crossing the road where there's no zebra crossing: wrong, participating in an assembly: right)

B. Listen and sing.

Follow these steps.

- a. Ask: What types of songs do you like? Have you ever sung an English song? Tell them that they are going to listen to a song.
- b. Sing the song given. Use any tune you like. When you sing for the first time, ask them to follow and point to the lines. For the second time, ask students to follow you. Sing the first line and then ask students to repeat it. Continue this till the end of the poem. For the third time, both the teacher and the students sing the song together.
- c. Read the phrases one at a time: Would it be alright...., May I write....., Can I take.....
- C. Now, talk about an incident in which you were refused to do something.**
 - a. Give the students time to think about what the word 'refused' means.
 - b. Ask: What were you refused to do? Give your example like the one in the box below.
 - c. Tell them to talk in pairs about an incident in which they were refused to do something.
 - d. Monitor them while they are speaking to make sure that they are using the correct language.

Possible answer

Last year, my friends were going to Pokhara. I asked my father to let me go but he refused.

2. Reading I

This is the first reading text. It is a story.

Objectives

- a. Learn the words: strange, unseen, imprisonment, shattered, irritated, release, silly and disappear.
- b. Read the text and do the comprehension tasks.

Follow these steps.

Pre- reading activities

- a. Show the pictures given (describe or ask a student to describe the pictures in detail) and discuss the pre-reading questions: Where do they think the man is? (in a forest) What is he holding in his hand? (a bird) What is the man's name? (Chulong-ask them to read the first three lines) What's the title of the story? (Three Simple Rules), three simple rules. Make sure that they know the meaning of the word 'rule'.
- b. Tell them that they are going to read a story about a man and a bird. The story contains three simple rules we have to follow in our life.

While reading activities

- a. Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- b. Ask several students to volunteer to read out a paragraph, ask other students to follow them and underline the unfamiliar words.
- c. Get one or two students to write the words on the board.
- d. Teach the words. Follow: Meaning-Form-Pronunciation; or Meaning-Pronunciation-Form model. (strange, unseen, imprisonment, shattered, irritated, release, silly and disappear)
- e. Ask the students to read task A. Make sure that they understand the task. Use ICQs. Ask them to notice the use of the words in the story and make sensible sentences of their own. Make sure that they know their meaning. Ask them to use them in their own sentences. Do the first one as an example. (Ask: What is the first word? (riches), Where is the word in the story? (fourth line) Read the sentence. Now, let's make a sentence: I don't want more riches.)

Sample answers

riches: I don't want more riches.
 feathers: Birds have feathers but we don't.
 amount: He has a great amount of money.
 dream: Last night, I had a bad dream.
 believe: Do you believe in god?
 follow: We should follow the school rules.

- f. Show them task B. Make sure that they understand the task. Ask ICQs. Tell them to read the text again and write 'True' or 'False'.
- g. While they do the task, move around the class and provide support where needed.

- h. When they finish, check answers as a class. Ask them to use the True/False cards to see their responses. Ask them to think why true or false is correct for each statement. Ask them to show where the answer lies in the text.

Answers

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

- i. Divide the students into small groups (maximum 5 chosen carefully based on individual needs). Ask the students to read the text and find the answers to the questions given in C. Whichever group finishes the task first with the correct answers will win.
- j. Check answers as a class. Invite students to show where the answer to each question lies in the text.

Answers

- a. to be richer/to be a rich man
b. because the bird doesn't look beautiful in imprisonment
c. i. never believe everything others say, ii. never be sad about something you don't have and iii. never throw away what you have in your hand.
d. greedy
e. we should follow the rules./Greed can't be fulfilled.

Post-reading activity

Ask the students to imagine that they were Chulong. What would they do when the colourful bird turned into a black crow? Tell them to write the answer in a few lines. Encourage the students to come up with different and interesting answers.

Possible answer

I would release the bird. A black crow is not beautiful and the bird would also feel happy to be free.

3. Speaking

It is a speaking task. The students need to ask for, give and deny permission. There are three activities. They need to ask for permission and give or refuse permission using the expressions given.

Objective

- a. Ask for, give and refuse permission.

Materials

Cardboard sheet (the structures from B written on it)

Follow these steps.

- a. Show the students the given texts (library rules and classroom rules). Tell them that you are going to ask some questions and they need to answer by reading the text.
Questions for library rules: Who should you listen to? What do you do if you need help? Can you be rude to others? Can you read loudly? Can you run? Where should you keep the books?
Questions for school rules: What do you do when the teacher is talking? What should you follow? Do you need to respect others? What do you do when you want to speak to the class?
- b. Put the cardboard sheet on the wall. Read the structures. Tell them that they are used when asking for/giving and denying permission.
- c. Give one example for each type structure with situations: If you want to go out, how do you ask? (May I go out?/Can I go out?/Is it okay if I go out?) If you want to say 'yes' if your friend asks you: Can I use your pencil? What do you say? (Yes, you can/ Of course). If you want to say 'no' to your friend who wants to use your pencil? (I'm sorry. You can't./I'm afraid not. You can't./I'm sorry.)
- d. Pair up the students and ask them to ask to use their friend's book and give or refuse permission. Move around the class and ask them to use the structures from the cardboard sheet.
- e. Give other situations too so that they feel confident in using the structures.
- f. In the same pair, ask the students to do the task from B. Tell them that they need to ask for permission and give/refuse based on the library rules and school rules given in A. Move around the class and help.
Asking for permission: (library rules) Can I run to the library? Can I read loudly in the library? Can I leave the books on the table?

Asking for permission: (school rules) Can I be rude to others? Can I make noise while the teacher is talking? Can I sit and talk in the class?

- g. For **C**, get the students into pairs. Ask them to read the texts in **A** (library rules and classroom rules). Ask them to work in groups and come up with rules for their classroom. You can just ask them to share their rules or ask them to write them on a piece of paper and present to the class.

4. Listening

This is a listening task where the students will listen to an announcement by a head teacher (about the rules and regulations the students need to follow).

Objective

- a. Listen to an announcement and do the comprehension tasks.

Materials

Recorded material (mp3) and audio player, transcript of recorded material.

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask the students to look at the picture and answer the questions. Ask students to describe what is happening in the picture. (Elicit: a. the person is the principal, b. she is talking to the students, c. the announcement, new rules and regulations etc.)

B. Listen to the recording and fill in the blanks.

- a. Tell them that they are going to listen to an audio related to the school rules and regulations by a head teacher.
- b. Tell them to go through the questions given in B. Give them 2/3 minutes to read the questions. Make sure that they understand the questions.
- c. Play the audio and ask them to complete the sentences with correct words. Point out the transcript is available.
- d. Go around the class and check whether all the students have written the correct answers.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check that all the students have the correct answers.

Answers

a. New Nepal b. 10 a.m. c. junk food d. hands

C. Listen to the recording again and write True or False.

- a. Tell them to go through the questions given in C. Give them 2/3 minutes to read the questions. Make sure that they understand the questions.
- b. Play the audio and tell them to write True or False based on the audio. You could ask them to use the True/False cards with the whole group to assess their answers.
- c. Go around the class and check whether all the students have done the task.
- d. Play the audio again. This time, stop the audio when you hear the answers.
- e. Tell the students to exchange their answers with their partners and compare them.

Answers

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

D. Work in pairs. Tell each other the school rules announced by the head teacher.

- a. This is a post-listening activity. Ask them to recall the rules the head teacher was saying on the audio and tell each other in pairs.

5. Grammar

This is a grammar task. The students learn yes/no questions in this.

Objective

- a. Use Yes/No questions correctly.

Follow these steps.

A. Read the following pairs of sentences.

- a. Write the given pairs of sentences in A on the board. Drill them.
- b. Ask them what difference they can see in each pair. Draw their attention to the words in red.
- c. Tell them that the second sentence in each pair is a yes/no question. Ask what they understand by yes/no questions.
- d. Explain with other examples from the table below.

- c. Write the letter on the board as given in the box below. Do not let them copy it while you write. Explain about the format, salutation, body etc.
- d. Set this as homework.

15th March, 2022

Dear Neetu,

Hi, Neetu. How are things? I am good here. Our school started yesterday after a week-long vacation. Has your school started?

Yesterday, we prepared a set of rules for our class. We worked together and wrote them on a big cardboard sheet. We stuck them on the class wall. See, what our rules are:

- Listen to your teacher carefully.
- Work hard in class.
- Do not eat in class.
- Don't quarrel with your friends.
- Help your friends.

We will follow them from now on. Our English teacher helped us with this work. Do you also have rules for your classroom? Please, tell me what they are in your next letter.

With love,
Nabina

7. Reading II

This is the second reading text. It is a poem.

Objectives

- a. Read the poem and learn the words: flow, a-floating, castle, foam, mill and ashore.
- b. Answer the comprehension questions based on the poem.

Follow these steps.

Pre-reading activities

- a. Ask them to look at the picture in the text (describe or ask a student to describe the picture in detail) and ask: What do you see in the picture? (Elicit: 'a boat') Where is it? (Elicit: in the river) Have you ever travelled in a boat? What kind of boat?
- b. Tell them that they are going to read a poem. Ask: What is the title of the poem? (Where Go the Boats)
- c. Write these words on the board: flows, a-floating, castles, foam, mill and ashore.
- d. Tell them to find the words in the poem and to look for their meanings in a dictionary or in the glossary at the end of the book.
- e. Ask them to try and explain the words.
- f. Follow MFP or MPF model to teach the words.

While-reading activities

- a. Tell the students that they are going to read the poem after you. Read the poem and pause at the end of every two lines and wait for them to repeat.
- b. Tell the students to look at activity A. Ask them to find the rhyming words from the poem for these words. Do the first one together (band- sand/hand) and ask them to do the rest.
- c. Check their answers.

band - sand, hand drill - mill, hill fever - river dome - foam, home bore - more, ashore
--

- d. Tell the students to find the words from the poem in exercise B which have the given meanings.
- e. Check their answers.

Answers

a. castle	b. foam	c. valley
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- f. Tell the students that you are going to ask some questions and they need to answer the questions by reading the poem. When they answer, they need to point where the answer lies.

Questions: What colour is the river? (dark brown) What colour is the sand? (golden) What things are on either side of the river? (trees) What are floating on the river? (green leaves) Where is the boat floating? (in the river) Who will bring the boats to the shore? (children)

- g. Ask the students to look at C. Tell them that they need to answer the questions based on the poem.
- h. Make sure that they understand all the questions. Set this as homework.

Answers

a. river- dark brown sand- golden b. on either hand c. in the river d. little children

8. Project work

This is a project work activity where students note down the details about Nelson Mandela. Encourage them to make notes in different ways; list, mind map etc.

Objective

- a. Look for the information and note down the details about Nelson Mandela on their own.

Follow these steps.

- a. Divide the students to work in groups (maximum five per group).
- b. Tell the students to visit the school library or search over the internet or take help from their elder students and note down the details about Nelson Mandela.
- c. Tell them to include important dates (birth and death), place of birth, works etc.
- d. Tell them to use a different format: list, mind map etc. They will have one week to do this task.

9. Extra bit: Full stops

This is an extra information section for self study. The students study the rules and the examples of full stops by themselves; however, the teachers can help them if required. Prepare on chart paper: rules on the left and examples on the right and stick the chart on the wall. The students can refer to it whenever required.

Unit 3

Unit introduction

This is the third of eighteen units in the grade six textbook. It consists of nine tasks from 'Getting started' to 'Extra bit'. The table below summarises the tasks given in the unit which is followed by the suggested procedures for carrying out various activities in the classroom. However, you are free to design your own activities.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (discuss what these people are doing) Listen and sing (requests)
2	Reading I (Beauty and the Beast)	Talking about the pictures Vocabulary True and False Ordering Short answer questions Retelling the story
3	Speaking (requesting and responding)	Finding out the 'request' expressions from the reading text Acting out a conversation Pair work to request and respond
4	Listening (conversation with Dipak)	Fill in the blanks Talking about a computer
5	Reading II (sick leave application)	Talking about the type of the text Vocabulary Paragraph completion
6	Grammar (modals: will, would, can, could)	Sentence completion
7	Writing (sick leave application)	An application for sick leave Completion of a broken dialogue
8	Project work	Making a list of their demands
9	Extra bit	Modals: will, would, can and could
Total time for the unit		10 hours

1. Getting started

This is the first task of the lesson. There are three subtasks from A to C. The first task is 'looking at the picture and discussing what the people in the pictures are doing'. The second one is 'listen and sing' where they observe different forms of requests. And the final one is 'working in pairs for making requests and responding to them'. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one on each piece of paper, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Guess what possible requests the characters in the pictures are making.
- b. Sing a song with rhythm about making requests

Materials

Four pictures on separate large pieces of paper (or on slides).

A. Look at the pictures and discuss what these people are doing.

The teacher could follow the steps given below.

- a. Get four large pictures on separate pieces of paper or if you are presenting slides, you could present one picture per slide. Ask the students to describe the pictures.
- b. Encourage them to talk about pictures for two or three minutes.
- c. Ask them some thought provoking questions that encourage their deeper responses.

- Where are they?
- Who do you think they are?
- What do you think they are talking about?
- What do you think the people are saying?

- d. Focus on the last question. The students should come up with what they are saying. (Picture 1: May I sit there? Picture 2: Please give me that. Picture 3: Will you take me to a restaurant? Picture 4: Could you help me with my homework?) They can come up with any answers but they should use the request structures.

B. Listen and sing.

The teacher could follow these steps.

- a. Make sure that you know the tune. Tell them that they are going to sing a song.
- b. Present the song on a sheet of paper on the wall and sing with gestures. Sing the song for the first time while the students point to the lines in their book. For the second time, sing the song and pause at the end of each line so that they can repeat after you and for the third time you and your students will sing together.
- c. Emphasise the rhyming words.

C. Work in pairs. Make two requests about anything and respond to them.

- a. Organise students into pairs and ask them to look at the first, fourth, fifth and eighth line of the song.
- b. Ask them what the questions are for. (Elicit request).
- c. Tell them to take turns to make similar requests about anything and respond in pairs. (At least two requests.)
- d. Move around the class and help them.

2. Reading I

This is the first reading text. It is a story of 'Beauty and the Beast'.

Objectives

- a. Learn the words: merchant, present, rose, beast, punishment.
- b. Read the story and do the comprehension tasks based on it.

Materials

Additional questions on chart paper/strips of paper, word cards

Pre-reading activities

Follow these steps.

- a. Before learning unfamiliar words, discuss the pre-reading questions given in the text: Who are these people? What is the name of the animal in the second picture? What does the man do? (Elicit: a family: a father and three daughters, beast, the man is a businessman)
- b. Ask some other additional questions. (Have you ever heard the story of 'Beauty and the Beast'? If yes, who would like to tell your friends the story in short?)
- c. Discuss and describe the pictures beforehand.
- d. For activity A, show cards with the words and meanings from column A and B. Ask the students to find the words from the text and read the sentences. Ask them to guess the meanings. Teach the words: follow MPF or MFP. Ask them to match the words with their meanings.

Answers

a./ii. b. /v. c./iv d./iii. e./i.

While-reading activities

- a. Read the text for the first time at a normal speed.
- b. Ask students to underline all unfamiliar words.

- c. Ask what words they have underlined, and get a volunteer to write the words on the board. Make sure that the word list includes these words : merchant, present, rose, beast and punishment.
- d. The list could cover other words like edge, expensive, pearl, ruin, terrified, shivering, guilty, castle.
- e. After that get them to guess their meaning and finally teach the words.
- f. Follow: MFP or MPF technique. (You could also use the word cards with the words and their meaning written on them.)
- g. Ask the students to go through **B**. (True/False). Make sure that they understand the tasks. Ask ICQs.
- h. Ask them to work individually to read the text again and decide whether the given statements are True or False.
- i. Move around the class and help the students find the sentences in the reading text.
- j. When they finish, ask them to use True/False signs to say their answers while checking answers as a class. Encourage them to refer to the text and give reasons why a particular statement is True or False.

Answers

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

- k. Ask some additional statements based on the text.

Examples

- a. The daughters made different requests.
- b. He asked someone in the castle before he plucked flowers.
- c. The beast was a young handsome prince.

Answers

- a. True
- b. False
- c. True

- l. Tell the students that the next task (**C**) is ordering the sentences according to the story. Make sure that they understand the task. Use ICQs.
- m. Tell them to read the sentences, locate them in the story and underline them.
- n. Ask them to decide the order of the sentences.
- o. Move around the class and help them.
- p. Check answers as a class. If they have different answers, let them discuss and decide the most appropriate one.

Answer (the correct order)

e. f. a. g. c. b. d.

- q. Ask the students to read the questions in **D**. Make sure that they understand the questions.
- r. Ask them to work individually and find the answers to the questions. Tell them to underline the answers in the text.
- s. Move around the class and help the students.
- t. When they finish, check answers as a class. Encourage them to discuss and decide if they have different answers.

Possible answers

- a. silk dresses/dresses made of silk
- b. some roses
- c. because he had entered his castle without his permission
- d. he had to send his daughter who had asked for the roses to his castle
- e. to keep themselves safe from the beast
- f. that the beast was very sick and he was calling her name
- g. because he used to kill lots of animals and the god had given him a punishment

Post-reading activities

E. Try retelling the story in your own words.

The teacher could use 'Popcorn Storytelling' in the class to retell the story. 'Popcorn Storytelling' is the way of storytelling where one starts telling a story and others participate by taking a turn. It creates fun. The teacher could tell them to raise their hands as they want to take a turn so that the flow of storytelling sounds awesome. This could also be done in small groups to give confidence to quieter students.

3. Speaking

This is a speaking task focusing on the language function: making requests and responding to them.

Objectives

- a. Learn the expressions for making and responding to requests.
- b. Make requests and respond appropriately.

Materials

Strips of cards with request expressions and situation cards given in activity C.

Follow these steps.

- a. For activity A, ask the students to read the story again and write the sentences the three daughters said when their father asked what they wanted from the town. (Elicit: Will you bring me dresses made of silk? Could you please bring me pearl earrings? You may just bring some roses, father). What did the father say to them? (Elicit: Very well, those are expensive. I'll try.) What are the sentences for. (Elicit: making requests). Teach them the meaning of request and ask them how they make requests in their language. Ask: Did the father accept or reject the request? (Elicit: accepted.)
- b. Get the class to read out the request expressions.
- c. Ask some volunteer students to act out the conversation given in activity B in pairs.
- d. Ask them to underline the expressions for requesting and responding to them in their books.
- e. Tell them that they are going to make requests and respond as per the clues. Remind them that the structures for making requests are given in the box. If required, write the structures and the responses on the board. Tell them the responses can be 'yes' or 'no'. Give some examples too.
- f. Hold a card for a and make the request and respond by yourself. This works as a model for them.
- g. Show another situation card to the students, point to two students. Ask them to take turns to make requests and respond. Do this with all the clues from a to d.
- h. Ask the students to work in pairs and take turns to make requests and respond according to the clues from a to d.
- i. Move around the class and make sure that they are using the correct structures.

4. Listening

This is a listening task where the students listen to a conversation between two friends talking about a holiday and answer the given questions.

Objective

- a. Listen to a conversation and do the comprehension tasks.

Materials

Recorded material (mp3) and audio player, transcription of recorded material and chart paper with the diagram showing how the computer helps us. (for C).

Follow these steps.

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

- a. Get the picture printed (if possible).
- b. Ask them to look at the pictures (describe or ask a student to describe the pictures in detail) and ask them the questions one at a time.
- c. Welcome the possible answers from the students. (about computers, yes/no, we can type, we can read, we can store information etc.)

B. Listen to the recording and fill in the blanks.

- a. Tell them that they are going to listen to a conversation between two friends talking about a holiday.

- b. Tell them to go through the sentences given in B. Give them 2/3 minutes to read the questions. Make sure that they understand the questions. Use ICQs.
- c. Play the audio and get the students to do the task. Point out that the transcript is available.
- d. Check whether all the students have written the words for the blanks.
- e. Play the audio again and pause where each answer lies.
- f. Play the audio again to check whether they are correct or not.

Answers

- a. Carol
- b. computer
- c. email
- d. the US
- e. waste

C. Talk to your friends how a computer is helpful for students. Take help from the clues below.

- a. Divide the class into four groups.
- b. Present the chart paper with the diagram showing how the computer helps us. (diagram given on page 28)
- c. Let them discuss the uses of computers for students. Explain the points if necessary.
- d. Let some groups share how they think a computer is helpful for the students.

5. Reading II

This is the second reading text of the unit. It is an application by a student to his head teacher.

Objectives

- a. Learn the words: inform, suffer, application, respect, suggest, grant and obedient.
- b. Read the text and do the comprehension tasks.

Pre-reading activities

- a. Ask them to discuss the pre-questions given in the text: What is the text? Do you write a letter to your head teacher? Why? Elicit: an application letter, yes for a sick leave.
- b. Ask them to look at the text and ask these questions: When was the letter written? (April 5, 2020) Who was the letter written to? (the Principal), What's the name of the school? (Padmodaya Secondary school), Where is the school located? (Kathmandu) Is the head teacher a female? (Yes), Why? (it says Dear Madam), Who wrote this letter? (Mukesh Sharma), Which class does he study in? (six)

While-reading activities

- a. Write the words: inform, suffer, application, suggest, grant and obedient on the board. Ask them to find the words in the letter and underline them.
- b. Ask the students if they can explain the meaning of any of the words.
- c. Teach the words. Use MPF or MFP technique.
- d. Ask them to look at A. Use ICQs to help them understand what they are supposed to do.
- e. Ask them to work individually to find the words for those meanings from the text.
- f. Check answers as a class.

Answers

- a. application b. respect c. suggested d. grant e. obedient

- g. Ask them to look at B. Make sure that they understand that they need to read the text and complete the given paragraph with the words/phrases from the box.
- h. Do the first one together as a model. Refer to the text too.
- i. Ask the students to do the task individually.
- j. Move around the class and help them if necessary. Ask students to peer assess their partner's work.

Answers

six, principal, April 5, 2020, fever, take medicine and rest, a day

Post-reading activities

- a. Ask the students: Have you ever written an application to a headteacher or a teacher? What was it about? Tell them to think of the answers.
- b. Choose two to three students to share their answers to the whole class.

6. Grammar

This is a grammar task where the students will learn the uses of the modals: will/would/can/could.

Objective

- a. Use the modals: will/would/can/could correctly.

Follow these steps.

- a. Use the letter from the Reading II above for activity A.
- b. Ask them to underline all the sentences in the text that contain 'will' and 'would'.
- c. Discuss the sentences and tell them the uses of will and would.
- d. Ask them to read the sentences given in activity B.
- e. Ask them to recognise the uses of 'will/would/can/could'.

I will be there tomorrow (information about the future)
 I would meet my aunt if I went to my village. (imaginary situation/2nd conditional)
 Could you bring me a notebook? (request)
 Can I use your pencil? (asking for permission)

- f. Ask the students to go through task C. Tell them that it will be done together.
- g. Read the sentence in a and ask them which word goes there. Follow the same procedure for each one. Take reference from the extra bit section of the unit.

Answers

- a. will (ability)
- b. Will (information about the future)
- c. Will (with 'hope')
- d. Would (imaginary situation/ 2nd conditional)
- e. Would (2nd conditional)
- f. Would/Could (request)
- g. Would/Could (request)
- h. Can (give permission)
- i. Can (seek permission)
- j. Could (possibility)

USES

Will

- Information about the future. (It will rain soon)
- Willing to do something (I will see you soon.)

Would

- Expectations in the past (The weather was not good. I knew he would come home soon)
- 'would v-inf' means 'want' (I would love to meet you.)
- Imaginary situation (2nd conditional)

Can

- Request (Can you get me a plate please?)
- Ability (I can dance.)
- Ask for permission (Can I take your pen?)

Could

- Past ability (When he was young, he could swim for hours.)
- Possibility (He could come.)
- Suggestion (You could do some yoga.)
- Imaginary situation or wishes. (I wish I could do some magic)

- h. Give this task as homework. They will get more practice.

7. Writing

There are two tasks in the writing section: an application to their headteacher for sick leave and completing a skeleton dialogue.

Objective

- a. Write an application to their headteacher for sick leave.

Follow these steps.

A. Suppose you are suffering from diarrhoea. Write an application to your Head Teacher asking him/her to grant you a two-day sick leave.

- a. Ask them to look at the Reading II task. Tell them that they are going to write a similar type of leave application.
- b. Draw a box on the board and through question-answer about the format and the content of the letter, write the letter by yourself on the board.

5th April, 2022

The Headteacher,
Jyoti Secondary School,
Thankre-9, Dhading

Subject: An application for sick leave

Dear sir,

I would like to inform you that I have been suffering from diarrhoea since 6 p.m. yesterday. My parents are planning to take me to the health post today. So, I am unable to come to school.

Could you please grant me a sick leave for two days – today and tomorrow? Thank you for your kind cooperation.

Yours faithfully,
Ram Karki
Grade 6

- c. When you finish, ask them to read and learn the format and the language. Ask questions so that they will learn the structure and the content of the letter.
- d. Set the task as homework.
- B. Complete the following conversation with appropriate expressions from the box.**
- a. Make groups of students sitting on the same benches and ask them to work in groups.
- b. Give them five to eight minutes to complete the exercise.
- c. Ask them to swap their answers with their friends from the next bench.
- d. Ask them to check their friends' answers, make corrections and give feedback.

Answers

Ronish: How are you?

Ramila: I am fine

Ronish:

Ramila: I did well.

Ronish:

Ramila:.....Can you bring it back tomorrow?

Ronish:.....

Ramila:.....Let's go to class.

Ronish:.....

8. Project work

This is project work. Students could have fun doing this exercise as it covers their real life situation.

Objective

a. Make a list of demands from their parents using requests.

Follow these steps.

- a. Ask the students to do it individually first. They will think of what requests they make for asking for presents from their parents.
- b. Then, they work together in groups (maximum five per group) and make a list of their demands using the request structures.
- c. Show them the sample answer below so that they know what to prepare and present.
- d. Tell them that they have one week to do this task.

Sample answer	
S. N.	A List of Our Demands
1.	Could you buy me a toy car?
2.	Will you get me a pair of sunglasses?
3.	
4.	

9. Extra bit: Will, would, can, could

This is an extra information section for self-study. The students study how the modals ‘**will, would, can, could**’ are used in the sentences. The teacher helps them if required. This can be taken as a reference for the grammar task above.

Unit 4

Unit introduction

This is the fourth of eighteen units in the grade six textbook. It consists of eight tasks. In the notes below, detailed suggestions are given on the teaching of each task. Teachers could follow the activities below to facilitate their students' learning in their classroom or they can also design their own activities to suit their students' needs. Brief information about the topics and their activities is given in the table below.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (talk about the festivals in the pictures and say what people do during each festival) Listen and sing (birthday wishes)
2	Reading a factual text (Festivals of Nepal)	Talking about the pictures Table completion Vocabulary Oral questions and answers about a local festival celebrated in their community
3	Speaking (expressing good wishes)	Acting out conversations Pair work to express good wishes for different festivals
4	Listening (description of a festival)	Multiple choice questions Writing Yes/No for correct and wrong statements
5	Grammar (Imperatives)	Identifying the rules followed in the classroom Arranging the words in the correct order to form a sensible sentence
6	Writing	Correcting and rewriting a short paragraph with the right use of punctuation Writing a paragraph about a festival following the guiding questions
7	Project work	Group work on collecting information about festivals of their locality Drawing pictures and sticking them on chart paper in preparation for presentation
8	Extra bit	Punctuation: Question marks and commas
Total time for the unit		8 hours

1. Getting started

This is the first task of the lesson. There are three sub-tasks from A to C. The first is looking at the pictures and talking about the festivals that they are celebrating and also talking to friends about what people do during the festivals. The second task is 'listen and sing' and the third is giving good wishes in the situations given. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A and learn the tune of the song for activity B beforehand.

Objectives

- Talk about the festivals shown in the pictures.
- Sing the song with rhythm expressing wishes.

Materials

Enlarged pictures

Follow these steps.

- Look at the pictures and say what festivals these people are celebrating. Talk to your friends what people do during these festivals.**
 - Get the pictures on separate pieces of paper (enlarged if possible). If it is not possible then the pictures in the book will also work but make sure that every student can see those pictures clearly.
 - Ask about the pictures and encourage them to talk about them. Describe or ask a student to describe the pictures in detail. Talk about one picture at a time. Use questions like:

- What are the people doing in the pictures?
- What do you think the occasion is?
- What is special about the festival?
- What do people do during the festival?

c. Make sure that all the students have the opportunity to share their thoughts.

B. Listen and sing.

Follow these steps.

Ask the students if they enjoy singing. Learn the tune beforehand. Sing the song given. Ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the song together.

C. Now, make a wish in each of the following situations.

- a. Ask them if they have ever made a wish. Ask when they make a wish. (Elicit: birthday, festival etc.)
- b. Ask how they would make a wish if their friend has a birthday today. (Elicit: Happy birthday!). Ask how they would make a wish to their teacher about a festival. (Elicit: Happy Eid!).

2. Reading

This is a reading text about five festivals celebrated in different communities in Nepal. The following activities can be helpful in dealing with this text in three steps i.e., Pre-reading, while reading and post-reading. For this, prepare the pictures and get the word-cards ready.

Objectives

- a. Learn the words: enlightened, commemorate, monastery, monument, meditate, celebrate, prosperity, longevity, exchange.
- b. Read the text and do the comprehension tasks.

Materials

Word cards

Follow these steps.

Pre-reading activities

- a. Tell the students that they are going to read about five festivals celebrated in Nepal. Ask them to come up with the names of some festivals. Make a list on the board. Ask them to look at the book and find out which of them are given.
- b. Ask the students to look at the pictures one by one and answer the questions.

- What are the people doing in the pictures?
- What festivals do you celebrate?
- What festivals do you like the most? Why?

c. Encourage every student to speak.

While-reading activities

- a. Introduce the title: Festivals of Nepal.
- b. Ask the students to read the text and underline the words: enlightened, commemorate, monasteries, monuments, meditate, celebrated, prosperity, longevity, exchange. Tell them that they can underline any other unfamiliar words.
- c. Teach the words. Use MPF or MFP technique.
- d. Tell them to look at task A. Ask them what they need to do . Use ICQs. Ask them to read the text and complete the table.
- e. Set the task individually and help them to find the answers. Get them to swap their answers with a friend to discuss the answers.
- f. When they finish, do a whole class discussion on the answers.

Festivals	Who is it celebrated by?	When is it celebrated?	What do people do?
Buddha Jayanti	Buddhist community	Baishak Purnima	go to monasteries and stupas to pray, perform special chanting and prayers, decorate the monuments with beautiful flowers and colours

Eid	Muslim community	on the last day of Ramadan	exchange greetings, go to mosque, recite namaj, pray to the Allah for the unity and prosperity of all humankind
Tihar	Hindu community	in the month of Kartik	worship crows, cows, goddess Laxmi, oxen, and brothers sisters offer tika and pray for long life of their brothers
Chhath	People from the Terai region but nowadays people from other parts too	Kartik Shukla Shasthi	go to the river bank, ponds or lakes and pray to the setting and rising sun, offer Prasad
Christmas	Christians	25 th December	Go to church and pray to Jesus Christ and exchange good wishes, gifts and eat delicious food

- g. Ask them to look at **B**. Ask ICQs to check their understanding of the question.
- h. Divide the students into pairs and ask them to find the words for the meanings given.
- i. Make sure every pair is engaged in finding the words.
- j. Move around the class and help them to find the words from the text.
- k. After they complete, check their answers and provide feedback.

Answers

a. *Purnima* b. monument c. chant d. *Chhathi Maiya* e. celebrate(d)/commemorate

1. Ask the students to look at the text one at a time and ask some comprehension questions orally and wait for their response. (Christmas: When is Christmas celebrated? Why is it celebrated? Who celebrates Christmas? What do people do? Why do people go to church? What do people decorate their homes with? What do they eat? What do they give to each other?)

Post-reading activities

- a. For activity **C**, ask the students to think of any local festival celebrated in their community and talk about it using the questions: What is the name of the festival? When is it celebrated? What do people do during the festival?
- b. Give 2/3 minutes to think and ask some students to share their views in turn.

3. Speaking

This is a speaking task focusing on the language function: expressing good wishes. There are two exercises.

- A. Acting out the given conversation.
- B. Expressing good wishes on different occasions.

Objective

- a. Express good wishes on different occasions.

Materials

A list of good wishes used in different communities on chart paper.

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

Follow these steps.

- a. Select two pairs randomly or ask interested students to act out the conversations given in the book.
- b. Ask other students to listen attentively. Ask them which community the people in the conversations belong to.
- c. Ask them to look at the list of good wishes and practise saying them. Explain if necessary.
- d. Help them with their pronunciation if needed.

B. Now, work in pairs. Talk to your friends and express good wishes on the occasion of the given festivals.

Follow these steps.

- a. Tell them that they are going to express good wishes in the given situations. Do the first one together. Ask: How do you give good wishes for Dashain? (Elicit: Happy Dashain).

- b. Ask how they give good wishes for Udhauri. Listen to their answers. Encourage them to speak.
- c. You say the name of the festivals and they express good wishes for those.
- d. Make sure that they have learnt the expressions.
- e. Pick some random students. You say the name of the festival and they express good wishes.
- f. Ask the students to work in pairs to take turns to express wishes on those occasions. This time they use their names. (Happy Teej, Neetu!)

4. Listening

This is a listening task. The students listen to a description of a festival (Gaura) celebrated in the Far-Western part of Nepal. It is followed by two exercises i.e., multiple choice and yes/no.

Objective

- a. Listen to the description of Gaura festival and do the given tasks.

Materials

Recorded material (mp3), audio player and transcript of recorded material.

Follow these steps.

- a. Show the picture and describe or ask a student to describe the picture in detail in the book and ask what they see. (people in a half circle)
- b. Ask them what activities the people are doing in the picture and ask if they can name the dance. (dancing, Deuda dance)
- c. Ask them if they have ever seen or participated in such an activity before.
- d. Ask them to guess the name of the festival (Gaura)
- e. Ask if there is anyone who knows about Gaura to share with the class.
- f. Tell them that they are going to listen to an audio about a festival.
- g. Tell the students to go through **B**. Make sure that they know to circle the correct word (from the two words given) for each sentence.
- h. Tell the students to go through **C**. Make sure that they understand that they need to write 'yes' or 'no' for the statements.
- i. Play the audio for the first time, they listen and complete activity **B**.
- j. Play the audio for the second time, they listen and complete **C**.
- k. Play the audio for the third time, pause where the answer lies and ask the students to check and correct their answers.

Answers

B. a. Western, b. Bhadau c. Gauri

C. a. No b. Yes c. Yes

Post-listening activity

- a. This is a post-listening activity. It checks the students' memory and understanding. Based on the audio text about Gaura festival, one will think of and ask and the other will answer questions in pairs.
- b. Move around the class and listen to them.

5. Grammar

This is a grammar task and it focuses on imperatives.

Objective

- a. Form imperative sentences.

Follow these steps.

- a. Ask the students to go through the sentences given in the box.
- b. Ask them what they are. (Elicit: classroom rules)
- c. Ask them to look at the beginning of each sentence. Ask: what do they start with? (Elicit: verbs (affirmative forms – try, negative forms – don't hit) Ask them what type of sentences are there.
- d. Tell them that they are imperative sentences.
- e. Tell them to follow what you say. Say: Stand up. Raise your left hand. Touch your nose. The students need to follow what you say. This way, they will understand that imperative sentences are used to give instructions/commands.
- f. Tell them that some students are going to do an action and they need to give the instructions. For example, you raise your right hand and by looking at you, they will say: Raise your right hand.

- g. Write these on the board: Put the plates on the table. Please put the plates on the table. Ask them the difference between them. (Elicit: the use of please. It makes an imperative sentence polite.)
- h. Ask the students to read the classroom rules with 'please'. Listen to them and give feedback if they make mistakes.
- i. Ask the students to look at **B**. Write the example from the book on the board and through discussion put the words in the correct order to make a meaningful sentence.
- j. Ask the students to work individually to rearrange the words from a to d to make correct imperative sentences.
- k. Ask a range of students to give their answers.

Answers

- a. Answer the door please.
- b. Don't forget your lunch.
- c. Speak in English please.
- d. Wait for me please.

6. Writing

This is a writing task. There are two tasks: punctuate the given text and write a short paragraph about a festival.

Objectives

- a. Rewrite the given paragraph correcting the punctuation errors.
- b. Write a description of a festival.

Follow these steps to explain about 'punctuation' before doing the task.

- a. Write a few sentences on the board and ask if they are correct. (Ensure there are different errors.)
- b. Ask the students to work in pairs to find the errors.
- c. If the students say that they aren't correct, ask them to correct them.
- d. Write their answers on the board. Provide feedback.

You could use the sentences below or make up your own.

- | |
|--------------------------------|
| a. ravi locked the front door |
| b. are you from pokhara |
| c. sonu and i are good friends |
| d. when did they arrive |

- e. Copy the paragraph from the textbook on the board. Ask the students to identify the mistakes and correct them. Then, the students go to the board in turn and make one correction to the text.
- f. When they finish, check answers as a class. If necessary and correct the paragraph by yourself.
- g. Do not let the students copy, set this as homework.

Mahashivaratri is a festival of Hindu people. They go to Pashupatinath temple of Kathmandu to worship Shiva. Other temples of Shiva are also crowded with the devotees. This festival falls in the month of Phagun.

B. What things do you do in the festival you like most? Write a short paragraph about the festival. Write about these:

- a. Tell the students that they are going to write a description of the festival they like most.
- b. Draw a mind map on the board and ask the students the given questions and make notes on the board.

- | |
|--|
| <ul style="list-style-type: none"> a. What is your favourite festival? b. Who is it celebrated by? c. When is it celebrated? d. What do people do on the festival? e. Why do you like the festival? |
|--|

- c. Tell them to write a paragraph using the mind map given. Remind them that they can develop a paragraph by answering the questions.
- d. Give a model like the one below.
- e. Set this task as homework.

My favourite festival is Dashain. It is celebrated by Hindu people. It falls in the month of Ashoj. During the festival, people worship goddess Durga, fly kites, play on swings, buy new

clothes and eat delicious food. People sacrifice animals in order to make the goddess happy. People receive tika, jamara and blessings from their elders. It is celebrated for fifteen days starting from Ghatasthapana to Purnima. I like this festival because it brings people together and is a time of merrymaking.

7. Project work

This is project work. Students will collect information about a festival in their locality. They will draw some pictures too. They will write the text and paste the pictures on chart paper and present it to the class.

Objective

- a. Prepare and present a poster about a festival of their locality.

For this, the following activities can be done.

- a. Divide the class into groups (maximum 5 students). Name the groups.
- b. Choose a leader in each group and make him/her responsible for the management and work division within the group.
- d. Ask them to visit their locality and collect information about the festivals celebrated there.
- e. Let them choose the festival themselves.
- f. Give instructions on how to prepare and present their posters.
- g. Tell them that they can take a week to finish the task.
- h. On the day of presentation, let the students vote for the best poster.

8. Extra bit: Question marks and commas

This is an extra information section for self-study. The students study the rules and examples of question marks and commas by themselves; however, the teacher can help them if required. The teacher can also copy it on chart paper and display it on the wall so that the students can refer to it when necessary.

Unit 5

Unit introduction

This is the fifth of eighteen units in the grade six textbook. The table below gives an overview of the whole unit. There are nine tasks in this unit. Teachers could follow the activities below to facilitate their students' learning and/or design their own activities.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say what you would do to these people) Listen and sing
2	Reading I Story (The Monkeys Go Fasting)	Talking about the pictures Matching words with their meanings Rearranging the sentences in the correct order Short answer questions Talking about the effect of fasting on health
3	Speaking (suggesting)	Acting out the conversation Making sentences from the given table Giving suggestions
4	Listening (conversation between two friends giving suggestions)	Fill in the blanks Multiple choice questions
5	Grammar (conditional sentence type-2)	Sentence completion
6	Writing	Making conditional sentences Writing a short story
7	Reading II (History of Computers)	Talking about the pictures Fill in the blanks Table completion Short answer questions Discussing about the usefulness of technology
8	Project work	Making a list of suggestions
9	Extra bit	Irregular past
Total time for the unit		10 hours

1. Getting started

This is the first task of unit five. There are three subtasks from A to C. Follow the procedures given below. Prepare the pictures for activity A (one on each piece, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Say what they would do to the people in the pictures.
- b. Sing a song in rhythm containing second conditional structures.

Materials

Pictures (enlarged).

A. Look at the pictures and say what you would do to these people.

The teacher could follow the steps below.

- a. Show the students the given pictures one by one and ask them what they would do to these people in the given situations. Ask different students to describe the pictures carefully. If the students can't give the answers, help them by giving some clues to encourage them to find the correct answers.
- b. Ask these questions: In the first picture, what can you see and what's the dog doing to the man? In the second picture, what's the woman doing and how would you help her? In the third picture, what is the old man doing and how would you help him? In the fourth picture, what's the girl doing and what would you say to her? First, ask the whole group, wait for the response, point to a particular student, listen to the answer and give feedback. Check that they all have the correct

answers. (I would chase away the dog. I would give her some money. I would help him to cross the road. I would congratulate the girl)

B. Listen and sing.

The teacher could follow these steps.

- a. Ask: Do you like singing? What songs do you like? Have you ever sung an English song? Tell them that they are going to sing a song.
- b. Sing the given song. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the song together.

C. How would you live your life if you were a bird? Tell your friends.

- a. Ask the given question to the whole class.
- b. Make sure that they understand the question. Give your answer: If I were a bird, I'd fly in the sky or if I were a bird, I'd fly to Myanmar..
- c. Ask the students to think about what they would do if they were a bird. Tell them to be creative.
- d. Invite some 5/6 students to share their ideas.

2. Reading I

This is the first reading text of this unit. It is a story entitled "*The Monkeys Go Fasting*".

Objectives

- a. Learn the words: starve, fasting, immediately, delicious, counsel, distributing, chew, disappear and gullet.
- b. Read the text and do the comprehension tasks.

Follow these steps.

Pre-reading activities

- a. Discuss the pre-reading questions given: What do you think the monkeys are doing in the picture? Do you have meetings with your family? Why?
- b. Encourage them to answer the questions. (they are having a meeting/they are sitting in a circle/they are talking about something together/they are making an important decision, yes to make important decisions/to divide work/to make a plan etc.)

While-reading activities

- a. Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- b. Nominate some of the students to read different paragraphs while other students underline the unfamiliar words.
- c. Get the students to write the words on the board.
- d. Teach the words. Follow: Meaning-Form-Pronunciation or Meaning-Pronunciation-Form model. (Do not miss the words: starve, fasting, immediately, delicious, counsel, distributing, chew, disappear and gullet)
- e. Ask the students to read task A. Make sure that they understand the task. Ask ICQs. Ask them to read the text, find the words, guess their meanings from the context and match the following words with their meanings.
- f. Do the first one with the whole class: Find the word fasting in the text. Where is it? Tell me the line number. Read the whole sentence. What do you mean by fasting? (not eating for a period of time). Okay, now can you find the meaning for the word fasting? Yes, it's in ii – staying without food for longer time.
- g. Set this task as an individual task.

Answers

- | | |
|--------------|--|
| a. fasting | ii. staying without food for longer time |
| b. nodded | i. showed agreement by lowering head |
| c. delicious | v. very tasty |
| d. hungry | iii. having a strong desire to eat food |
| e. promise | iv. make commitment to do something |

- h. Show them task **B**. Tell them that they are going to read the text again so they can rearrange the given sentences in the correct order. Pair up the students and assign the task.
- i. Tell them to find the sentences in the story and underline them. Once they finish, they can see which sentence comes first, second, third and so on.
- j. While they do the task, move around the class and help them.
- k. When they finish, ask the pairs to share their answers. See whether they have different answers. If they have different answers, let them discuss and decide.

Answers

- a. d. The monkeys decided to go on a fast.
- b. a. Young monkeys brought delicious-looking bananas.
- c. e. The monkeys felt very hungry after they saw bananas.
- d. c. The monkeys peeled the bananas and put them in their mouth.
- e. b. All the monkeys ate the bananas and their fasting was over.

- l. Ask the students to go through the questions given in **C**. Make sure that they understand the task. Set this task as an individual task. Ask them to read the text and find the answers for each question. Tell them that they can mark the text where the answers lie.
- m. Move around the class and help if necessary.
- n. When they finish, conduct a whole class discussion about the answers.

Answers

- a. agreed to go on a fast
- b. so that they could take it immediately after their fasting was over
- c. looking at the bananas
- d. because they wouldn't get time for distributing the bananas after they break their fast
- e. so that they could chew the bananas immediately after the fasting was over

Post-reading activities

- a. Ask: Do you fast? Does anyone you know do fasting? Why do you do that? Is it good or bad for health?
- b. Tell them to think about whether fasting is good or bad for health. Tell them to share their ideas with the same benches.
- c. When they finish, ask some groups to share their ideas.

3. Speaking

This is a speaking task focusing on the language function: giving suggestions. There are three activities in this.

- A. Act out the given conversation.
- B. Make as many sentences as possible from the following table.
- C. Work in pairs. Take turns to give suggestions in the given situations.

Objective

- a. Give suggestions using the structures: you should/why don't you ...?/If I were you, I would...

Follow these steps.

- a. For activity **A**, give roles to each student and invite two of them to the front of the class. Ask them to act out the dialogue. Help them if necessary. Alternatively, you can record it on your mobile phone with the help of one of your colleagues and play it in the class as a model.
- b. Write the structures for giving suggestions from the conversation on the board: Why don't you ? If I were you, I would, You should
- c. Tell them that they can use these structures in giving suggestions to others.
- d. Pair up the students and ask them to take turns to play the role of Deepak and Ansila to act out the dialogue. Move around the class and monitor them.
- e. For activity **B**, tell the students that they are now going to practise the structures for giving suggestions. Ask them to look at the table. Pointing to the table given in the book, make some sentences: you should tell it to your class teacher, you should speak politely etc.
- f. Set this as an individual task. Ask them to make as many sentences as possible in ten minutes. Move around the class and monitor them.

- g. When they finish, ask who made the highest number of sentences. Invite the student with the highest number of sentences to read them out while others listen and look at the table to notice how the sentences are formed. Ask the students to provide feedback. Use pose, pause and pounce or APPLE (Ask questions, Pause for the answers, Pick a student, Listen to the answer and Elaborate more on the answers) technique of questioning.
- h. Tell the students to look at task C. Make sure that they understand they will use one of the three structures to give suggestions in the given situations.
- i. Ask them to read the example. Ask: What is the suggestion given? Elicit: you should tell your class teacher. Ask them to use the other two structures to give the suggestion for the same: If I were you, I would buy a new one. Why don't you report it to the class captain?
- j. Tell the students that they will take turns to work in pairs to say the situation and give suggestions to each other. Write this example on the board.
A: I've lost my notebook.
B: You should buy a new one.
- k. Move around the class and monitor whether they are using the structures correctly or not.

4. Listening

This is a listening task where the students will listen to a conversation between two friends. Ivan who has lost his pencil box and his friend Suvam who is giving him different suggestions.

Objective

- a. Listen to a conversation and do the comprehension tasks.

Materials

Recorded material (mp3) and audio player, transcript of the recording.

Follow these steps.

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

- a. Ask the students to look at the picture. Describe or ask a student to describe the picture in detail. Ask them to guess the answers to the given questions. (Elicit: a girl is sad/unhappy and the boy is asking about her problem and trying to cheer her up)
- b. Tell them to recall and share any sad event of their life. Listen to their responses and ask to share what suggestions were given to them during the event. Please be sensitive and ask for willing volunteers.

B. Listen to the recording and fill in the blanks with suitable words.

- a. Tell them that they are going to listen to a conversation between two friends: Ivan and Suvam. Ivan has lost something and Suvam is giving him some suggestions.
- b. Tell them to go through the questions given in B. Give them 2/3 minutes to read the questions. Make sure they understand them. Ask ICQs.
- c. Play the audio while they fill in the blanks with suitable words.
- d. Go around the class and check whether all the students have done the task.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check that all the students have the correct answers.

Answers

a. Pencil box b. class teacher c. found d. idea

C. Listen to the recording again and tick the correct answer.

- a. Tell them to go through the questions given in C. Give them 2/3 minutes to read the questions. Make sure that they understand the questions.
- b. Play the audio and tell them to tick the correct answer based on the audio.
- c. Go around the class and check whether all the students have done the task.
- d. Play the audio again. This time, stop the audio when you hear the answers.
- e. Tell the students to exchange their answers with their partners and compare them.
- f. Ask students to answer questions to check understanding.

Answers

a. ii. friends b. iii. afraid c. iii. loudly

D. What did Suvam suggest to Ivan? Try to remember the sentences and write them down.

This is a post-listening activity. It checks the students' memory linked to the language structures of making suggestions. Tell them to write the suggestions given by Suvam to Ivan.

5. Grammar

This is a grammar task. It's about conditional sentences type-2.

Objective

- Learn and use the structure of type-2 conditional sentences.

Follow these steps.

A. Complete these sentences with appropriate endings from the box.

- Ask the students to complete the given sentences with appropriate endings from the box.
- Set this as a competition. Whoever completes the task with the most correct answers first will be the winner.
- After that, tell them to underline the verb forms in the above sentences.
- Check their answers and give feedback and suggestions.

Answers

If I were a bird, I would fly in the sky.

If you ran fast, you could win the race.

If he called me, I would go to meet him.

If we studied carefully, we could secure good marks.

If she asked me, I would tell her the answer.

B. Study the following sentences and their meanings.

- Tell the students to study the given sentences and their meanings.
- Write a sentence on the board and work through it with the students explaining the structure.
- Ask them the structure of the sentences and their meanings.
- Give them some additional information about type-2 conditional sentences.

If Clause	Main Clause
If + simple past tense (sub. + v2)	sub. + would/could + v1

C. Choose the five words which complete each sentence.

- This is a practice exercise where students are expected to complete the sentences by choosing any five suitable words from the given list.
- Put the students in pairs in such a way that each pair consists of students with different abilities.
- When they finish, tell them to exchange their answers with a different pair and check each other's work.

Answers

a. How would we keep in touch **if we didn't have computers?**

b. If she **weren't beautiful**, he **wouldn't be** going out with her.

c. If people **were more tolerant**, **there would be** fewer wars.

d. If you **couldn't speak English**, we **wouldn't be** able to communicate.

D. Rewrite the suggestions using the given beginnings.

- Tell the students that they are going to rewrite the suggestions using another structure.
- Do the first one as an example for them: You should go to a dentist.
- Ask the students to rewrite the others from b to d.
- Move around the class and check that they are doing the task.
- Check their work and give feedback.

Answers

a. You should **go to a dentist**.

b. Why don't you **report it to the police?**

c. If I were you, **I would take hot water**.

d. You should **ask your sister for help**.

6. Writing

This is a writing section. There are two tasks: rewriting the sentences and a short story. The students need to rewrite the sentences using type-2 conditional and a short story based on the given outline.

Objectives

- a. Rewrite the sentences using the structure of type-2 conditional.
- b. Write a short story based on the given outline.

Follow these steps.

A. Rewrite the given sentences as in the example.

- a. Ask the students to read the given example.
- b. Set this as an individual task.
- c. Move around the class and remind them of their understanding of type-2 conditional.
- d. Tell them to rewrite the given sentences as shown in the example. Swap their answers.
- e. Check their work and give them feedback.

Answers

- a. If they lived far from work, they would use public transport.
- b. If it was/were sunny outside, the children would go for a walk.
- c. If my mother had time, she would cook dinner.
- d. If I had a toothache, I would go to a dentist.
- e. If he had free time, he would visit me.
- f. If I had a special skill for this job, I would get it.

B. Write a short story on the basis of the following outline.

- a. Tell the students that they are going to write a story.
- b. Remind them of the story 'The Monkeys Go Fasting'. Ask: What tense was used in the story? (elicit the past tense).
- c. Tell them to read the given outline. Ask them how they can write a story based on that. Elicit: they need to elaborate and use the past tense.
- d. Do a demo by writing on the board. Every time you write a sentence, refer to the clues and tell them how you made a sentence from the clues.

A Cat and the Mice

Once there lived a cat and some mice in a house. The mice were very unhappy because the cat killed many of the mice. One day, the mice organised a meeting to discuss how to get rid of the cat. There came various suggestions but no plan was practicable. Then, a young mouse suggested that they should tie a bell around the cat's neck. All the mice welcomed the proposal with joy. But at the same time, an old mouse stood up and asked who would tie the bell round the cat's neck. No mouse had an answer to this.

- e. Do not let them copy. Show how the clues were turned into sentences.
- f. Set this as homework.
- g. The next day, collect students' stories, check and provide feedback.

7. Reading II

This is the second reading text. It is about the history of computers.

Objectives

- a. Learn the words: calculator, invent, microchips, internet, smartphone, completely, report, imagine and dependent.
- b. Read the text and do the comprehension tasks.

Follow these steps.

Pre-reading activities

- a. Ask them to look at the pictures and ask the questions: Can you name all the pictures? Would life be difficult if there were no mobile phones? Why? (calculator, computers, mobile phones. Yes, life would be difficult if there were no mobile phones. Communication could be difficult.)
- b. Tell them that they are going to read a text about the history of computers.
- c. Write these words on the board: calculator, invented, microchips, internet, smartphones, completely, reported, imagine and dependent. Tell them to read the text and underline the words.
- d. Ask the students' understanding of the words.
- e. Follow MFP or MPF model to teach the words.

While-reading activities

- Read the text for the first time at a normal speed and ask the students to point to the lines with their finger. Make questions for each sentence and wait for their answers.
- Tell the students to look at activity A. They need to complete the given sentences by using one of the appropriate words from the box.
- Do the first one as an example.
- Check their answers as a class. Ask them to give reasons for their answers.

Answers			
a. imagine	b. internet	c. microchips	d. calculator
e. invented	f. reported	g. dependent	h. smartphones

- Show them task B. Tell them that they are going to read the text again to complete the given table.
- Ask them to find the dates in the text and read the sentences to complete the table.

Answers	
1958	Jack Kilby invented the microchip.
1970s	Computers were smaller and cheaper so people started to use them at home.
1980s	Computer games were very popular.
1989	Tim Berners Lee invented the World Wide Web (WWW).

- Check answers as a class.
- Ask the students to read the questions given in C. Make sure that they understand them. Use ICQs.
- Ask the students to read the text and underline the sentences where the answers lie.
- When they do the task, move around the class and help them find the answers.
- When they finish, check answers as a class. If the students have different answers, ask them to discuss and decide which one is correct.
- Check answers as a class.

Answers	
a.	No, people didn't have the first computers at home because they were very big.
b.	microchips are tiny but can store lots of information
c.	for playing games
d.	on websites
e.	making our lives easier day by day by waking us up every morning, giving directions, replying to emails and hundreds of other things

Post-reading activities

- For activity D, ask the students if they have got a computer or smartphone, what they use it for, how often they use it and whether it is helpful or not.
- Give your own answer as an example: I have a smartphone. I use it to call my family members and friends. I use it for emails. I surf on the internet. I use it every day. It's very helpful to me. Nowadays, I use my smartphone to read and watch the news.
- Tell them to share their answers to the whole class. You could draw a frequency chart on the board and record their answers.

8. Project work

This is project work where students make a list of suggestions for their younger brother/sister to better prepare for his/her examination.

Follow these steps.

- Ask the students to make a list of suggestions for their younger brother/sister to better prepare for his/her examination.
- Remind them of the structures of suggestions. (You should....., Why don't you.?, If I were you....., You should.....)
- Ask them to complete the given project work within a week. Tell them that you will ask them to present their work to the whole class next week.

9. Extra bit: Irregular past

This is an extra information section for self-study. The students study the irregular past forms of the verbs by themselves: however, the teachers can help them if required. You can copy them on chart paper and stick it on the wall so that the students can refer to them whenever they need.

Unit 6

Unit introduction

This is the sixth of eighteen units in the grade six textbook. The table below gives an overview of the whole unit. There are nine tasks in this unit. Teachers could follow the activities below to facilitate their students' learning and/or design their own activities.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (why they are doing these activities) Listen and sing (intention with reasons)
2	Reading I Drama (Tom Paints the Fence)	Talking about the pictures Vocabulary Multiple choice questions Short answer questions
3	Speaking (expressing intention with reasons)	Acting out the conversation Pair work to ask and answer question
4	Listening (explanation about an earthquake)	Sentence completion Talking about earthquakes
5	Grammar (connectives: 'because' and 'because of')	Sentence completion Joining the sentences
6	Reading II (Volleyball: Our National Game)	Talking about the pictures Multiple choice questions Short answer questions Drawing a diagram
7	Writing	Listing the rules of volleyball Paragraph writing
8	Project work	Acting out the play in Reading I
9	Extra bit	Collective nouns
Total time for the unit		8 hours

1. Getting started

This is the first task of the lesson. There are three sub tasks from A to C. Follow the procedures given below. Prepare the pictures for activity A (one on each piece, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Say why people are doing the activities in the pictures.
- b. Sing a song with rhythm about intention with reasons.

Materials

Enlarged pictures (if possible)

A. Look at the pictures and discuss why they are doing the activities.

The teacher could follow the steps below.

- a. Show the students the given pictures one by one and ask them what the people are doing there. Describe or ask a student to describe the pictures in detail. When they come up with the answers, ask them why they are doing those things. Ask different students to describe the pictures. Give them clues (if needed) to encourage them to find the correct answers.
- b. Ask these questions: What are the boys doing? (playing with a ball) Why are the boys playing? (to have fun/to pass time) What is the old man doing? (crossing the road on the zebra crossing) Why is an elderly man crossing the road on the zebra crossing? (he wants to follow the traffic rules) What is the girl holding in her hand? (a trophy) Why is the girl holding the trophy? (she is happy to win the event) What is the girl doing? (feeding a goat) Why is the little girl feeding a goat? (she loves it) Encourage interesting answers.

B. Listen and sing.

Follow these steps.

- a. Tell them that they are going to sing a song.

- b. Sing the given song in any tune. When you sing for the first time, ask them to follow and point to the lines. For the second time, ask students to follow you, stopping at the end of every line. For the third time, both the teacher and the students sing the song together.
- c. Ask the students to find out the rhyming pairs from the song. (car – are, back – track, mind – find, those – close). Use pose, pause and pounce questions to check if they have found the rhyming words.

C. If you have a week - long vacation, what do you like to do and why? Tell your friends.

- a. Ask: Do you like vacations? What do you do during a vacation?
- b. Ask them to think over the question for some time.
- c. Give a personal example of yours: If I have a week-long vacation, I will go on a tour to India because I want to know more about India.
- d. Ask some students to share their ideas with the whole class.

2. Reading I

This is the first reading text. It is a drama.

Objectives

- a. Learn the words: closet, switch, whitewash and fence.
- b. Read the text and do the comprehension tasks.

Materials

Recorded version of the drama if possible (record the drama on your mobile phone, ask some of your colleagues to help you)

Follow these steps.

Pre-reading activities

- a. Ask them to look at the pictures (describe or ask a student to describe the pictures in detail) and ask these questions: How many people are there? Who do you think these people are? What is the boy doing in the first picture? What are the boys doing in the second picture?
- b. Tell them that they are going to read the drama 'Tom Paints the Fence'. Ask them if they know the meaning of fence. Explain the meaning of fence.

While-reading activities

- a. Tell them that you are going to play the recorded version of the drama from your mobile phone.
- b. The students need to listen to the drama (scene I) and underline the unfamiliar words.
- c. Ask them to write the words on the board. Teach them the words. Follow MPF or MFP technique.
- d. Tell them that you are going to ask some questions from scene I and they will read and answer the questions orally. (What is the name of the woman? (Aunt Polly) What is the name of the boy? (Tom). Did Aunt Polly see Tom? (No) What was the boy doing in the closet? (nothing) Were the boy's hands clean? What did Aunt Polly ask Tom to give her? (switch) What did the boy do while Aunt Polly was looking behind her? (ran away))
- e. Tell them that they are going to listen to the second scene of the drama. Play the drama and ask them to underline the unfamiliar words.
- f. Ask them to write the words on the board. Teach them the words. Follow MPF or MFP technique.
- g. Tell them that you are going to ask some questions from scene II and they will read and answer the questions orally. (What did Aunt Polly ask Tom to do? (whitewash the fence) What did Tom say? (he couldn't do it now, he would do it tomorrow) Did Tom agree to whitewash? (yes) What did Ben give Tom? (an apple) Who painted the fence? (Tom, Ben and Billy) Who did Aunt Polly not let whitewash the fence? (Jim) Were the boys happy at the end? (yes). Why? (Aunt Polly praised them and they were happy.)
- h. Ask the students to read task A. Make sure that they understand the task. Ask ICQs. Ask them to read the text and find the words from the text and fill in the crossword puzzle.
- i. Do a demo for number 1. Ask them to find the words for the meaning 'full of fun' which starts with I. Elicit: interesting.
- j. Ask them to do the task individually. Remind them that there are clues (meanings and some letters) for finding out the words.

- k. Ask questions to check whether the students have the correct answers.

Answers

1. interesting 2. closet 3. fence 4. surprised 5. jam 6. whitewash

- l. Show them task **B**. Tell them that they are going to read the play again and tick the correct answer.

- m. When they finish, check answers as a class. Ask them to show the answers in the text.

Answers

a. Tom b. Ben c. Ben and Billy

- n. Tell the students to go through the questions from a to f in **C**. Make sure that they understand the questions.

- o. Set this as an individual task. Ask them to find the answers to the questions in the text. Ask them to underline the lines where the answers lie. Ask them to make pairs to check their own answers.

- p. Move around the classroom and monitor. Help them to find the answers.

- q. Check answers as a class.

Answers

a. closet
b. because Tom ran away
c. paint the fence
d. three
e. because they completed the work and Aunt Polly let them go and play
f. by giving an apple

3. Speaking

This is the speaking section focusing on the language function: expressing intentions with reasons. There are two activities.

- A. Act out the given conversation.
B. Pair work to ask and answer questions.

Objective

- a. Express their intentions with reasons.

Follow these steps.

- a. Tell them to look at **A** while you read the conversation. Vary your voice according to the speaker.
- b. Get the students into appropriate pairs and tell them to take turns to act out the conversation between Alisha and Aman.
- c. Move around the class and monitor their work.
- d. Ask the students to answer the questions orally based on the conversation. Ask one question at a time: Who wants to play table tennis? (Alisha) What does Aman want to play? (football) Why does Alisha want to play table tennis? (it is easier to play) Why does Aman want to play football? (it is very exciting)
- e. Ask the students to underline 'Why' questions and the reasons (sentences with 'because').
- f. Tell them to look at **B**. Tell them that they will work in pairs to ask and answer the questions as in the example.
- g. Write the example on the board and explain how they ask and answer questions.
- h. Ask them to work in pairs and take turns to ask and answer the questions using the clues from **a** to **e**.
- i. Ask some pairs to demonstrate to the whole class.

Answers

a. Why are you not going to watch the movie? I am not going to watch the movie because I have to prepare for the exam.
b. Why are you going to Kathmandu? I am going to Kathmandu because I want to see my

brother.

- c. Why do you want to go to the dance class? I want to go to the dance class because I want to be a dancer.
- d. Why do you want to study science? I want to study science because I want to be a doctor.
- e. Why do you want to go to a dentist? I want to go to a dentist because I need to have my tooth taken out.

4. Listening

This is the listening task where the students listen to the audio about the Gorkha earthquake and answer the given questions.

Objective

- a. Listen to the audio about the description of the earthquake and do the comprehension tasks.

Materials

Recorded material (mp3), audio player, transcript of the recorded material

Follow these steps.

A. Look at the picture and answer the questions.

- a. Ask a student to describe the picture carefully.
- b. Ask the students to look at the picture and answer the given questions. (Elicit: We can see the collapse of the houses and cracks in the ground. Yes, we all know about Gorkha earthquake. It was a big earthquake. Earthquakes occur due to the underground rocks pushing against each other.)
- c. Be sensitive and expect that some students might find this difficult to talk about.

B. Listen to the recording and complete the sentences.

- a. Tell them that they are going to listen to an audio related to the earthquake.
- b. Tell them to go through the questions given in B. Give them 2/3 minutes to read the questions. Make sure that they understand the questions. Ask ICQs.
- c. Play the audio and ask them to complete the sentences. Point out that a transcript is available.
- d. Go around the class and check whether all the students have written the correct answers.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check that all the students have the correct answers.

Answers

a. rock b. waves c. pressure d. move e. focus f. ground

C. Work in pairs. Talk to your partner about earthquakes.

- a. This is a post-listening activity. They need to talk in pairs about earthquakes. Write these questions on the board and ask them to answer the questions when they talk in pairs: What is an earthquake? How does it occur? How does it affect people?
- b. Move around and listen to the students talking to each other. Provide feedback if necessary.
- c. Be sensitive to individual students' feelings/needs.

5. Grammar

It is a grammar task. It's about the use of connectives 'because' and 'because of'.

Objective

- a. Use the connectives 'because' and 'because of' correctly.

Follow these steps.

A. Study the following examples.

- a. Write the examples from 'A' on the board. Ask them to study and find the differences. Ask for comments.

I want to play cricket. It makes me happy.

I want to play cricket **because** it makes me happy.

I didn't go to school. It rained.

I didn't go to school **because of** the rain.

We were hungry **because** we hadn't eaten anything all day.

- b. Explain the uses of 'because' and 'because of' with examples.

- 'Because' and 'because of' are both used to introduce reasons.
- 'Because of' is generally followed by a noun phrase.
- 'Because' is followed by a subject and a verb.

- c. Give other examples too.

B. Complete the following sentences with 'because' or 'because of'.

- a. This is a practice exercise where students are expected to complete the sentences with 'because' or 'because of'.
- b. Put the students in pairs in such a way that each pair consists of students with different abilities.
- c. When they finish, tell them to exchange their answers with a partner pair and check each other's work.
- d. Ask students if they can give any examples. Check answers as a class and ask them to give reasons.

Answers

a. because b. because c. because of d. because of e. because f. because of

C. Now, join the pairs of sentences with 'because' or 'because of'.

- a. Tell the students to join the given pairs of sentences with 'because' or 'because of' as shown in the examples of 'A'.
- b. Tell them to work on their own.
- c. When they finish, tell them to exchange their answers with their partner and check each other's work. Have the students give feedback.
- d. Check answers as a class. Ask them to give reasons.

Answers

- a. I went to the bank because I had to cash a cheque.
- b. She is happy because of the prize.
- c. I am thin because I don't eat much.
- d. She has got good marks because she works hard.
- e. I do not eat meat because of being a vegetarian.
- f. I don't like to walk because of the muddy road.
- g. The teacher likes Lakpa because of his intelligence.

6. Reading II

This is the second reading text in this unit. It is about our national game, volleyball.

Objectives

- a. Learn the words: national, court, rally, opponent and smash.
- b. Read the text and answer the questions based on it.

Follow these steps.

Pre-reading activities

- a. Ask them to look at the picture given in the text (Ask one student to describe the picture to the class) and ask: What are the boys playing? (Elicit: volleyball) What is interesting about the game? (Elicit: rules are simple)
- b. Tell them that they are going to read a text about our national game, volleyball.
- c. Write these words on the board: national, court, rally, opponent and smash. Tell them to find these words in the text.
- d. Tell them to look for the words in the text and guess their meanings.
- e. Follow MFP or MPF model to teach the words.

While-reading activities

A. Completing the sentences.

- a. Ask the students to look at activity **A**. They need to choose the correct words from the brackets to complete the sentences. Make sure that they understand what they are expected to do. Ask ICQs.
- b. Ask the students to read the text to decide the correct words/phrases to complete the sentences. Set this as an individual task.
- c. Check answers as a class. Ask them to justify their answers.

Answers

- a. because b. because c. in order to d. to

B. Answer the following questions.

- a. Tell them to look at the questions given in **B**. Make sure that they understand what they will do. Use ICQs.
- b. Set this task as an individual task. Ask the students to read the text to find the answers to the questions. Do the first one as an example. (Let's do one together. What's the question? (Let them read the question) Good! Now, where does the answer to this question lie? Read the first paragraph by yourself. Okay what's the reason then. Pause to let them answer (because it doesn't need a big space for setting its court) (Good!)
- c. Ask the students to find the answers to the rest of the questions from b to e.
- d. When they finish, check answers as a class. If they have different answers, let them discuss and decide which ones are correct.

Answers

- a. because it doesn't need a big space for setting its court
- b. six players in each team, altogether twelve
- c. a team must win a rally
- d. drop the ball
- e. a team must score 25 points

Post-reading activity

Tell the students to draw a neat diagram of a volleyball court on an A4 size paper and show it to the class. Students can provide feedback and/or vote for the best four. Set this task as homework. Remind them that they can copy the picture given in the book.

7. Writing

This is the writing section. There are two tasks: writing the rules of volleyball, writing a paragraph about the game they like most.

Objectives

- a. List a set of rules that should be followed while playing volleyball.
- b. Write a paragraph about the game they like most.

Follow these steps.

A. How do you play volleyball? Make a list of rules you should follow while playing it.

- a. Tell them to read the text again and list a set of rules that should be followed while playing volleyball. Provide support where needed.
- b. When they finish, tell them to exchange their work with a partner and check if he/she has included all the rules.
- c. Check answers as a class.

Sample answer

- There should be two teams each with six players.
- The teams are separated by a net.
- To score a point, a team must win a rally.
- The ball should be served over the net to the opposing team.
- Each team tries to drop the ball on the opponent's court using certain rules.
- Only three smashes of the ball are allowed for a team before they must pass it over the net.
- To win the game, a team must score 25 points.

- If both teams score 25 points, the winner must lead by two more points than the opponent team.

- B. What game do you like most? Why do you like that game? Write about it in a paragraph.**
- a. Tell the students that they are going to write a paragraph about a game they like most.
 - b. Tell them to draw a mind map first. In their mind map, they should write the name of the game in the middle. From this, they should write the points that give their reasons about why they like that game the most.
 - c. Move around the class and help them draw the mind map.
 - d. Tell them to read all of their reasons around the mind map and decide in the order they could write their points. They can number each point. When they finish, tell them to develop the points into a paragraph.
 - e. Set this as homework. Next day, collect their answers and check. Make corrections and provide feedback.

8. Project work

This is project work where students act out the play given in Reading I.

Objective

- a. Act out the play in groups.

Follow these steps.

- a. Divide the students into four groups (depending on the number of students).
- b. Ask them to work in groups and make preparations (assigning the roles, writing the scripts, setting the stage etc.)
- c. Tell them that they will act out the play next week in the class and they can come to you if they need any help.

9. Extra bit: Collective nouns

This is an extra information section for self-study. The students study the different types of collective nouns by themselves; however, the teachers can help them if required. You could also ask them to find other examples of collective nouns and share them with the class.

Unit 7

Unit introduction

This is the seventh of eighteen units in the grade six textbook. It consists of nine tasks starting with 'Getting started' and ending with 'Extra bit'. The table below is a short summary of the tasks presented in the unit. After the table, you will find suggested procedures for carrying out the activities in the classroom. You could follow these activities to facilitate your students' learning or you can design your own activities as per the students' needs and levels.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say what will happen next) Listen and sing (prediction)
2	Reading I (Human and the Environment)	Predicting based on pictures Vocabulary Short answer questions Presenting ideas for keeping a school neat and clean
3	Reading II (Weather Forecast)	Previewing the text type and discussion Fill in the blanks. Writing 'Yes' or 'No' for the given sentences about weather conditions Identifying if the given is 'weather' or a 'season' Writing a weather forecast based on a radio news channel
4	Speaking (making a weather forecast)	Acting out the conversation. Conversation about weather.
5	Listening (weather forecast)	Answering the given question based on the picture Completing the given table about weather Listening to a weather report and note down the places with their maximum and minimum temperatures
6	Grammar (uses of 'will', 'be going to' and 'is/am/are v-ing')	Examples as input Sentence completion with a given option
7	Writing	A paragraph – predicting changes in your school next year Writing five things you will do after exams
8	Project work	Collecting pictures and preparing a scrapbook
9	Extra bit	Studying 'kinds of sentences'
Total time for the unit		9 hours

1. Getting started

This is the first task of the lesson. There are three subtasks: A, B and C. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one in each piece, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Make predictions about the consequences that could happen next in the pictures.
- b. Sing an extract from Rudyard Kipling's poem 'The Dykes' written in 1902.

Materials

Four enlarged pictures as given in the textbook

A. Look at the pictures and discuss what will happen next.

The teacher could follow the steps given below.

- a. Get the four pictures on separate large pieces of paper and show the students one at a time. Ask different students to describe each picture to the rest of the class. (There are dark clouds. The boys are running. The little boy is crossing the road alone. The bus is approaching him. The trees are chopped down.)
- b. Ask them what will happen according to the pictures. Help them with clues if they need to. For example, Ask: (Showing the first picture) Will it rain? Will it be sunny? Will the sky be clear? This will exemplify the context and lead them to the intended structure. Follow this process and discuss what will happen in all these pictures. There might be multiple answers but the students should focus on using 'will' for prediction. (It will rain heavily. The player in the red shirt will win the race. The boy will cross the road safely. There will be no trees in near future. Cutting down the trees will cause landslides.)

B. Listen and sing.

The teacher could follow these steps.

- a. Ask: What is going to happen in the pictures as they look scary? What will happen next? Where will they go? What will they do? How will they solve the problems? What will be the cause of this problem? The students may answer these questions differently. Make sure that they use 'will' for prediction.
- b. Recite the poem given. Make sure you know how you recite the poem beforehand. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the poem together.
- c. Emphasise the rhyming words in the poem.

Rhyming words: shame/same, delayed/betrayed

- d. Introduce the meaning of difficult words using various techniques. (apportion, shame, dyke, delayed, slain, betrayed)

apportion: divide up or share out
shame: something to feel sorry about
dyke: small body of water
look to: seek inspiration or advice or reward from someone
slay: kill, murder (slain=simple past form of slay)
delay: put off, postpone
betray: to be false to, cheat, deceive
The sentences in the poem 'it may fall' reflects 'prediction'.

C. Tell your friend what your village/city will look like after ten years.

- a. Ask: How was your village some years ago? What changes have you found in your village? How will your village/city look in ten years? The students will answer these questions.
- b. Give them some examples about the changes they find in the village/city they are in now.
- c. Let the students take turns in pairs. Ask them to talk about what their village/city will look like after ten years. Monitor them while they are speaking to make sure that they are using the correct language.

After ten years, there will be many changes in our village. There will be no houses with thatched roofs. All the roads will be wider and pitched. There will be some big buildings. There will be more shops and supermarkets. People will get many facilities. There will be factories instead of farming in the fields.

2. Reading I

This is the first reading text. It is an expository text entitled 'Human and the Environment'.

Objectives

- a. Learn the words: effect, contaminated, threat, toxic, pour into, fume, atmosphere, exhaust, guilty, recycle and disastrous.
- b. Read the text and do the comprehension tasks.

Materials

Enlarged pictures of pollution caused by the waste from homes and industries, dictionary

Follow these steps.

Pre-reading activities

- Discuss the pre-reading questions given in the text: What do you see in the pictures? Show and discuss the pictures beforehand. Ask different students to describe the pictures to the class.
- Ask: What are the results of such activities? The context in the pictures are also discussed in the 'Getting started' section. So, shorten the discussion related to these pictures.
- Ask some other additional questions: What do you mean by environment? What are different kinds of pollution? How can we stop pollution?

While-reading activities

- Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- Nominate five students to read five different paragraphs. Ask them to read the paragraphs in a sequence one after another.
- Ask the students to read the paragraphs again individually and ask them to underline the words they are not familiar with.
- Ask students to read out the sentences and predict meanings of those underlined words. There will be many students who can guess them right and there will be many who will predict half right. This is what you want from them.
- Bring a dictionary and ask one student to find the words from it.
- Compare the answers of the dictionary and those suggested by the students. Appreciate those who predicted it correctly or whose answers were close to the actual meaning of the text.
- Follow: Meaning, Form and Pronunciation; or Meaning, Pronunciation and Form model while teaching vocabulary. (Do not miss the words: effect, contaminated, threat, toxic, pour into, fume, atmosphere, exhaust, guilty, recycle and disastrous).
- Ask the students to read **task A**. This is a vocabulary task. Make sure that they understand the question. Ask them to read the text to find the words for the given meanings.

Answers

- contaminated
- threat
- toxic
- fumes
- guilty
- disastrous

- Show them **task B**. Tell them that they are going to read the text again to answer the given questions. Assign one question to each bench as far as practicable. Choose a spokesperson from each bench to give the answer.
- Ask the students to write the answers individually. Check the answers and provide feedback.

Answers

- factories, homes and vehicles
- industrial waste that contains toxic substances
- oil, coal and gas
- because of the pollution caused by the exhaust fumes from vehicles
- because almost everything we buy today comes in some sort of container or packaging made of plastic, glass or aluminium which we usually throw away
- the increased amount of carbon dioxide in the atmosphere
- the level of the ocean will rise by four to six metres and the vast populated areas of planet will be covered by water

Post-reading activity

- Suppose you are the school captain. How will you keep your school clean and tidy?**
 - Get all the benches to work as individual groups.

- b. Allocate them 5 minutes to work on the task.
- c. Let a member from a group share their views on the task. Ask students to give feedback and then give feedback to the groups.

3. Reading II

This is the second reading text. It is a weather forecast that predicts weather over a week.

Objectives

- a. Learn weather vocabulary.
- b. Recognise correct adjectives for the given weather pictures.
- c. Interpret the weather forecast and do the given exercises.

Materials

Weather forecast chart/picture, word cards with weather vocabulary: sunny, rainy, windy, hot, cloudy, stormy, cold or chilly and snowy, Display cards saying 'SEASON' and 'WEATHER'

Follow these steps.

Pre-reading activities

- a. Start this section by asking what is the weather like today? What kind of weather do you like most?
- b. Ask the students to preview the text and ask questions like: What is the text below about? Where do you find this type of text? Elicit that they are found on a TV or in a newspaper.
- c. Show the weather forecast chart/picture to the students. Ask some students to describe the pictures to the class.
- d. Ask them to explain the pictures using suitable adjectives and match the words with the pictures (sunny, rainy, windy, hot, cloudy, stormy, cold and snowy).
- e. Help them if needed.
- f. Write suitable adjectives on the board, then share their answer.

From left to right

sunny, cloudy, rainy, snowy, stormy, hot, chilly

- Sun - sunny
- cloud - cloudy
- rain - rainy
- snow - snowy
- storm - stormy
- heat - hot
- chill - chilly

While-reading activities

- a. Tell the students to look at **activity A**. They need to answer 'What's the weather like?'
- b. Ask them to work in groups (maximum of five per group).

Answers

- a. snowy
- b. chilly
- c. sunny
- d. hot
- e. stormy/windy
- f. cloudy
- g. rainy

- c. Ask all the students to go through **activity B**. Tell them that they need to answer in 'yes' or 'no'.
- d. Check their answers and give necessary feedback after they have completed.

Answers

a. No b. Yes c. Yes d. No e. Yes f. Yes g. No h. Yes i. No j. Yes

- e. Ask the students to read **activity 'C'**. Tell them that they have to identify whether the given words are related to 'Weather' or 'Season'. Give some examples to clarify the concept . Monsoon: season, cold: weather
- f. Now tell them that they will play a game. Ask them to stand in the middle part of the classroom. There should be open space for this. Display the word 'SEASON' on one wall of the classroom and the word 'WEATHER' on the opposite wall. Tell them that you will read out each word e.g. hot etc. and they have to move and stand near the correct word- either season or weather.
- g. Read out each word given in **activity C**. Ask them to move and stand near the correct word- either season or weather.
- h. Ask some students to justify their answers. Don't let them answer without challenging them.
- i. Let the students go back to their seats. Assign the writing task as their homework.

Answers

- a. Hot: weather
- b. Rainy: season
- c. Fall: season
- d. Snowy: weather
- e. Winter: season
- f. Windy: weather
- g. Summer: season
- h. Sunny: weather
- i. Cold: weather
- j. Spring: season

Post-reading activities

- a. Ask the students if they have a radio at home. Tell them that they can also listen to radio on their mobile phone. Reading **activity 'D'**, tell them that they will have to listen to the English news on Radio Nepal that evening and write the weather forecast for the next day as broadcasted so that they can tell it to the class.
- b. Ask the students to share and explain about their notes the next day. Ask for student feedback and give your comments.

4. Speaking

This is a speaking task focusing on the language function: **predicting**. There are two activities:

- A. Acting out the given conversation.
- B. Working in pairs based on the given conversation.

Objective

- a. Make predictions.

Materials

A table that makes different degrees of 'prediction', strips of paper (X5)

Certainty	Expressions
100%	●will definitely/certainly +v-inf
75%	●will probably vinf
50%	●perhaps ...will.... (may/ might/ could +v-inf)
25%	●probably won't +v-inf
0%	●definitely/certainly won't +v-inf

Follow these steps.

- a. Get two students to act out the conversation given in **activity A**.
- b. Ask the whole class to make guesses and underline the expressions for making predictions in the conversation. Have them guess the certainty of the expression.
- c. Present the given table and check their guesses in pairs/small groups.
- d. Help them with the concepts on the table.
- e. Write the expressions for prediction on the board.

Ramesh:.....

Ramila: ...**I think it will rain.** (an expression for prediction)

Ramesh:

Ramila:, **it's going to be a cloudy day.**(an expression for prediction)

- f. Present and help them with some more classroom examples. Ask students if they can suggest some examples.
- g. Write all the sentences given in **activity B** on different strips of paper. Fold them and put them in a box or bowl. Divide the class into five groups as there are five sets. Ask each group leader to pick up a strip. Get the groups to work on the given situation. Let a pair from each group perform. Make sure that they will use the intended structures of predicting.
- h. Repeat until you are confident that students can respond appropriately.

5. Listening

This is a listening task where the students listen to a weather update by Yugin, a news reader.

Objective

- a. Listen to a weather update and do the comprehension tasks.

Materials

Recorded material (mp3) and audio player, transcript of recorded material

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask the students to look at the picture and answer the questions. Ask a student to describe the picture to the class. (Elicit: The woman is a news reader. She is forecasting the weather. Tell them that we watch or listen to weather forecasts on TV, radio or YouTube. Rain is measured in **millimetres per hour.**)
- b. Welcome the possible answers from the students.
- c. Instruct them clearly on how and what they are supposed to do.
- d. Tell them to go through the table given in **B**. Give them 2/3 minutes to read it. Make sure that they understand what they need to do.
- e. Play the audio and tell them to tick the correct answer. Remind them there is a transcript available.
- f. Go around the class and check whether all the students have filled in the correct answer.
- g. Play the audio again. This time, stop the audio when you hear the answers.
- h. Make sure that all the students have the correct answers.

Cities	Maximum (Celsius)	Minimum (Celsius)	Rainfall (Millimetre)
Biratnagar	32	19	No rainfall
Janakpur	34	23	No rainfall
Kathmandu	26	13	25
Pokhara	27	12	20
Butwal	33	21	No rainfall
Birendranagar	25	13	10

- i. For the activity mentioned in **C**, ask students to listen to a weather report and note down the places that mark the maximum temperature and minimum temperature on that day. The teacher could help them read out the given table filled in **activity B**.

6. Grammar

This is a grammar task. It's about making predictions.

Objective

- a. Make predictions correctly using modals: ‘will’ and ‘be going to’ and learn the use of the present continuous.

Material

A table showing the uses of ‘will’, ‘be going to’ and the present continuous tense.

Follow these steps.

- a. Print large images of the picture in the text.
 b. Show the pictures to students and ask them to make differences in the uses of ‘will’ and ‘be going to’. Describe the pictures to the class.
 c. Ask them the use of the present continuous tense for the future. Work in pairs to discuss.
 d. Ask them to study the examples given in **activity B** and present the table and explain the uses of ‘will’, ‘be going to’ and the present continuous tense.

Will	Be going to
Predictions based on personal experiences - I think I will come late.	Predictions based on present evidence - Look! She is going to fall.
Expresses a future fact - I will earn a lot of money.	Describes something that is about to happen. - Watch out! The thieves are going to enter the building.
Expresses future actions decided at the moment of speaking. - I will watch TV now.	Describes future plans decided before the moment of speaking. - I am going to buy my book next week.
Present continuous is used for the actions that have already been arranged. - I am visiting a new place tomorrow. (I have booked a ticket and packed my luggage as per our arrangements.)	

- e. Ask them to read the questions given in the **activity C** and choose the correct option to complete the sentences.

<p>Answers</p> <p>a. i. b. ii. c. ii. d. ii. e. i. f. ii. g. i. h. i.</p>

7. Writing

This is a writing task. The students need to write a paragraph about the changes that will occur in their school next year and what they will do after their final exam.

Objective

- a. Write a paragraph about the changes that will happen in their school using ‘will’ and ‘be going to’.

Follow these steps.

- a. Divide the class into four groups and ask them to nominate group leaders.
 b. Ask them to collect ideas on activity A and activity B. (They could produce a mind map.)
 c. Ask the leaders to read out their work.

- d. Present the following clues if necessary.
e. Explain the uses of 'will', 'be going to' and the present continuous tense if necessary.

Clues (For A):

- Well-organised library
- Clean surroundings
- Greenery
- Well-equipped computer lab
- Well-equipped science lab
- Auditorium hall
- Well-furnished classrooms

Clues (For B):

- Take computer classes
- Join music classes
- Learn to cook
- Gardening
-

- f. Set this writing task as their homework. Check their answers the next day. Provide feedback.

8. Project work

This is project work where students collect pictures and prepare a scrapbook which they will present in the class.

Objective

- a. Talk about pollution (where they practise prediction-expressions again).

Materials

Picture of a scrapbook or a real one

Follow these steps.

- a. Ask them about the picture of a scrapbook (or a real scrapbook) and ask what it is and what it is used for. Elicit that it is a scrapbook. Tell them that a scrapbook is a book of blank pages for sticking cuttings, drawings, or pictures in).
- b. Divide the students in groups of four and ask them to prepare a scrapbook according to the question in the textbook. Encourage them to be creative.
- c. Let them present their work in the class.
- d. Collect suggestions from all.

9. Extra bit: Kinds of sentences

This is an extra information section for self-study. The students study the types and functions of different kinds of sentences and their examples. Ask them to form 5 more sentences each for the given four types. Assist the needy ones.

Unit 8

Unit introduction

This is the eighth of eighteen units in the grade six textbook. It consists of nine tasks. The table below provides brief information about the topics and their related activities. Following this, a range of detailed activities are suggested for teachers to follow while facilitating their students' learning.

S. N.	Topics	Activities
1	Getting started	Stating the differences based on the pictures Listen and sing (past memories) Recalling a memorable event of your life
2	Reading I (Gairigaun: Then and Now)	Picture description Vocabulary matching True/False Short answer questions
3	Speaking (describing past habits)	Pointing out 'used to' in the reading text Acting out the conversation and answering the questions based on the conversation Responding to the given situation using 'used to'
4	Listening (description)	Looking at the pictures and answering the questions Ticking the correct answer True/False Discussion with friends about the changes that occurred at their school since their childhood i.e. grade 1
5	Grammar Used to : Past simple	Studying example sentences Choosing the correct word (used to or didn't use to) Choosing the correct word/phrase from the alternatives given (use to, used to or didn't use to) Sentence completion with 'used to' or 'didn't use to'
6	Reading II (Anne Frank: A Short Life)	Picture description Table completion (Year and events based on the text) Formation of questions based on dates Short-answer questions Preparing a timeline of their life Listing out all the past forms of verbs from the text and using them in sentences of their own
7	Writing (An account of past habits in a paragraph)	Recalling past habits and writing a paragraph using 'used to' and 'didn't use to' Observation of the pictures and writing about the differences
8	Project work	Collecting pictures of their locality that shows the present scenario and the past Writing a paragraph comparing the changes that have occurred
9	Extra bit	Alphabetical order
Total time for the unit		10 hours

1. Getting started

This is the first task of the lesson. There are three sub-tasks from A to C. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one for each picture, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Talk about the differences from both sets of pictures.
- b. Sing a song about past memories.

A. Study these two sets of pictures and state the differences.

The following steps can be used as guidelines in dealing with this task. Teachers can also use their own activities.

- a. Ask each student to have a close and careful look at the pictures. Ask some of the students to describe the pictures to the class.
- b. Pair up the students and ask them to talk about the differences. Help him/her speak in English. Ask a variety of questions to enable him/her to state the differences.

- i. What do you see in the first picture?
- ii. What is the similarity in the first and the second picture?
- iii. What do you see in the second picture?
- iv. What might have happened? What is the difference between 1st and 2nd picture?
- v. What do you see in the third and fourth picture?
- vi. What changes have you noticed in the last picture?

- c. Ask them to point out as many differences as possible. Ask them how many differences they have found in the picture. Listen to what difference they have indicated.

B. Listen and sing.

The teacher could follow these steps.

- a. Ask the students whether they love singing English songs. Ask if anyone can sing any English songs. Listen to some of them.
- b. Explain that you are going to sing the given song. Select a tune beforehand. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and students sing the song together.
- c. Focus on their accuracy in pronunciation and the rhyming words.

C. Recall a memorable event in your life and tell your story in the class.

- a. Ask the students if they have any memorable events in their life (the happiest moment, the most disappointing one, the most frightening one or the most exciting one).
- b. Divide the students into groups of three/four. Carefully select the groups based on student need.
- c. Encourage them to speak about it asking: When did it happen? What had happened?
- d. Invite some of the students to the front of the class and ask them to share their memorable event with the whole class.
- e. Help them while they speak as they may need support to help them use the language correctly.

2. Reading I (Gairigaun: Then and Now')

This is the first reading text. It is a narrative on 'Gairigaun: Then and Now'.

Objectives

- a. Learn the words: attract, peaceful, recreation, melodious, property, *Chautaro*.
- b. Read the text and do the comprehension tasks.

Materials

Picture of *Bar Pipal Chautaro* (enlarged), flashcards (for words).

Follow these steps.

Pre-reading activities

- a. Discuss the pre-reading questions given.
 - i. Who do you think the people are in the first picture? Ask a student to describe the picture to the class (make sure they don't try to answer the question when they describe it).
 - ii. What might they be talking about?
- b. Show a picture of *Bar-Pipal Chautaro* and describe it. Ask them if they have ever seen similar trees with people sitting around them and/or heard anything about it from their elders before.
- c. Listen to the students' responses and then discuss any additional things that were common in the past. What else held a great significance in the life of people in the past but is new to the present generation. Things like: *Dhungedhara*, *Kuwa* (well), *Dhiki Janto* and other things which were used in their community in the past.

While-reading activities

- a. Nominate a few students to read different paragraphs in turn while other students listen and underline unfamiliar words.
- b. Collect the underlined words on the board. Ask a student to write them.

- c. Teach the words. Use a variety of techniques to introduce the meaning, pronunciation and use. Use a language supportive approach as far as possible. (Do not miss the words: attracted, peaceful, recreation, melodious, property, *Chautaro*)
- d. Read the text at a normal speed explaining the details slowly.
- e. Ask the students to read **task A**. Make sure that they understand the task by asking ICQs. Ask them to read the text again and match the words with their respective meanings in the book with a pencil.
- f. Check their words by moving around the class and observing and questioning their answers. Ask them to copy their answers into their exercise books in neat and clean handwriting.

Answers

Column A

- a. *Chautaro*
- b. melodious
- c. public
- d. property

Column B

- iii. a rest stop along foot trails
- iv. sweet and pleasant tune
- ii. of all, not of an individual
- i. belongings

- g. Pair up the students and ask them to do **task B**. Ask them to read the statements and write whether they are true or false. Ask them to read the text again if they need to.
- h. After they complete the task, have them exchange their exercise books with other pairs to get it checked. Check the work of every pair and give feedback where appropriate. Alternatively, you can read the statements and ask the students to hold up their true/false A4 notice sheets so you can monitor individual answers.

Answers

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

- i. Ask the students to read the text for the last time to do **task C**. Make them go through the questions and find the answers to them from the text. Move around the class; make sure everyone is engaged in doing the task. Help those requiring support in class. Using the pose, pause and pounce questioning technique, ask questions to test individual students' responses.
- j. Check their work individually, help them do corrections and give essential feedback.

Answers

- a. in *Gairigaun*
- b. for rest and recreation/to take rest
- c. Children
- d. No, it has been destroyed./No, it doesn't exist in the village.

Post-reading activities

- a. Ask the students if they have heard similar narratives about the changes in course of time. This can be any changes to anything they have heard of from their family members, friends or elderly people.
- b. Ask them to share their stories in the class.

3. Speaking

This is a speaking task focusing on the language function: describing past habits. There are three activities.

- a. Underlining all the sentences with 'used to' in the reading text and explaining what it meant
- b. Acting out the given conversation
- c. Speaking in the given situation using 'used to'

Objective

- a. Use 'used to' in describing past habits.

Materials

Sentence cards; the sentences with 'used to'

Follow these steps.

A. Underline all the sentences with 'used to' in the text, '*Gairigaun: Then and Now*'. What do they mean?

- a. Ask the students to scan the reading text and underline the sentences with 'used to'.

- b. Make everyone do the task by themselves. Go around the class and ensure that they are doing the activity correctly.
- c. Show sentence cards with 'used to sentences' from the text and ask them to read it loudly. (You can point some students to read them.)
- d. Ask them to guess what these sentences are used for. Ask whether anyone can give any examples of how to use 'used to'. Then, tell them the use of 'used to' in describing the past habits.
- e. Ask them what those underlined sentences mean. (Point to the students randomly to answer this)
- f. Ask everyone to listen to each other's answer, ask students for comments and then, explain it in detail.

B. Act out the following conversation.

- a. Ask two students (a boy and a girl) to step in front of the class with their books.
- b. Ask the pairs to act out the conversation given.
- c. Make sure that everyone listens to their conversation and identifies where 'used to' is used in the conversation
- d. Ask other students a few questions related to it to test whether they are listening and are comprehending.
 - i.e. a. Does Rina still play hide and seek?
 - b. Does Ronish still play Dandibiyo?

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

- a. Divide the class into different pairs based on the student's needs.
- b. Clarify the instructions and help them with an example.
- c. In turn, ask the pairs to step to the front and answer the questions as per the given situations.
- d. When everyone is done, ask the students for other examples and once again explain its use aided with a few more of your own examples. You could give sentences with incorrect usage of 'used to' to test their grasp.

Answers

- a. John used to like apples.
- b. You used to wear shorts.
- c. Nasib used to like tea.
- d. My brother used to throw things away.
- e. I used to live in a flat.
- f. I used to play football when I was at school.
- g. She used to speak French.

4. Listening

This is a listening task in which the students listen to a description of a village, then and now; how it was in the past and how it is at present. The audio is available at the CDC library website which can easily be downloaded and played in the classroom.

Objective

- a. Listen to the description and do the comprehension tasks.

Materials

Recorded material (MP3) and audio-player, transcript of the recorded material

Follow these steps.

A. Look at the pictures and answer these questions:

- a. Ask the students to look at the pictures, describe them if necessary and answer the questions given. Select a student/s or ask them randomly, or ask them to speak voluntarily.
 - i. Where do you live? Is it a village or a town?
 - ii. Which do you like most?: Village or town? Why?
 - iii. What can we do to minimise pollution?
- b. Encourage them to speak in detail without hesitation. Ignore their mistakes while speaking but correct them later.

B. Listen to the recording and tick the correct answer.

- a. Tell them that they are going to listen to the description of a village and about how it was in the past and how it is at the present time.
- b. Tell them to go through the questions given in **B**. Give them 2/3 minutes time to read the questions. Make sure that they understand the questions by asking ICQs.
- c. Play the audio and ask them to tick the correct answer.
- d. Go around the class and check whether all the students have ticked the answers correctly or not.
- e. Play the audio once again. This time, stop the audio when you hear the answers.
- f. Check that all the students have correct answers.

Answers

- a. i. thatched b. iii. stretcher c. iii. van

C. Listen to the recording and write True or False.

- a. Tell them to go through the statements given in **C**. Make sure that they understand the statements.
- b. Play the audio and tell them to write True or False to the statements given based on the audio.
- c. Go around the class and check whether all the students have done the task.
- d. Play the audio again. This time, stop the audio when you hear the answers.
- e. Tell the students to exchange their answers with their bench partners and compare them.

Answers

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

D. What differences have you observed in your school from the time you were in grade 1 and now? What changes have occurred? Discuss with your friends.

This is a post-listening activity. As described in the audio text, tell the students to discuss with their friends about the changes that have occurred in their school since their time in grade 1 to the present date. Ask them to draw a mind map with several examples and share in small groups in class.

5. Grammar

This is a grammar task. It is about the use of 'used to'.

Objective

- a. Use 'used to' and 'didn't use to' correctly.

Follow these steps.

A. Study these sentences.

- a. Ask the students to read the sentences given silently.
- b. Ask them to focus on the highlighted words.
- c. Ask the students if anyone can explain the use of **used to** and **didn't use to**.
- d. Write some sentences similar to those examples on board and explain the use and significance of 'used to' and 'didn't use to' in describing past habits.

B. Choose the correct words to complete each sentence.

- a. This is a practice exercise where students are expected to choose the correct alternative between the two i. e. used to and didn't use to as per the given sentence.
- b. Assign this task as pair work where the students discuss with each other and come up with the correct answer.
- c. While forming the pairs, put students with different abilities together.
- d. Ask them to exchange their work with other pairs and get it checked.
- e. Move around and see whether every pair is engaged or not and at the end give feedback to the whole class.

Answers

- a. used to
b. didn't use to
c. used to
d. didn't use to
e. didn't use to
f. used to

C. Choose the correct words to complete each sentence.

- a. This is the second practice exercise.

- b. Ask the students to go through the sentences first. Make them do it individually. Move around the class and help if appropriate.
- c. Ask students questions to double check their knowledge.
- d. Collect their tasks and check them. Provide individual feedback.

Answers

- a. ii. use to
- b. iii. didn't use to
- c. ii. use to
- d. i. used to
- e. iii. didn't use to
- f. ii. use to

D. Complete these sentences with used to or didn't use to.

- a. This is the third practice exercise.
- b. Students are expected to write 'used to' or 'didn't use to' in the suitable blank spaces.
- c. Ask the students to read the sentences and decide which one is suitable.
- d. Set a time of seven minutes for doing this exercise, whoever finishes the first will be the winner.
- e. Ask them to do it individually. Move around and check their work.
- f. Reward the students with all correct answers with a gift, words of praise or even by simply clapping which would be motivating. Celebrate everyone's completion of this section.

Answers

- a. didn't use to
- b. used to
- c. used to
- d. didn't use to
- e. didn't use to
- f. used to
- g. didn't use to

6. Reading II

This is the second reading text. It is about Anne Frank. Anne was a Jewish girl who wrote a diary of her family hiding in a secret annex for two years during the German war time occupation of the Netherlands. The world came to know about her and her family through the diary she wrote which was published after their death.

Objectives

- a. Learn the words: blame, occupy, diary, hiding, receive, scatter.
- b. Read the text and do the comprehension tasks.

Materials

Pictures of Anne Frank and Hitler. These can be enlarged or displayed on slides.

Follow these steps.

Pre-reading activities

- a. Show the picture of Anne Frank in the book or an enlarged or coloured photo of her in class and ask the students whether they recognise her and know anything about her. Ask them: Who is she? What is she popular for?
- b. Give a brief introduction about her as a warm up activity which helps to make them more curious to learn about her.
- c. Tell them they are going to read about her significant life events.
- d. Write the highlighted words on the board: blame, occupy, diary, hiding, receive, scatter.
- e. Ask them to guess the meaning and also find the meaning from the glossary at the end of the book or from a dictionary.
- f. Follow MFP or MPF model to teach the words.

While-reading activities

- a. Ask a student to read the first paragraph (1929) aloud in the class.
- b. Make others point to it and listen attentively.

- c. Then, again ask another student to read the second paragraph (1933). Ask others to underline the difficult words. Collect the words on the board. Explain the meaning and details of that paragraph.
- d. After that, ask them to fill the table in page 80, **exercise A**. Ask them to fill in the significant event that took place in the year 1933 in brief.
- e. After they write the answer, ask another one to read the third paragraph. In the similar way, explain the words and the paragraph and make them fill the table immediately that deals with that year.
- f. For each one, ask students to read the paragraphs and then ask them to explain it and fill in the table. The teacher can also do a model reading in some parts and explain different sections.
- g. After completing exercise, A, i.e. the table is complete, ask them to discuss their answers in pairs, then move around the class and check their work. Give feedback if required.

Answers	
Year	The events
1929	Anne Frank was born.
1933	Adolf Hitler came to power in Germany. The Frank family moved to Amsterdam.
1934	Anne learnt Dutch, enjoyed school.
1939	Hitler's army invaded Poland.
1940	Germans occupied the Netherlands.
1941	Anne and other Jewish children were stopped from going to school with other children.
1944	The Frank family were arrested.

- h. Read the instruction given in **exercise B**. Write some questions on the board and show the structure and formation of each question with the concept of Auxiliary verbs and their uses in formation of questions.
- i. Ask them to read the text again or go through the table that they have filled in. Then, using the initial guiding 'question word', create a suitable question based on the years and events in Anne's life.
- j. Assign this as pair work so that they can discuss it with their partners and complete the task.
- k. Ask them to exchange their work and peer assess each other's.
- l. The teacher can do final checking and provide feedback.

Answers
1928: When was Anne Frank born?
1933: Why did the Frank family move to Amsterdam in the Netherlands?
1939: What happened in Poland?
1944: Who arrested the Frank family and the others living in the Secret Annex?

- m. Ask the students to get ready for short-answer questions (**exercise C**).
- n. Make them read the questions and find the answers from the text.
- o. Since only three questions are there, set it as a game.
- p. Check their answers through oral conversation. Correct any of their mistakes. Discuss the answers after you make sure that everyone has done their work in their exercise book.
- q. Reward the students who finished first with an interesting answer.

Answers
a. couldn't own a business, take a tram, bus or car; buy sugar or walk on the same street as other people.
b. thirteen years old.
c. 'The Secret Annex'; a part of Mr. Frank's office.

Post-reading activities

- a. Talk about timelines; give the concept of it using the board. Give your personal information as an example (Please don't use information that is too personal).

- b. For **D**, ask them to draw the timeline as shown in the book and write the years and events of their life on either side. Make them list the years with some remarkable events and write what happened.
- c. Have them explain to a partner.
- d. Check their work individually and provide necessary feedback. You can also ask some students to read out the events to the class that happened or took place in their life.
- e. For **E**, using the same timeline, ask the students to write all past forms of verbs from the text and ask them to use the verbs to write about themselves.

7. Writing

It is a writing exercise which focuses on the use of 'used to' and 'didn't use to' in describing past habits.

Objectives

- a. Write an account of their past habits using 'used to' and 'didn't use to'.
- b. Write a descriptive paragraph based on the pictures pointing out the differences.

Follow these steps.

A. With the help of your parents, recall some of your past habits. Write what you used to and what you didn't use to do.

- a. Ask the students to share some of their childhood memories and past habits.
- b. The teacher can also share their past habits in order to encourage them to speak in a similar way to model.
- c. Ask some of the students to share their interesting memories and past habits in turn.
- d. Ask them to talk to their parents about their past habits in detail and write a paragraph or two describing them. Remind them to use 'used to' and 'didn't use to' in writing about each habit.
- e. Assign them this task as homework and make them share their work in class.
- f. Ask some of the students to read their paragraph in class for everyone to listen to. Ask students to give feedback.
- g. Check the work of every single student and give remarks.

Sample answer

My past habits

When I was young, my mum used to do all my work. She used to feed and wash me. I used to depend completely on her. I used to listen to the stories from my granny and used to imagine the things from those stories. I didn't use to play computer games or video games but used to play with my mates. I used to spend the whole day playing with my friends. I didn't use to go to school by bus, rather I used to go to school on foot with my siblings. I didn't use to read bulky books.....

B. Observe the pictures and write the differences you find. Use the given clues.

- a. Tell the students to have a closer and careful look at the pair of pictures given. Ask a student to describe the pictures to the whole class. Ask them to observe every single detail without giving the answer.
- b. Ask whether the students know the meaning of any of the words in the box. Explain the meaning of the words given in the box.
- c. Ask them to write short sentences comparing both the pictures.
- d. Make them develop a short paragraph about the differences they find in the picture.
- e. Check their work and give feedback if it is needed.

Sample writing

The pair of pictures shows the changes in a place over a period of time. Both the pictures are of the same place. The first one is of the past and the second one is of the present. In the first picture, there is greenery; nature is at its fullest. The snow-clad mountains, green hills, clean water in the river, green forest and low population speaks of the past when the environment was clean and fresh but the second one reflects the present scenario. The tall buildings, crowded city with dense population and pollution speaks of the change over time. The difference is clearly visible.

8. Project work

This is the most exciting part of the unit that students enjoy doing. It provides practical experiences.

Objectives

- a. Collect and compare the pictures of their locality in the past and at present.
- b. Write a couple of paragraphs about the changes and present it to the class.

The following activities can be done for this.

- a. Divide the class into five groups (maximum of 4 per group). Put students with different abilities in each group.
- b. Choose a leader in each group and make him/her responsible for the management and work division within their group.
- c. Act as a facilitator.
- d. Ask the students to collect the pictures reflecting their locality at present and also ask them to consult their parents or other elders of the locality to get access to the pictures of the past in their locality.
- e. Make them collect all those pictures in a group and compare them, then discuss them in the group looking at the differences and changes. They need to choose one location.
- f. Write a couple of paragraphs about the changes using 'used to' and 'didn't use to'.
- g. When they prepare a draft, ask them to make a display on chart paper along with the pictures and the paragraph beneath them.
- h. Ask the leader or the interested students to present their task in turn in front of the class.
- i. Make a fair judgment and reward the best presentation and hardworking team.
- j. Display all project work in class or on the notice board.

9. Extra bit: Alphabetical order

This is an extra information section for self-study. The students study the rules and examples of alphabetical order by themselves; however, the teachers can help them if required.

Unit 9

Unit introduction

This is the ninth unit in the grade six textbook. There are nine tasks in this unit. The first is 'Getting started' and the last is 'Extra bit'. Teachers could follow the activities below to facilitate their students' learning and/or design their own activities. The table below is a short overview of the whole unit.

S. N.	Topics	Activities
1	Getting started	Comparing the pairs of pictures (differences between the first and the second picture) Listen and sing (making comparison) Talking to friends about the subject that is easy or difficult for them
2	Reading I Descriptive text (Rara Lake)	Pre-reading questions discussion Matching (words with their meanings) True/False Short answer questions Sharing experiences about any lake they have ever visited
3	Speaking [degrees of adjective (positive, comparative and superlative)]	Comparing pictures based on the clues given below the picture Studying the list with the degrees of adjectives Fill in the blanks
4	Listening (telephone conversation between the client and the receptionist of a hotel)	Answering questions based on the picture Multiple choice questions Talking about meals and a breakfast they like to eat
5	Grammar (comparative and superlative)	Studying the sentences of comparison Write the comparative and superlative forms of the given adjectives Sentence completion with suitable forms of adjectives given in the brackets
6	Writing	Describing the picture using appropriate forms of adjectives Writing a description how your classroom is different from others
7	Reading II (Food Menu)	Question discussion Fill in the blanks Expressing/writing why you choose Thakali Khana Preparing a menu
8	Project work	Preparing a simple brochure or a leaflet of Rara Lake
9	Extra bit	Adjectives
Total time for the unit		10 hours

1. Getting started

This is the first task of this lesson. There are three subtasks from A to C. Follow the procedures given below to facilitate the learning activities. Prepare the pictures for activity A (two on each piece of A4, three in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Identify the differences between the pair of pictures and make comparisons.
- b. Sing the given song.

A. Compare these pairs of pictures.

The teacher could follow these steps.

- a. Ask students to look at the given pairs of pictures. Ask some of the students to describe the pictures in simple sentences. Tell them to observe as many differences they can find between the pictures.

- b. Ask them what an adjective is. With the students, do a mind map on the board. Write a range of adjectives linked to the first two pictures.
- c. Tell them that they have to think about different adjectives when comparing the pictures i.e. There are small houses in the first picture. The village is clean etc. Ask different students to describe the pictures to the class.
- d. Based on the first pair of pictures, ask different questions that will lead them to use adjectives, i.e. Is the village cleaner than the city? Are the houses in the village smaller or bigger? Which is more polluted, the city or the village? Do this first as a whole class group. Follow a similar procedure for other pairs of pictures.
- e. Ask them to sit in pairs and talk about the differences as they practise in the whole class group.
- f. Ask some of the groups to share their thoughts in class.

B. Listen and sing.

The teacher could follow these steps.

- a. Do you like singing? Ask what might be the tune for this song. Let some students try.
- b. Tell them that you are going to sing the song. Sing the given song. You can choose any tune you like. You can use the tune students have tried. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the song together.
- c. Focus on how the degrees of adjectives are used.

C. Which of the subjects you study is easier/more difficult for you? Talk to your friends.

- a. Ask the given question loudly to the whole class. Listen to their ideas. Ask why they feel these subjects are easier or more difficult for them.
- b. Ask the students about their opinions one by one.
- c. Ask students to check whether those sharing their opinions are starting to use appropriate degrees of adjectives. Ask for peer feedback.
- d. Observe them while they are speaking to make sure that they are using the appropriate degrees of adjectives.

2. Reading I

This is the first reading text of this unit. It is a descriptive text about “*Rara Lake*”.

Objectives

- a. Learn the words: altitude, amazing, mystery, crystal, magnificent, endangered, solitude and route.
- b. Read the text and do the comprehension tasks.

Materials

A picture of Rara lake (either enlarged or on a slide).

Follow these steps.

Pre-reading activities

- a. Show the picture of Rara lake, describe it and discuss the pre-reading questions given: What are some popular lakes in Nepal? Where is Rara lake located? Why do people go there? Elicit the information about these questions. Do this in pairs so they can discuss the answers.
- b. Tell them that they are going to read the description of Rara lake.

While-reading activities

- a. Read the text aloud at a normal speed to your students. By reading effortlessly and with expression, you are modeling for your students how a fluent reader sounds during reading. Ask the students to point to the lines with their fingers.
- b. Put the students in pairs. Ask the paired students to take turns reading aloud to each other. For this kind of reading, more fluent students can be paired with less fluent ones. The more fluent reader reads a paragraph, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The more fluent student helps with word recognition and provides feedback and encouragement to the less fluent partner.

- c. Introduce the words in red and any words that are new to students. Use a variety of strategies to introduce them. (Do not miss the words: altitude, amazing, mystery, crystal, magnificent, endangered, solitude and route)
- d. Ask the students to read task A. Make sure that they understand the task by asking ICQs. Ask them to read the text silently in order to match the words in column A with their meanings in column B. When they do it, ask the students the answers so that they can check whether they have matched correctly. Make corrections where clarification is needed.

Answers

- | | |
|----------------|----------------------------|
| a. mystery | i. difficult to understand |
| b. magnificent | ii. grand in appearance |
| c. endangered | iii. going to die out |
| d. solitude | iv. silence |

- e. Ask them to go through task B. Tell them that they are going to read the text again to write true and false. Assign this task as an individual activity. When they finish, check their answers. You can use a variety of ways for this. One way is to use the true/false A4 sign they have created.

Answers

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

- f. For task C, ask the students to read the questions in task C and tell them to find and underline the answers to these questions in the text. When they finish, ask some of the students to share their answers.
- g. Assign writing the answers to these questions as homework.
- h. Check their answers the next day and provide feedback.

Answers

- a. It is a colourful lake and the background of the lake keeps on changing time and again.
- b. Because the trekkers can go hiking on the surrounding hills around the lake and the flora and the fauna are attractive.
- c. Red panda, musk deer, Himalayan black bear, leopard and wild boar.
- d. Because it does not have any dirt and contamination, and is less crowded.
- e. By taking the flight to Talcha airport of Mugu from Nepalgunj, or through the Karnali highway by bus or jeep.

Post-reading activities

- a. For task D, ask: Have you ever visited any lake before?
- b. Give them some time to make a mind map about their visit. Ask them to share their experience.

3. Speaking

This is a speaking task focusing on the language function: comparing things using the degrees of adjectives (positive, comparative and superlative). There are three activities:

- A. Look at the pictures and words under them. What do they mean?
- B. Study these words (degrees of adjectives).
- C. Work in pairs. Insert a comparative or superlative into the questions below. When finished, ask and answer the questions.

Objectives

- a. Compare things using degrees of adjectives.
- b. Complete the sentences using appropriate degrees of adjectives.

Follow these steps.

- a. For task A, tell the students to look at the pictures and words under them. Then, ask them what they mean.
- b. Help them to compare the things using comparative and superlative degrees.

- c. Give the example for the first three sets of pictures. For example, the second book is thinner than the first book and the third book is the thinnest one.
- d. Tell them to compare the other two sets of pictures like the first one.
- e. Now, tell the students to learn the degrees of adjectives (positive, comparative and superlative) of the words given in **task B**. Ask if they can think of any other examples.
- f. Divide the students into pairs and ask them to look at the questions given in **task C**. Each student is assigned A or B.
- g. Ask the pairs to insert comparative or superlative forms of adjectives into the given questions.
- h. After inserting an appropriate degree of adjectives, tell student A to ask the questions to student B and vice versa.

Answers of Student A

- | | | | |
|--------------|-------------------|-----------|----------------|
| a. the best | b. the scariest | c. faster | d. the hottest |
| e. the worst | f. more dangerous | | |

Answers of Student B

- | | | |
|-------------------------|-----------------------|--------------------------|
| a. the most interesting | b. worse | c. the most embarrassing |
| d. older or younger | e. the most important | f. the most disgusting |
| g. worse | | |

4. Listening

This is a listening task where the students will listen to a telephone conversation between the client and the receptionist of a hotel. In the audio, there is a client, Rahul. He is ordering the food from a hotel by calling the hotel receptionist.

Objective

- a. Listen to a conversation and do the comprehension tasks.

Materials

Recorded material (mp3) and audio player, transcript of the recorded material.

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask the students to look at the picture and guess the answers to the given questions. Ask a student to describe the pictures to the class.
- b. Elicit: it is a hotel, for eating and sleeping, receptionist taking orders from the client/customers.

B. Listen to the recording and tick the best answer.

- a. Tell them that they are going to listen to a telephone conversation between the client and the receptionist of a hotel.
- b. Tell them to go through the questions given in B. Tell them that they have to listen to the audio and tick the correct answers. Issue the transcript to any students requiring it.
- c. Play the audio and ask them to tick the correct answers.
- d. Go around the class and check whether all the students have ticked the correct answers.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check that all the students have got the correct answers.

Answers

- | | |
|----------------------|--------------------|
| b. ii. Shanti Chowk | b. iii. 10 minutes |
| c. iii. three plates | d. ii. Rs. 560 |

C. Have you ever visited a hotel or a restaurant for a meal or breakfast? What do you like to eat there? Talk to your friends.

- a. This is a post-listening activity. It checks the students' experiences. Tell them to write about their experience and share it with their friends. They could do a drawing of their experience and use it to talk about.

5. Grammar

This is a grammar task. It's about degrees of adjective (positive, comparative and superlative).

Objective

- a. Use the appropriate degrees of adjectives.

Follow these steps.

A. Look at these pictures and read the sentences.

- a. Ask the students to look at the pictures and read the sentences. Describe the pictures.
- b. Ask them how the different degrees of adjectives are used.
- c. Ask them to think of other adjectives that might fit the pictures i.e. I am taller than you.
- B. Write the comparative and superlative forms of these adjectives.**
- a. Ask the students to look at the example, work in pairs and write the degrees of adjectives as shown in the example.
- b. Introduce the concept or rules of using regular adjectives (-er,-est) and irregular (more ... , most ...) adjectives.
[Regular Adjectives like: i. small, smaller, the smallest. ii. Clean, cleaner, the cleanest and Irregular Adjectives like: beautiful, more beautiful and the most beautiful]
- c. Make sure that they come up with the appropriate uses of adjectives.
- d. Check their answers and give feedback and suggestions.

small, smaller, smallest	big, bigger, biggest
tall, taller, tallest	heavy, heavier, heaviest
clean, cleaner, cleanest	happy, happier, happiest
loud, louder, loudest	large, larger, largest
noisy, noisier, noisiest	fast, faster, fastest
fat, fatter, fattest	thin, thinner, thinnest
great, greater, greatest	hot, hotter, hottest
cold, colder, coldest	close, closer, closest
beautiful, more beautiful, most beautiful	interesting, more interesting, most interesting
popular, more popular, most popular	difficult, more difficult, most difficult

- C. Complete the following sentences using the suitable forms of adjectives given in brackets.**
- a. This is a practice exercise where students are expected to complete the sentences with the correct forms of adjectives given in brackets.
- b. As ample inputs are already given, ask the whole class to say the answers orally. Correct when they are wrong. Tell them to write the answers individually.
- c. When they finish, tell them to exchange their answers with a partner and check each other's work.

Answers			
a. hot, hotter	b. clean	c. longest	d. largest
e. warmer	f. thin	g. longest	h. tallest

6. Writing

This is a writing task. It is based on a description of the picture using appropriate forms of adjectives given in the box. They can also describe their classroom using different forms of adjectives.

Objectives

- a. Use the appropriate form of adjectives while describing the picture.
- b. Describe their classroom using different forms of adjectives.

Follow these steps.

- A. Look at the following picture and describe it using appropriate forms of adjectives given in the box.**
- a. Ask the students to look at the picture and describe them using the adjectives given in the box in an appropriate way.
- b. Ask them to begin their paragraph as given in the exercise. Focus on the mango tree example.
- c. Encourage them to describe the picture in an appropriate way.
- d. Check their work and give them feedback.
- B. Write a description about how your classroom is different from others. Use comparative adjectives.**
- a. Ask them to write a description about how their classroom is different from others using comparative adjectives. Ask them to choose a classroom to compare with.
- b. Remind them to use the comparative forms of adjectives.
- c. Motivate them so that they develop interest in writing.
- d. Provide feedback if necessary.

7. Reading II

This is the second reading text. It is about a food menu.

Objectives

- Read the given food menu and answer the questions based on it.
- Prepare a menu for a restaurant or a hotel.

Materials

Food menu of any hotel

Follow these steps.

Pre-reading activities

- Discuss the pre-reading questions given: What do the following tables show? Have you ever seen anything like this before? Where? (Elicit: food items and price, in most hotels and restaurants)
- Show the menu that you have brought or collected and ask about the items and price. Elicit that such items are menus and they can be found in hotels or restaurants. They give us information about food and their prices.

While-reading activities

- Tell them to read the given food menu very carefully.
- Ask them to compare the food items and price of Besisahar Chamena Griha, Lamjung and Deurali Restaurant, Lamjung.
- Task A.** Ask them to fill in the blanks with correct information from the table.
- Check their answers.

Answers			
a. 20	b. French Fries	c. Cold drinks	d. Rs. 5

- Ask the students to compare the price of Thakali Khana in both Besisahar Chamena Griha and Deurali Restaurant.
- After that, ask them to answer the question given in **B** on their own.
- Encourage them to express their views.
- Check answers as a class.

Post-reading activities

- Divide the students into groups (groups of four).
- Tell the students to prepare a menu for a restaurant, a hotel similar to the one in their book or like their own example. Set this as an extended group task that they can do at home or in free periods. Tell them to be creative because a good menu can attract customers.
- Tell the students to display the menus the groups have prepared on the wall at different places. Ask the students to move around the display and preview each other's work. Ask them to vote.
- Award the group who developed the best menu.

8. Project work

This is project work where students prepare a simple brochure or a leaflet of Rara Lake. Work with the students to explore different ideas of how they could do this. Give clear information about how this task will be assessed. Negotiate the time they have to complete the task.

9. Extra bit: Adjectives

This is an extra information section for self-study or when working in a study group. The students study different forms of adjectives and their proper uses. The teachers can help them if required.

Unit 10

Unit introduction

This is the tenth of eighteen units in the grade six textbook. The table below gives an overview of the whole unit. There are nine tasks in this unit. Teachers could follow the activities below to facilitate their students' learning and/or design their own activities.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say what they are about) Listen and sing. Imagine visiting a library and talking about the rules you would find there
2	Reading I Brochure (Rules and Safety Guidelines at Central Zoo)	Discussion on pre-reading questions Vocabulary (synonyms/antonyms) True/False Collecting information and writing a paragraph Explaining why they like a particular rule in the zoo
3	Speaking (expressing obligations and prohibitions)	Acting out the conversation Pair work, talking in the given situations using the given structures
4	Listening (conversation between two students expressing obligations and advice)	Question discussion based on the picture Multiple choice questions Short answer questions Saying what they do when they like to learn something
5	Grammar (should, have to, allowed to, must)	Studying example pictures and sentences for later use) Making sentences from the table sentence completion Studying the use of 'and', 'but', 'because' Sentence completion with 'and', 'but', 'because'
6	Reading II (Rules at museum)	Question discussion Crossword puzzle Short question answer Table completion
7	Writing	A set of classroom rules and regulations
8	Project work	Preparing a list of school rules and regulations on chart paper
9	Extra bit	Use of 'have to', 'must', 'should'
Total time for the unit		9 hours

1. Getting started

This is the first task of the lesson. There are three subtasks from A to C. Follow the procedures given below to facilitate the activities. Prepare the pictures for Activity A (one piece of A4 for each picture, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Say what the pictures are about.
- b. Sing a song about obligations.

Materials

Large pictures or prepared slides

A. Look at the pictures and say what they are about.

The teacher could follow the steps below.

- a. Show the students the given pictures one by one and ask who they think are in the pictures. Ask different students to describe the pictures to the class. If the students can't give the answers, give

them clues to encourage them to find the correct answers. (The first picture: zoo, hitting/teasing animals; the second picture: park, no photographs; the third picture: parents/respect/dhog; the fourth picture: road, zebra crossing, crossing road along zebra crossing, not to cross the road elsewhere)

- b. Indicate the particular picture and ask these questions: Are you allowed to hit an animal in the zoo? Are you allowed to blow your car horn near the zoo? What things are you allowed to do in the zoo? What are the things you are not allowed to do in the zoo? Are you allowed to take photographs in the park? Do you respect your parents? Where should we cross the road? First, ask the whole group, wait for the response, point to a particular student, listen to the answer and give feedback. Check that they all have the correct answers.

B. Listen and sing.

The teacher could follow these steps.

- a. Ask: Are you ready to sing an English song?
- b. Sing the song given. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the song together.
- c. Focus on the rhyming words: right-night, untaught-caught, wrong-song and blow-go

C. Imagine you are visiting a library. You have to follow various rules there. Can you think of some rules at a library? Talk to your friends.

- a. Tell them to imagine that they are visiting a library. Ask: What is a library used for? Elicit: research, reading quietly, borrowing books.
- b. Ask: What rules do you follow in the library? Can you think of some of them? Give them one example: Do not disturb others. Then take their opinions about other rules at a library. Write the list on the board. Ask each of the students to vote for their top 5 rules.
- c. Provide support where needed.

2. Reading I

This is the first reading text. It is a brochure of Rules and Safety Guidelines at the Central Zoo.

Objectives

- a. Learn the words: oblige, product, premises, prohibit and responsibility.
- b. Read the text and do the comprehension texts.

Materials

Strips of paper with the rules given in the text

Follow these steps.

Pre-reading activities

- a. Discuss the pre-reading questions given: Have you ever been to a zoo? What can you do there? Ask about the rules and regulations they know.
- b. Show the pictures given, describe them and ask the questions like: What place is it? Where is it? What animals can you see in the picture? What are other things you can see in the picture?
- c. Ask the students to preview the vocabulary in red. Introduce them to students in a suitable way.

While-reading activities

- a. Read the brochure for the first time at a normal speed and ask the students to point to the lines with their fingers.
- b. Distribute the strips of the rules to students. There are 10 rules in the text and give these 10 strips to 10 students. Then, tell them that the student with a strip will read the rules (strips) they have in order. The beginning and the last part which are not the rules are to be read by the teacher.
- c. Read the initial part by yourself first. Then other students with strips will read the rules in the order. The students without strips will point to the lines with their fingers. This encourages students to be attentive and provides reading practice to students.
- d. Ask the students to read **task A**. Make sure that they understand what synonyms and antonyms are. Give them a few examples of each. Then, ask them to read the text and find synonyms or antonyms of words as indicated in the brackets.

Answers

a. noise

b. punishable

c. litter

d. prohibited

e. Show them **task B**. Tell them to write true or false. Have them discuss their answers in pairs.

Answers
a. True b. false c. false d. false e. true f. false

f. While they do the task, move around the class and help them if required.

g. Using their A4 true/false signs (in pairs), read through the questions and have students hold up their answers

Post-reading activities

a. Show them **task C**. Tell the students to collect the information from different sources about Central Zoo. You can help them if needed. The other sources can be books, articles, websites or something that can be retrieved from the internet.

b. Ask them to list the information first, then ask them to write a paragraph with the collected information.

Sample answer
The late Rana Prime Minister Juddha Samsher established a private Zoo in Jawalakhel in 1932. The government of Nepal became the owner of the zoo only after the political change of 1950. The zoo, having an area of about 6 hectares, contains around 942 individual mammals, fish, birds, and reptiles of around 127 species. It is also one of the famous recreational centres for visitors. Besides, it is known as a historical cultural site for diverse groups of people.

(Note: One paragraph could focus on access for people with any form of disability and what the zoo has done to help. Another paragraph could focus on the types and numbers of animals.)

c. Tell the students to look at **task D** and ask which rules of the zoo they like most. Ask them to explain with reasons.

Sample answer
There are many rules of the zoo and among them I like the rule - Plastic or plastic products are not allowed in the zoo premises. If plastic or plastic products are allowed, visitors may throw them away and litter the zoo. That may pollute the environment of the zoo. Apart from this, the animals, birds or reptiles may consume the pieces of plastic or plastic products which can affect their health.

3. Speaking

This is a speaking task focusing on expressing obligations and prohibitions. There are two activities:

- a. Read and act out the given conversation in pairs.
- b. Talk to each other using the given structures in the given situations.

Objective

- a. Express obligations and prohibitions

Materials

Role cards (written in large fonts)

Follow these steps.

A. Read and act out the conversation in pairs.

- a. Invite two students (a boy and a girl) to the front of the class. Give them the role cards (one to each) and ask them to read out the expressions. Alternatively, they can use the textbook for this. Other students will listen to it. You can also do it with one of the more interested students in the class.
- b. Get the students into pairs. Tell them to act out the conversation in their pairs.
- c. Ask students about their understanding of 'should', 'allowed to' and 'not allowed to'.
- d. Explain why and how 'should', 'allowed to' and 'not allowed to' are used .

B. Work in pairs. Talk to each other in the following situations (a to f) using the structures given below.

- a. Write the following structures on the board. Drill them with some example sentences.

Structures:
You should..... You shouldn't

You are allowed to You aren't allowed to

You can You can't.....

- b. Ask them to say as many sentences as they can. Explain why and how they are used.
- c. Ask them to sit in pairs. Tell them that they have to talk to each other in the given situations using the given structures. For this, have one conversation in front of the class and then with their pairs.
- d. Move around the class and monitor whether they are doing well.
- e. Give feedback.

4. Listening

This is a listening task where the students will listen to a conversation between two children who are talking about cycling and about the time of the next class.

Objective

- a. Listen to the audio and do the comprehension tasks.

Materials

Recorded material (mp3) and an audio player, transcript of the recorded material

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask the students to look at the picture and answer the questions. Ask a student to describe the picture to the class. (Elicit: he is cycling, yes, yes, it helps to reduce pollution.)

B. Listen to the recording and tick the correct answer.

- a. Tell them that they are going to listen to a conversation between two children who are talking about cycling and the time of the next class.
- b. Tell them to go through the questions given in B. Make sure that they understand the questions.
- c. Play the audio and tell them to tick the correct answers. Give the transcript to any student who needs it.
- d. Go around the class and check whether all the students have ticked the correct answers.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check that all the students have the correct answers.

Answers

a. Rehan b. 17th c. 7 am

C. Listen to the recording again and answer these questions.

- a. Tell them to go through the questions given in C so that they will be able to do the task when the audio is played.
- b. Play the audio and tell them to write their answers based on the audio. Go around the class and check whether all the students have completed the tasks.
- c. Play the audio again. They will check the answer this time. You can play the audio as many times as they need until they find the correct answers.

Answers a. last month b. guardian

D. What do you do when you like to learn something?

This is a post-listening activity. Ask them to draw a mind map first so that they can capture all of their ideas. Tell them to write what they do when they like to learn something. Then ask them to share what they do. Suggest that the 'mind map' they've just produced is one example of what they might do.

5. Grammar

This is a grammar task. It's about the use of 'should', 'have to', 'must', 'allowed to'.

Objective

- a. Use 'should', 'have to', 'must', 'allowed to' correctly.

Follow these steps.

A. Look at the pictures and read these sentences.

- a. Tell them to look at the pictures. Describe them to the class. Ask: What has happened in the first picture? What should we do in such a situation? Elicit their answers.
- b. Ask them to read sentences about the first picture. Ask if their answers match.
- c. Point to the second and third pictures one at a time and ask what is happening there. Then ask: What do you have to do in school? Are you allowed to go out of the school compound without permission?

- s. Make sure that the students read the answers underneath each picture. This way, they say the sentences with 'should', 'have to', 'must' and 'allowed to'.
- d. Explain the use of 'should', 'have to', 'must' and 'allowed to' with numerous examples.

You are ill. You should take a rest. You have to go to a hospital.
 You must have a valid ID card.
 You must not park outside the entrance.
 You must not make noise after 9 o'clock.
 You are not allowed to park in the 'No Parking' area.
 You should brush your teeth twice a day.
 You shouldn't make noise in class.

B. Make as many sentences as possible from the table.

- a. This is a practice exercise where students are expected to make as many sentences as possible from the table.
- b. Tell them to make as many meaningful sentences as possible.
- c. When they finish, tell them to exchange their answers with a partner and check each other's work.

Answers
 We should throw the waste materials in the dustbin.
 We shouldn't make noise in class.
 You have to play carefully on the ground.
 You have to do all the classwork in time.
 They are not allowed to fight with each other.
 They mustn't write on the wall.
 You are allowed to go to the washroom with the teacher's permission.
 You must eat a balanced diet.
 You aren't allowed to write on the wall.
 We aren't allowed to play in the classroom.
 These are the basic sentences; students can form other sentences from the table as well.

C. Choose the correct form, have to, don't have to, mustn't, to complete the sentences below.

- a. Tell the students to complete the sentences with the given correct forms.

Answers
 a. don't have to b. mustn't c. have to d. have to e. mustn't f. have to
 g. mustn't h. don't have to i. mustn't j. don't have to k. mustn't l. mustn't

- b. Ask them to swap their answers and provide feedback.

D. Look at the following sentences and see how 'and', 'but' and 'because' are used.

- a. Ask the students to read the sentences. Ask them to see the words in red and ask why they think they are coloured red. Elicit that their use is introduced here.
- b. Ask them if they can say some sentences using 'and', 'but' and 'because'. The students probably can say a number of sentences. Write them in three columns on board and clarify the use of these words. If they can't, you may have to explain the use of 'and', 'but' and 'because' with sufficient contextual sentences.

And: to join two words, phrases, clauses or prefixes together
 But: to express an action that is in contrast with another action at the same time.
 Because: to link the parts of the sentences

E. Choose the correct word from the brackets to complete the sentences.

Ask the students to complete the sentences with the correct word. Help them understand the use with these sentences as well.

Answers
 a. because b. and c. but d. because e. and

6. Reading II

This is the second reading text. It is about the rules at a museum.

Objectives

- a. Learn the words: museum, excited, rare, ruin, distance and maintain.

- b. Read the rules of a museum and answer the questions based on it.

Follow these steps.

Pre-reading activities

- a. Ask them to look at the given picture, describe it and ask: What do you think these children are doing? (Elicit: talking about rules) Should we follow rules in public places? Why? (Elicit: yes, to maintain a peaceful environment.) Ask if they can think of any rules that must be followed in public places.
- b. Tell them that they are going to read the rules at the museum.
- c. Write these words on the board: museum, excited, rare, ruin, distance and maintain. Tell them to find these words in the text.
- d. Tell them to look for the words and their meanings in a dictionary or in the glossary at the end of the book. Help them find the right meaning. Ask to make their own sentences using these words. Ask some of them to share. Provide feedback.

While reading activities

- a. Invite one of the more interested students in front of the class to act out the conversation with him/her. You and he/she will act out the conversation whereas others will listen and point out the lines with their fingers.
- b. Get the students into pairs and have them read for reading practice. Tell them to try and read as fast as they can. This will help develop reading fluency.
- c. Tell the students to look at activity A. Ask them to solve the puzzle in the same pair using the given clues.

Answers

1. rare 2. allow 3. holiday 4. distance 5. ancient 6. maintain 7. ruin 8. museum

- d. Ask them to read the text again and answer the given questions in B.
- e. Check answers as a class.

Answers

Coming Saturday
Because it remains closed only on Tuesday
Because they have to follow certain rules there

Post reading activities

- a. Tell the students to read the text again and complete the given table where they have to make a list of things that are 'allowed to do' or 'not allowed to do'. (Set this task as homework.)
- b. Check their work the next day.

7. Writing

This is a writing task. The students need to write a set of classroom rules and regulations.

Objective

- a. Write a set of classroom rules and regulations.

Follow these steps.

- a. Divide students into groups of four. Tell them that they have to discuss and write a set of classroom rules and regulations on chart paper. Tell them that they must write 5 important classroom rules. Help them if needed. They can make it as attractive as possible so that it can be displayed in the class. They can use images to make it more attractive. Assign this task as a home project task to be completed in three days' time.
- b. When they complete, display them in different corners of the wall in the classroom and have a gallery walk for observation and assessment.

Sample answers

Listen when your teacher is teaching.
Respect others.
Raise your hand to speak in the class.
Be honest.
Don't chew gum.
Don't quarrel with your friends.

- c. Review each group's work and praise for their work and contribution.

8. Project work

This is project work where students prepare a list of rules and regulations to be followed at school on chart paper.

Objective

- a. Prepare a list of rules and regulations at school.

Follow these steps.

- a. Get the students into pairs.
- b. Tell them that they have to prepare a list of rules and regulations to be followed at school.
- c. Tell them to prepare it on chart paper and make their work as attractive as possible.
- d. Tell them to display their work on the wall. Let their peers first assess their work and provide feedback. Consolidate the classes' feedback and provide general feedback.

9. Extra bit: Use of 'have to', 'must', 'should'

This is an extra information section for self-study. The students study the rules and the examples of have to/ must/ should by themselves; however, the teachers can help them if required.

Unit 11

Unit introduction

This is the eleventh of eighteen units in the grade six textbook. It consists of nine tasks starting with ‘Getting started’ and ending with ‘Extra bit’. Teachers could follow the activities given below to facilitate their students' learning. The table below summarises the tasks introduced in the unit. After the table, you will find suggested procedures for carrying out the activities in the classroom. Alternatively, you can also design your own activities as per your classroom context and student need.

S. N.	Topics	Activities
1	Getting started	Identifying people, place or objects in pictures and describing them Listen and sing.
2	Reading I (Mobile Phones: Uses and Abuses)	Describing pictures and uses of mobile phones Finding words from the text which mean the same Sentence completion with the correct words Table completion with benefits and negative effects of mobile phones
3	Speaking (describing activities using the present continuous and the simple present)	Acting out conversations Analysing the uses of the given tenses Asking questions about pictures Saying at least five things happening in the classroom
4	Listening (a text about Plato)	Looking at the picture and answering questions Matching items (dates and events) Completion of sentences Describing a famous person
5	Grammar (the present continuous and articles)	Sentence completion
6	Reading II (A text about a smartphone)	If they know the facts about mobile phones Fill in the blanks (Vocabulary) Short answer questions Making questions based on the given infographics
7	Writing	Correcting errors (punctuation) Describing a picture (what is happening) Writing a description of mobile/radio/TV
8	Project work	Drawing a picture of their village and describing it
9	Extra bit	Word class I
Total time for the unit		10 hours

1. Getting started

This is the first task of the lesson. There are three other subtasks: A, B and C. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one on each piece of paper, six in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Identify people, place or object in the picture and describe them using the simple present tense.
- b. Sing a song about people's jobs.

Materials

Enlarged pictures from the textbook.

A. Look at the pictures and discuss the answers to these questions in groups.

The teacher could follow the steps below.

- Get the enlarged six pictures on separate pieces of paper and show them to the students one at a time. Ensure you describe the picture to the group. Ask students: who/what is it?
- Let them share their views. Based on their views, help them identify that they are: tailor, teacher/students, pyramid, the Great Wall, barber, Lumbini
- Ask them: What benefits do you get from them? Have a whole class discussion first to set the scene and then in groups.
- Let the groups share their views.
 - Tailor: He is a tailor. He makes fitted clothes for individual customers.
 - Teacher: She is a teacher. She teaches her students.
 - Barber: He is a barber. He cuts hair and shaves or trims beards.[Help them further if they need.]

B. Listen and sing.

The teacher could follow these steps.

- Ask: Who do you think they are? (The students make guesses from the clues given. They are different people from different professions. They may guess: banker, engineer, teacher/professor, doctor, lawyer,.....)
- Make sure you decide on the way you recite the poem beforehand.
- Sing the poem given. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the poem together.
- Ask the students to identify the rhyming words. Use body language to emphasise phrases.

Rhyming words: crowd/aloud, lens/distance, around/sound, again/then
--

- Interpret the meaning of difficult words (gather, apron, devices, lawn, cheering, display, blinking).

C. What electronic gadget do you like most? What features of the gadget attract you? Tell your friend.

- Get an electronic device in your classroom and ask: what is it and what is it used for? (a calculator: a small electronic device with a keyboard and a visual display used for making mathematical calculations.) The teacher should show an electronic device in his/her classroom.)
- Ask: what electronic devices do you have at your home? What are they used for?
- Let the students take turns in pairs. Monitor them while they are speaking to make sure that they are using the correct language.

2. Reading I

This is the first reading text. It is a description about the uses and abuses of mobile phones.

Objectives

- Learn the words/phrases: tension, queue up, multipurpose, giant, abuse, overlook, convenience, access, essential, invention, radiation, blurring, invisible and nephron.
- Read the text and do the comprehension tasks.

Materials

Picture of a mobile phone/actual electronic gadget

Follow these steps.

Pre-reading activities

- Show the class pictures of different types of mobile phones from the traditional ones to more modern phones etc.
- Elicit what these pictures are. Tell them that they are pictures of mobile phones from earlier times to more modern ones from the present day.
- Discuss the pre-questions given in the text: what is the girl doing in the first picture? Have you ever used a mobile phone?

- d. Ask some other additional questions: Why do you use it? What are the disadvantages of using it for a long time? Accept all contributions at this stage even if they are expressed in Nepali language.

While-reading activities

- a. Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- b. As there are four paragraphs, get four strips of paper with ‘tick’ marks and the other strips with ‘cross’ marks. For example, if there are twenty-five students, get four strips of paper with ‘tick’ marks and twenty-one strips with ‘cross’ mark. Fold all those strips, put them into a bowl and let all of them pick one. The ones who get strips with a ‘tick’ read the paragraphs. And others underline the unfamiliar words. (You could take help from some students for making strips.) Or ask for volunteers.
- c. Write the words they have underlined on the board.
- d. Teach the words. Follow: Meaning, Form and Pronunciation; or Meaning, Pronunciation and Form model. (Do not miss the words: tension, queue up, multipurpose, giant, abuse, overlook, convenience, access, essential, invention, radiation, blurring, invisible and nephron.)
- e. Ask the students to read task A. Make sure that they understand the task. Ask them to read the text to find the words from the text for the given meanings. You can assign this task as an individual or a pair task.

Answers

- a. having many uses - multipurpose
- b. very big- giant
- c. very important- essential
- d. that cannot be seen- invisible

- f. Show them task B. Tell them that they are going to read the text to be able to complete the sentences appropriately. Make the class participatory. Monitor and help them as needed.

Answers

- a. as it is very small
- b. multipurpose
- c. accidents
- d. message
- e. closer

Post-reading activities

- a. Divide the class into two groups. Ask them to read task C.
- b. The group on the left works on the ‘Benefits of mobile phones’ and the group on the right on the ‘Negative effects of mobile phones’. Tell them that everyone has to write the points on their notebooks so that whoever you point to will be able to share the points from the group. Alternatively, you can engage the students in small groups with a group of four and share their ideas later in the whole class.

Benefits of mobile phones	Negative effects of mobile phones
<ul style="list-style-type: none"> ● Connects us to the rest of the world ● Mothers could relax knowing their child has a mobile phone when they are outside. ● Business people need not stay in a queue ● Making calls and sending SMS ● Multipurpose: timepiece, calendar, voice recorder, media player, camera, gaming device, net browser etc. ● Easy business deals,..... 	<ul style="list-style-type: none"> ● Talking on the phone while driving leads to accidents. ● Social pollution ● Radiation causes health issues, like headache, earache and blurry vision. ● Privacy problems because of hidden cameras.

3. Speaking

This is a speaking task focusing on the language function: describing people, places and objects. There are four activities.

- Act out the following conversation.
- Work in pairs for completing sentences with the present continuous and the present simple tense.
- Work in pairs. Take turns to ask and answer questions about the pictures.
- Look out of the classroom. See what is happening. Say at least five things to your friends.

Objective

- Describe people, places and objects using adjectives.

Materials

Enlarged pictures for activity C.

Follow these steps.

A. Act out the following conversation.

- Get two volunteer students to act out the conversation given in the activity.
- Ask the whole class to underline the expressions for describing the things happening at the moment of speaking. Give some other examples related to inside and outside the classroom: we are learning unit eleven. People are walking on the road. Birds are flying in the sky.
- Make sure that they understand when we use the present simple and present continuous tenses.

B. Present continuous or present simple? Study these sentences.

- Get Students in pairs and study the given sentences.
- Ask them to observe the context for the use of simple present tense and present continuous tense. Clarify the concept with example sentences given in activity B.
- Ask them if they know the uses and the differences between the simple present tense and the present continuous tense. Write other contextual example sentences on the board and consolidate the concept regarding the use.
- Now, tell them that they have to take turns to ask and answer in pairs.
- First decide the tense they have to use; simple present or present continuous. Then ask them to ask and answer in turn. In case there is a statement, they have to form a question based on the statement and ask and answer.

- | | |
|----|---|
| a. | Are you coming tonight? |
| b. | Does he eat rice every day? |
| c. | I am working at the moment. |
| d. | Does he come to Kathmandu often? |
| e. | He is playing tennis now. |
| f. | They are not coming to the party tomorrow. |
| g. | He is not playing golf now. |
| h. | They go to a restaurant every Saturday. |

C. Work in pairs. Take turns to ask and answer questions about the pictures.

Ask them to work in pairs. Before the pair work, make sure that they understand the actions in the pictures well. Describe the pictures. In pair work, talk about who they are and what they are doing. Monitor the class that both of the pairs are working actively well.

Questions: Who are they? What are they doing?
--

Answers

(The top three)

She is a teacher. She is teaching unit eleven.

She is an artist. She is drawing/colouring an elephant.

He is a student. He is reading a book.

(The middle three)

She is a writer. She is drafting a story.

She is a doctor. She is checking her patient.

She is a learner. She is learning to drive.
(The bottom three)
 A girl is working on the computer.
 The children are playing in the park.
 They are performers. They are giving musical presentations.

Other possible questions: Where are they? Why do you think he has gone there? (Fifth picture) The students may have different answers too.

- D. Look out of the classroom. See what is happening. Say at least five things to your friends.**
- Ask them to make a list of what is happening outside of the classroom. Tell them that they must say five things to their friends. Make sure they are aware they need to use the present continuous tense.
 - Ask volunteer students to raise their hands and share. Make sure that they use the present continuous tense. Encourage students to peer assess the other students in the class.

4. Listening

This is a listening task where the students listen to a text about the great philosopher, Plato.

Objective

- Listen to the audio file and do the comprehension tasks.

Materials

Pictures of some famous people from Nepal, recorded material (mp3) and audio player, transcription of the recorded material

Follow these steps.

A. Answer these questions.

- Ask the students to look at the picture and answer the questions. Ask students to describe the pictures. Ask: Who do you think these people are? (Elicit: They are Plato and Socrates.) Can you name any famous person from Nepal? Why is he/she famous?
- Show them some pictures of famous people from Nepal. (The pictures of Anuradha Koirala, Puspa Basnet, Rajesh Hamal.) Ask them if they can name them. Tell them that the first two are social workers and the last one is an actor.
- Now tell them that they are going to listen to a text about the great philosopher, Plato.

B. Listen to the recording and match the dates with the events.

- Ask them to read the instruction in activity A. Discuss what they have to do while listening to the audio. Explain that they have to pay attention to the dates and related events to these dates. Check their understanding of the questions by using ICQs.
- Play the audio and ask the students to match the dates with events. Students match the task. Go around the class and check whether all the students are doing the assigned task.
- Play the audio again. Pause where there is an answer so that students can check their answers.

Answers	
a. 427 BC	ii. Plato's birth
b. 385 BC	iii. Establishment of the Academy
c. 347 BC	iv. Plato's death
d. 529 BC	i. Closing of the Academy

C. Listen to the recording again and complete the sentences.

- Ask them to listen to the audio again for completing the sentences in activity C. Play the audio so that they can do the task.

Answers
a. a slave/a slave by an Athenian king
b. school

- c. learning
- d. son

- b. Make sure that they have correct answers. Replay the audio again and stop where the answer lies as per requirement.
- D. Do you know a famous person in your locality? Talk about his/her life and contributions.**
 - a. Ask students to write a couple of lines about a famous person in their locality. Ask them to write his/her name, why he/she is famous and his/her contribution or good work.
 - b. Ask them to share. Let others add points if there are any.

5. Grammar

This is a grammar task. It's about articles and the present continuous tense.

Objectives

- a. Use 'is', 'am' and 'are' with 'v-ing' for the present continuous tense.
- b. Use articles 'a', 'an', 'the' correctly.

Follow these steps.

A. Look at the sentences below and study the use of 'is, am, are' and '-ing'.

- a. Ask students to study the input sentences given in activity A.
- b. Ask students to add more examples with 'is/am/are+v-ing'.
- c. Supply some more examples by yourself.
- d. Ask them what differences they find in them. Derive the rules explaining these examples.
- e. Make corrections if needed and write the rules given below on the board.

Rules

- a. 'Is' is used with third person singular pronouns and nouns. (he/she/it/this/that/Ramesh)
- b. 'Am' is used with first person singular pronouns 'I'.
- c. 'Are' is used with second person pronouns and is used with third person plural pronouns

- f. Make sure that they know **the concepts of singular and plural** and **'ing/present participle'** forms of verbs.
- g. Tell them that they are used for the present time.
- B. Rewrite the sentences. Use is, am or are and -ing.**
 - a. Ask them to do the task assigned in activity B.

Answers

- a. is talking b. am working c. is playing d. are running e. is standing f. are doing
- g. are crossing h. is carrying i. is drawing

- b. Move around the class and help them if necessary.
- c. Check their answers when they finish. You can read the sentences with the correct answers for them to check.
- C. Look at the pictures and read the sentences.**
 - a. Ask the students to read instruction C. Then, ask them to read the example sentences. Elicit that they are going to learn about the use of the articles 'a/an/the'.
 - b. Present other contextual examples that take 'a/an/the' and explain/discuss the rules – asking the students.
- D. Complete the sentences with a, an or the.**
 - a. Ask the students to complete the sentences with 'a', 'an' or 'the' given in activity D.

Answers

- a. a b. a c. an d. the e. The f. a g. a h. The i. the j. a k. an l. a

- b. Monitor the class and help them as necessary.
- c. Check their answers when they finish. You can read the sentences with the correct answers for them to check.

6. Reading II

This is the second reading text. It is about different fun facts about mobile phones.

Objectives

- a. Learn the words: touchscreen, keyboard, unlock, official, urine, release, powerful, equipment, commercial, suffer and ore.
- b. Do the comprehension tasks based on the text.

Materials

11 cards with 11 infographics printed on each one, word cards with the words: touchscreen, keyboard, unlock, official, urine, released, powerful, equipment, commercial, suffer and ore, mobile phone (if possible).

Follow these steps.

Pre-reading activities

- a. Start the activity by discussing the pre-reading questions given: What facts do you know about mobile phones? Do you know what the fear of being without a phone is called? (Quick 2 minute paired activity).
- b. Ask them what a smartphone is.

While-reading activities

- a. Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- b. Shuffle those 11 cards and form 11 groups. Let each group choose one of the cards.
- c. Ask them to read the text given on the chosen card in their group and underline the unfamiliar words.
- d. Get the students to write the words on the board.
- e. Teach the words. Follow: Meaning, Form and Pronunciation; or Meaning, Pronunciation and Form model. (Do not miss the words: touchscreen, keyboard, unlock, official, urine, release, powerful, equipment, commercial, suffer and ore.
- f. Get them to present the ideas given on the chosen card taking turns.
- g. Ask the students to read task **A** and complete the task by choosing the correct words from the box.

Answers

- a. Powerful b. signal c. suffer d. keyboard e. official

- h. Check the students' answers. Check answers as a class.
- i. Pair up the students and ask them to read the text. Tell them to take turns to ask and answer the questions from exercise **B** with each other. They will find the answers in pairs.
- j. Ask them to write the answers to these questions. Move around the class and check whether any students are finding it easy or difficult.
- k. Check the students' answers. Check answers as a class.

Answers

- a. around \$1000 b. in April 1973 c. smartphones (An old phone was 1132.5 gram)
 d. that they can be charged using urine e. 2000 f. around 250g.

Post-reading activities

- a. Divide the class into two groups. Ask both of them to make questions for a quiz based on the text.
- b. Afford them 10 minutes to work on the task.
- c. Collect their questions. Cancel the common questions that both groups have made.
- d. Conduct a quiz with these groups. Ask different questions that each group has made for this. The group that scores most will be the winner.

7. Writing

This is a writing task. The students need to do a variety of activities.

Objectives

- a. Correct errors in the given paragraph.
- b. Describe the given pictures and write what is happening.
- c. Write a short description of a mobile phone/radio/television.

Follow these steps.

- A. Rewrite the given paragraph correcting the errors.**

- a. Make four sets of the incorrect paragraph (given in the TB) and divide the class into small groups.
- b. Assign one set for each group. Set a time and ask them to correct it.
- c. The group that submits first with maximum correct answers becomes a winner.
- d. Ask students to say what the errors were.

Given paragraph	Corrected paragraph
in 1862 he built a small factory to manufacture Nitroglycerin in 1863 he invented a practical detonator later he invented an improved detonator called blasting cap in 1865 he became very famous for this invention similarly in the year 1870-80 alfred built a network of factories throughout europe to manufacture dynamite called blasting gelatin which he patented	In 1862, he built a small factory to manufacture Nitroglycerin. In 1863, he invented a practical detonator. Later, he invented an improved detonator called blasting cap. In 1865, he became very famous for this invention. Similarly in the year 1870-80, Alfred built a network of factories throughout Europe to manufacture dynamite called blasting gelatin which he patented.

B. Look at the picture and write what is happening.

- a. Ask them what they have been learning in grammar.
- b. Point at the picture and ask them: What is a little boy doing with the bicycle? Point to all other pictures and ask what the people in the picture are doing. Describe each picture orally first. Make sure that they have followed the pattern of the present continuous tense while answering.
- c. Ask individual students to write a paragraph describing what is happening in the picture. Set this as a home assignment.
- d. Check students' writing the next day. Provide feedback.

C. Write a short description of your mobile phone/radio/television.

- a. Remind them of what they read in the reading texts I and II. (Elicit: a text about mobile phones and smartphones), What things were there in the text? (Elicit: features, uses, good and bad effects, etc.)
- b. Do a whole class discussion and make a list of the main points about the features, uses, good and bad effects etc. on the board about mobile/TV/radio.
- c. Tell them that they have to write a short description of mobile/TV/radio based on these points.
- d. Assign the task as homework. Check the answer the next day. Provide feedback.

Sample answer

I have a It is a(brand's name/model name) phone. I/ my father/mother bought it in(year) It isin colour.

I have a mobile phone. It is an Iphone. It is rich in its features. I use it for many purposes: calling, texting, video chatting, internet browsing, sending emails, playing video games and photography. It is silver in colour. Although many people misuse it, I always use it for good reasons. I have learned a lot through it.

- e. Make sure that they use the simple present tense. ('Present Simple' for describing things or objects)

8. Project work

This is a project work where students draw a picture of their village or town and describe it to their friends.

Objective

- a. Describe a place.

Follow these steps.

- a. Present them a sample description of a place.
- b. Ask them to find what details are given in the sample.
- c. Mention the details on the board.
- d. Group the students as per the same village or town they belong to.
- e. Give them some time to develop a description.

f. Help them if they need.

9. Extra bit: Word class I

This is an extra information section for self-study. The students study word class 1 dealing with an introduction to determiner, pronoun, preposition, conjunction and interjection.

Unit 12

Unit introduction

This is the twelfth of eighteen units in the grade six textbook. It consists of nine tasks starting with 'Getting started' and ending with 'Extra bit'. Teachers could follow the activities given below to facilitate their students' learning. The table below summarises the tasks introduced in the unit. After the table, you will find suggested procedures for carrying out the activities in the classroom. Alternatively, you can also design your own activities as per your classroom context and student need.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say what the people might be saying in the pictures) Listen and sing (apologising)
2	Reading I (story)	Arranging sentences in the proper order True/False Short-answer questions Expressing opinions in a given situation
3	Speaking (apologising)	Acting out the conversation Matching how to apologise in a given situation Conversation about apologising
4	Listening	Short-answer questions Recall and write the words/phrases for saying sorry
5	Grammar (negation)	Transforming affirmative sentences into negative
6	Reading II (letter of apology)	Vocabulary Short answer questions Sentence completion
7	Writing	Writing an apology letter/email
8	Project work	Writing an email
9	Extra bit	Word Class II
Total time for the unit		8 hours

1. Getting started

This is the first task of the lesson. There are three sub-tasks from A to C. Follow the procedures given below to facilitate the activities. Collect the pictures that show people making mistakes and later apologising for them. Enlarge the pictures of the book if possible for exercise A and learn the tune of the song for activity B beforehand.

Objectives

- a. Say sorry (apologise) for making mistakes.
- b. Sing a song expressing apologies.

The teacher could follow the steps given below.

A. Look at the pictures and discuss what they might be saying.

- a. Display enlarged pictures that exhibit people making mistakes and later apologising for their mistakes (if possible) or look at the pictures given in the book. Describe the pictures or ask the students to do so. Ask students what mistakes people in the pictures have made. (First picture: What are the children doing? Are they crossing the road from the right place? What's wrong with them? What might the policeman be saying?; Second picture: What is the boy doing? Is it right to pluck flowers? What do you think the man is saying?; Third picture: What is the boy doing? What do you think the teacher is saying?; Fourth picture: Where are the people? What is the doctor doing? Is it good to have so many people enter the hospital ward? What do you think the nurse is saying to them?). From these questions, they elicit that they have made some mistakes.
- b. Ask students to guess what mistakes people have made in the pictures. Also ask them what the people might be saying.
- c. Ask them: What do you say when you realise that you did something wrong or made a mistake? Elicit: Sorry, I'm so sorry. I'm very sorry..... etc.
- d. Listen to them and add other phrases or words that express apologies.

B. Listen and sing.

- a. Tell them they are going to sing a song.
 - b. Get the tune ready beforehand and sing the song given. Focus on the rhyming words.
 - c. Ask the students to point to the lines when you sing for the first time. Then, when you sing the second time, wait at the end of each line for the students to repeat. Help them with their pronunciation by repeating the words like 'ignorance', 'hence', 'exploit', 'satisfied', 'hurt'
 - d. For the third time, both the teacher and the students sing it together.
 - e. Ask them the meaning of the words 'ignorance', 'exploit', 'and satisfied', 'forgive', 'hurt' in context.
 - f. Explain if they are unsure.
- C. How do you say sorry when you make mistakes? Do you remember an event when you said sorry recently? Talk to your friends.**
- a. Ask them: Have you ever made any mistakes (knowingly/unknowingly)? If they say 'yes', then, ask them to share what and when it happened.
 - b. Ask them: What do you do when you realise that it was your mistake?
 - c. Ask them what words or phrases they used to say sorry i.e. How did you say sorry?
 - d. After the whole class discussion based on the above questions, ask them to talk about this in pairs. Monitor if they are talking about it and beginning to suggest correct forms of apology.

2. Reading I

This is the first reading text of the unit. It is a short story about the forgiveness of a king to an old lady.

Objectives

- a. Learn the words: royal, courtier, shade, intolerable, threw, tremble, immense, personnel.
- b. Read the story and do the comprehension tasks.

Materials

Word- cards.

The teacher could follow these steps.

Pre-reading activities

- a. Ask the students to look at the pictures carefully. Ask some students to describe the pictures to the class.
- b. Discuss the pre-reading questions given:
 - i. Where are the people in the first picture going?
 - ii. Who is different in the first picture? Who is he?
 - iii. Is the woman in the third picture the same as in the second picture?
- c. Provide some clues to help them speak and listen to their answers.
- d. Ask them to share any short stories they heard in their childhood from their elders. Stories that have the characters like, a king, a queen, and his/her people and so on as a warm-up activity.

While-reading activities

- a. Show the word card having the meaning of forgiveness on it. Make them read it and explain its meaning. Introduce the title. Ask them to guess what the story might be about.
- b. Make the students read the story silently. Ask them to underline the difficult words. Pair them up if some students find it difficult. When they finish reading and underlining, ask them if their guesses are right.
- c. Then, list out the words on the board. Show word cards and get them to read them. Explain the meaning; give example sentences by using those words in context.
- d. Read the first paragraph and ask the students to point to the lines and explain it in detail.
- e. Then, ask a student to read the second paragraph in a loud voice. Make others listen and point to the line.
- f. Explain the paragraph in detail after the student reads it. Start the story in an interesting way. Ask them what would happen next frequently.
- g. Ask some students to read the remaining paragraphs aloud (each student reads one paragraph). After the reading is completed, explain every single detail and tell a complete story.
- h. After the completion of the story, ask a range of students to summarise the story i. e. tell the story in their own words.
- i. Move on to the exercises. Ask the students to do exercise A. Explain the instructions clearly, ask ICQs to ensure they are certain of what they need to do and get them to read the text thoroughly

once again. Tell them to follow the order of events in the passage and write the correct order in their exercise book.

- j. Move around the class and provide some guidance if any student needs it.
- k. Check their work individually and provide feedback.

Answers

- a. b. The king took a rest under the shade of a mango tree.
- b. f. Suddenly, the king got hit on his forehead.
- c. a. The securities went to find the person throwing the stone.
- d. d. They found an old lady nearby.
- e. c. The woman bowed down before the king begging pardon for her mistake.
- f. e. The king ordered his staff to give her money and food.

- l. After they complete Exercise A, ask them to do the next i.e. Exercise B, 'True/False Exercise'. Ask the students to write 'True' for correct sentences and 'False' for wrong sentences. Make them re-read the text and complete the activity. Set it as a game, whoever finishes first with all correct answers, will be the winner and gets a reward.
- m. Check their work, make a fair judgment, and award the winner. The teacher can check their written task orally through the mass correction method too. They could also use their True/False A4 sheets as a whole class.

Answers

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

- n. Divide the students into pairs. Bench partners can also be a pair, explain the short answer questions, don't say the answer, give only hints so that students will find a way to answer those questions.
- o. Let them find the answers in pairs, and get them checked by other pairs by exchanging answers. The teacher can answer after every pair finishes and does the checking each others'.
- p. Collect their work, correct them if needed and give necessary feedback.

Answers

- a. under the shade of a mango tree in a mango garden.
- b. on his forehead.
- c. She feared that he would punish her or even kill her for her deed.
- d. She told the truth.

Post-reading activities

The question '**What would you do if you were the king? Would you punish the woman or let her go? Explain giving your opinion.**' is a post-reading activity. Students express their opinions based on this question and the story.

- a. Explain the situation first and ask them to think about it. Then, ask them to present their opinion and logic on it. Since it is related to the text, students are expected to answer within its parameters.
- b. As an example and to encourage express your opinion or logic and ask them to express their opinion orally and then, write it down in the form of a short paragraph.
- c. Check their work and give necessary feedback.

3. Speaking

This is a speaking task focusing on the language function: apologising. There are three activities within this. They are:

- a. Act out the conversation.
- b. How do you say sorry in the following situations?
- c. Work in pairs. Take turns to talk to each other in the following situations.

Objectives

- a. Apologise differently in different situations.
- b. Talk to each other (conversation) in different situations.

Materials

Sentence cards (Prepare sixteen sentence cards with the situations and apologies given in the book on written on beforehand).

Follow these steps.

A. Act out the following conversations.

- Choose random or interested students to play the roles of a nurse and a boy in the first conversation and Srijana and Bikas in the second.
- Explain the setting and ask them to speak in a proper tone, informally as if they are talking to each other.
- After they act this out, list the expressions of apology from the conversations and write them on the board. Add some other expressions related to apologising and then explain about them and their use.
- Ask students to work in pairs and act out the conversations.

B. How do you say sorry in the following situations?

- Divide the class into two groups. Name them A and B or any other name you like.
- Take the class outside or to the playground or any large space bigger than the classroom.
- Call eight students of Group A to step forward. Give them sentence cards to hold and stand on one side.
- Then, call the other eight students of Group B to step forward. Give them sentence cards too and ask them to stand facing the students of Group A.
- Tell the students that Group A students are holding cards of different situations and Group B, the sentences or expression of apology in those different situations which is simply the reply to Group A's situations.
- Now, ask the students to find their pairs from both groups. They are asked to read every sentence that their friends are holding in the other group and find their respective replies to the situation they are holding in their hands in the cards.
- When they all get their pair, ask them to stand together and make the audience read their sentences .i.e. situation and the apology at that situation.
- After the first round, again this task can be repeated with the other students in each group.

Answers	
Situation	Apology
You kept someone who is phoning you on hold for a long time.	Sorry to keep you waiting.
You are phoning someone again to ask another question.	Sorry to bother you again, but there's one more thing I don't understand.
You have arrived late at the restaurant.	Sorry, I'm late. Have you been waiting long?
You need someone to move so you can get off the bus.	Excuse me, can I just.....?
You have spilt someone's drink.	I'm terribly sorry. Let me buy you another one.
You spilled your drink on your own clothes.	Whoops.
A customer has just shown you a dirty spoon.	I am very sorry. I will get a clean one.
A waiter brought you the wrong food.	I am sorry, but this isn't what I ordered.

C. Work in pairs. Take turns to talk to each other in the following situations:

- Ask the students to look at the pictures carefully. Ask some students to describe them to the class. Elicit the situation: (First picture) The elderly man is smoking in the 'No Smoking Zone'; (Second picture) The boy is writing on the wall; (Third picture) A girl and a boy are talking in the library; (Fourth picture) The girl is sharpening her pencil on to the floor and not in the dustbin.
- Choose one pair of students to demonstrate.
- In the pair, one will state one of the situations and the other will apologise for the mistake.
- Ask students to make pairs and work through each of the situations.
- Listen to every pair as you walk around the class. Make sure each pair uses the correct language and uses the correct expression of apology. Encourage them to use varied expressions, not the repetition of the same words and phrases.

4. Listening

This is a listening task where the students will listen to a recording that expresses an apology from a friend for being unable to attend the birthday party of his friend, Nirmala.

Objective

- a. Listen to the recording and do the comprehension tasks.

Materials

Recorded material (mp3) and an audio player, transcription of the recorded material.

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask the students to look at the picture carefully, describe them and ask what the people are doing in it.
- b. Encourage students to speak more i.e. by describing what is happening in detail.
- c. Ask them if they say sorry after committing any mistake.
- d. If they reply 'Yes', ask them what words or phrases they use when saying 'sorry'. Listen to their answers but also add more examples to help with revisions.

B. Listen to the recording and answer the questions.

- a. Tell them that they are going to listen to a recording that expresses an apology for not being able to attend the birthday party of a friend named Nirmala.
- b. Tell them to go through the questions given in exercise B. Give them 2 minutes to read the questions. Make sure that they understand the questions by asking ICQs.
- c. Play the audio and ask them to write the very short-answers to each question whilst listening to it.
- d. Go around the class and check whether all the students have written answers in short.
- e. Play the audio again. This time, stop the audio when you hear the answers. Let them check and correct the answers.
- f. Collect the answer sheets and check them.

Answers

- a. Birthday/Nirmala's birthday
- b. severe headache
- c. lunch at a restaurant
- d. at Milan Chowk, close to the speaker's house
- e. speaker's father

C. Write as many words/phrases as you remember from the recording that the speaker has used for saying sorry. Compare your answer with others.

- a. This is a post-listening activity. It checks the students' memory. Tell them to write as many words/phrases as they remember from the recording that the speaker has used for saying sorry to Nirmala.
- b. After they complete their task, show them the list of words/phrases that are in the recording.

I'm really sorry that I couldn't attend your birthday party. I know that you might be angry with me.

Sorry again and wish you a happy birthday.

- c. Ask the students to check their answers from the list.

5. Grammar

This is the Grammar task. It is about 'Negation'. It deals with the transformation of affirmative sentences into negative ones.

Objective

- a. Transform the affirmative sentences into 'Negative' or vice versa.

Materials

Rule chart, sentence cards.

Follow these steps.

A. Study the following pairs of sentences.

- a. Ask the students to look at the pairs of sentences given and compare them.
- b. Ask them what differences they find in them and underline the negative parts.

- c. Write an affirmative and a negative form of the same sentence on either side of the board and compare them.
- d. Use sentence cards with the sentences in affirmative and the same one in negative form.
- e. When the students point out 'not' then, show the rule chart which contains the following rules:

Basic Rules of Negation

- a. Write 'not' or the contracted form 'n't' after the auxiliary verb given in the sentence.
- b. If the sentence contains only the main verb, use suitable form of 'do' verb, i.e. if it contains present simple plural form of verb use do, if it contains past simple form of verb, use did, if it contains present simple singular form of verb, use does, then, add 'not' with it and change the main verb into present simple plural form of verb.

- f. Make the students read the basic rules of Negation and ask them to copy it for their future reference.
- g. Then, use the board to clarify about main verbs and helping verbs.
- h. Give examples on sentence cards or write more examples on the board.
- i. Try to give more examples and explain them. Students understand through examples rather than an explanation of the rules only. So, the inductive method is more effective.
- j. When they get the concept of auxiliary verbs, list them on the board or chart and make them read loudly and copy them.
- k. Give the examples with only the main verb and teach the use of 'do' insertion according to the form of verbs in the sentences.
- l. Before moving on to the exercise from the book, give some affirmative sentences on the board and ask them to transform them into negative. You can make them write in their copies, or ask orally or you may call them to the front of the class to write on board. Try to focus on students' needs – stretch where needed and support where needed. Pair work may also help.

B. Change the following sentences into negative.

- a. Ask them to read the instruction given in exercise B and go through all the sentences.
- b. Make them do it with their bench partner and facilitate (help) if they need any.
- c. Move around the class to see whether all the students have done the task. Help individually if anyone is confused and stuck.
- d. Try to make it interesting by setting it as a race or a group-work, or a game or a contest, in which one asks and other answers.
- e. When they complete their work, check it individually on their copies so that they get a chance to understand their mistakes if they have made any. Praise them if they do it well with fewer mistakes.

Answers

- a. He doesn't seem very happy.
- b. She wasn't present at the party.
- c. We haven't talked about it.
- d. They aren't playing cricket.
- e. My mother didn't help me in the kitchen yesterday.
- f. The teacher isn't teaching grammar.
- g. I can't finish the work in time.
- h. I am not prepared to do this task.
- i. We haven't seen him there.
- j. My sister didn't buy a car last week.
- k. They didn't send him to the market to buy fruits.

6. Reading II

This is the second reading text. It is a letter of apology from a landlord to her tenant.

Objectives

- a. Learn the words/phrases: flat, solve, move in, heating, suitable, inspect.
- b. Read the letter of apology and do the comprehension exercises.

Follow these steps.

Pre-reading activities

- a. Ask them to look at the given text and say what it is called. Ask them whether they have seen a text like this before or already know about it. Discuss for a few minutes.
- b. Ask them to find the name of the person who has written the text and to whom it is written. Make them look carefully at the top and bottom of the text and answer.
- c. Write the highlighted words in the text on the board: flat, solve, move in, heating, suitable, inspect.
- d. Explain the meaning through examples and ask them to search those words and their meaning from the glossary at the end and write in their exercise books. They could spend a few minutes explaining the words to a partner.

While-reading activities

- a. Ask one of the interested students to read the text aloud and other students to point to the lines.
- b. Explain the text along with the words highlighted that have been discussed earlier.
- c. Ask them to look at activity A in which they need to find the words from the text for the given meanings.
- d. Move around and facilitate those needing support.
- e. Check their answers.

Answers		
a. solve	b. suitable	e. inspect

- f. Pair up the students and ask them to read the text again.
- g. Tell them to take turns to ask and answer the questions from activity B with each other.
- h. Check answers as a class.
- i. Make them write down in their exercise books.

Answers	
a.	No, she isn't.
b.	for twenty years
c.	use the electric fires
d.	Janet MacDonald
e.	No, she lives far away in Scotland.

Post-reading activities

- a. Ask the students to go through the words in the box in exercise C. Ask them to recall their meaning. Since it is the post-reading activity, make them fill the spaces in the sentences with the appropriate words from the box.
- b. Make everyone do the task of filling the words in context individually.
- c. Move around the class and see whether everyone is doing it by themselves. Encourage them to read their sentences carefully.
- d. Check the answers and provide necessary feedback.

Answers	
a.	electric, work
b.	modern, suitable
c.	central heating, condition
d.	problems, mind
e.	replacing, prepared

7. Writing

This is a writing task. The students need to write an apology letter or email to his/her friend for being rude to him/her at school.

Objective

- a. Write a letter of apology or an email for making a mistake or for displaying unacceptable behaviour.

Materials

A sample letter or email, an outline or a format for them.

Follow these steps.

Write an apology letter/email to your friend for misbehaving at school. Assure him/her that you will not repeat it again.

- a. Show the format of an informal letter or use the board to write the format of an informal/personal letter.
- b. Write a sample letter on the board using the words/phrases of apology. Say sorry (apologise) for the mistake other than that asked in the question. Explain the format in detail.
- c. Print an email and show it in class or write the format of an email. Explain the similarities and differences of a letter and email in detail.
- d. Then, clarify the topic and ask them to write a short letter or an email apologising for the mistake with the assurance that it won't be repeated.
- e. Remind them to use expressions of apology with an assurance. The text needs to be short, precise and impressive.
- f. Assign the task as a home assignment.
- g. Collect and check individual's work carefully, correct every single mistake so they won't repeat it in future.

Sample letter of apology

Nov 25th

Kusunti, Lalitpur

Dear Sanju,

I am really sorry for the activities and the behavior that I displayed today at school. It was my fault to blame you for the things that you didn't do. Actually, I had no idea that it was done by Agrata. I thought you were the one to initiate the quarrel which grew wild later. When I came to hear that you were totally unaware of all the stuff and were innocent, I felt very guilty. I shouldn't have given your name to the principal and abused you verbally in front of everyone. Please accept my apology for the mistake and I promise that I would never ever repeat it in future. Please, forgive me for my mistakes!

Your loving friend

Diya

8. Project work

This is a project work where the students write an email to their teacher expressing an apology for being absent in class the previous day.

Objective

- a. Write an email with the expression of an apology.

Follow these steps.

- a. Ask the students to go to the computer lab. (Only if this is possible).
- b. Make sure that the lab has access to the internet.
- c. Ask them to consult the computer teacher or you can facilitate the lesson for them to create an email Id.
- d. Then, ask them to collect the email Id of their subject teacher (English Teacher).
- e. Teach them the procedure to send an email and ask them to recall the format of an email they learnt in class before.
- f. Then, ask them to write an email in their own way (language) with the expressions of apology to their subject teacher for being absent the previous day.
- g. When the email is written, ask them to send it. Check your email, check every email from all the students and reply to each one. Give necessary feedback.
- h. This could be a handwritten note if there is no access to computers.

9. Extra bit: Word class II

This is an extra information section for self-study. The students study about four word classes i.e. Noun, Verb, Adjective and Adverb. They need to get a clear idea about those word classes through descriptions enriched with an example on each one; however, the teacher can help them if required.

Unit 13

Unit introduction

This is the thirteenth unit of eighteen units in the grade six textbook. The table below gives an overview of the whole unit. There are nine tasks in this unit. The first is 'Getting started' and the last is 'Extra bit'. Teachers could follow the activities below to facilitate their students' learning and/or design their own activities.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say what they are doing) Listen and sing (expressing ability and inability)
2	Reading I Story (The Baby Quail)	Talking about the picture Fill in the blanks Short answer questions Talking about forest fires
3	Speaking (expressing ability and inability)	Asking and answering about ability and inability Ask and answer questions
4	Listening (telephone conversation about asking for an appointment with a doctor)	True or False Fill in the blanks
5	Grammar (connectives: because, since, as, because of)	Sentence completion using the appropriate connectives from the box Joining the pairs of sentences using the given connectives
6	Writing	Ordering the given sentences to make an interesting story Paragraph writing
7	Reading II Poem (On Another's Sorrow)	Discussion about 'sorrow' Table completion Short answer questions
8	Project work	Drawing a set of pictures for the given story
9	Extra bit	Verb forms in different tenses
Total time for the unit		9 hours

1. Getting started

This is the first task of this unit. There are three subtasks from A to C. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one on each piece of A4, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Look at the pictures and say what they can do.
- b. Sing a song about expressing ability and inability.

A. Look at the pictures and answer the questions.

The teacher could follow the steps below.

- a. Show the students the given pictures one by one. Describe the pictures carefully to the group. Ask them what they are doing in each and what they can do. If the students can't answer, help them by giving some clues to encourage them to find the correct answers.
- b. Make sure that all the students can identify what the people are doing in each picture and what they can do.
- c. Ask these questions: What are they doing? What can they do? Can you do these activities? Do you need others' help to do them?
- d. First, ask the whole group, wait for the response, point to a particular student, listen to the answers and give feedback. Check that they all have the correct answers.
(Possible answers: He is making tea. He can make tea. He is climbing a tree. He can climb a tree. He is carrying a heavy load. He can carry a heavy load. She is keeping the books on the shelf. She can keep the books in the shelf)

B. Listen and sing.

The teacher could follow the steps.

- a. Ask: Do you like singing? What songs do you like? Have you ever sung an English song? Discuss these questions.
- b. Sing the given song. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the song together.
- c. Tell them to identify what a hen can and can't do. Listen to their answers. Encourage them to speak.

C. Tell your friends what you can and cannot do.

- a. Ask the students what they can and can't do.
- b. Ask the questions: Can you make tea? Can you touch the ceiling? to make them feel comfortable to speak.
- c. Ask the students to talk in pairs about their ability. (e.g. I can dance. I can't sing.)
- d. Tell them to share their abilities and inabilities in small groups.
- e. Ask for different examples from each group.
- f. Monitor them while they are sharing their abilities and inabilities. Make sure that they use the correct structures.

2. Reading I

This is the first reading text of this unit. It is a story entitled "*The Baby Quail*".

Objectives

- a. Learn the words: enlightened, quail, crackling, kindness, amazing, miracle and exist.
- b. Read the text and do the comprehension tasks.

Follow these steps.

Pre-reading activities

- a. Show the pictures given in the book and describe them to the students. Ask them the pre-reading questions: What is happening in the second picture? How does it affect the bird? (There is a fire there. The fire destroys birds' nests.)
- b. Tell them that they are going to read the story "The Baby Quail". Ask the students what a Quail is (a small bird).

While-reading activities

- a. Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- b. Nominate some of the students to read different paragraphs while other students underline any unfamiliar words. Ensure that individual students' needs are considered.
- c. Get some of the students to write the words on the board.
- d. Teach the words. Follow: Meaning-Form-Pronunciation or Meaning-Pronunciation-Form model. (Do not miss the words: enlightened, quail, crackling, kindness, amazing, miracle and exist)
- e. Ask the students to read task A. Make sure that they understand the task. Ask them to read the text to complete the sentences with the words from the text which have similar meanings to the words in brackets. Do one as an example to the whole class.
- f. Set this task as an individual task.

Answers

- a. close b. noise c. helpless d. amazing e. safe

- g. Ask the students to read the text and find the answers to the questions given in B. Do the first one as an example to the whole class.

- h. When they finish, check answers as a class.

Answers

- a. the Enlightened Being
- b. because there was a big forest fire
- c. because they couldn't carry the little bird with them/the little bird couldn't fly
- d. the Enlightened Being within the bird became active and the bird felt powerful
- e. Yes

- f. I feel quite happy about their kindness because they even risked their lives to save the little bird

Post-reading activities

- Ask the students about their experiences (C): whether they have seen a forest fire or not. Also, ask them how they feel about it.
- Give them some time to think of the answer.
- After that, ask them to present their opinion to the whole class.

3. Speaking

This is a speaking task focusing on the language function: asking and answering about ability and inability. Pair students appropriate to their ability. There are four activities:

- Act out in pairs. Take turns to ask and answer the questions.
- What can they do? Take turns to ask and answer as in the example.
- Observe the table below. Say what they can and can't do.
- Work in pairs. Think of four questions to ask your friends to find out what he/she can do. Ask them what they can do. Then, tell the class.

Objective

- Ask and answer questions about ability and inability.

Follow these steps.

- Give roles to individual volunteer students and invite them to the front of the class. Ask them to read out the expressions given in the bubbles of activity A as an example.
- Tell the students to look at the pictures given in activity B and ask: What can they do?
- Get the students to be in pairs. Tell them to take turns and ask whether they can or can't do the given activities shown in the pictures.
- Tell the students to carefully study the table given in task C and ask them to tell each other about what Madan, Ashim, Aarim and Nima can and can't do.
- After that, ask some of the students to present their answers to the whole class.
- Give feedback if needed.
- Ask the students to look at activity D.
- Tell the students to think of four questions and note them down. They have to write the questions to find out what they can do. (For example. Can you stand on your head?)
- Now, ask them to mingle in the classroom and ask questions to their friends.
- Help the students by providing clues if necessary.
- Ask them to share some answers with the class. Choose a range of students.

4. Listening

This is a listening task where the students will listen to a telephone conversation between a hospital receptionist, Pemba and the client, Phurba. In the audio, Phurba is asking for an appointment with a doctor, Raghu Yadav by contacting the receptionist at the hospital.

Objective

- Listen to a conversation and do the comprehension tasks.

Materials

Recorded material (mp3), audio player and transcription of the recorded material.

Follow these steps.

A. Look at the picture and answer these questions.

- Ask the students to carefully describe the image to the class.
- Ask the students to look at the picture and guess the answers to the given questions. (Elicit: a. in front of a teaching hospital, two doctors are talking, and two women are walking, b. the patient and their problems, c. book an appointment.)

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

- Tell them that they are going to listen to a telephone conversation between a hospital receptionist, Pemba and a client, Phurba. Remind them a transcript is available.
- Tell them to go through the statements given in B. Give them 2/3 minutes to read them. Make sure that they understand them.
- Play the audio and tell them to write True or False.

- d. Go around the class and check whether all the students have written True or False correctly.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check answers as a class.

Tip

Use TRUE/FALSE signs. Each student can write TRUE on one side of a piece of paper and FALSE on the other. Go through the statements one by one and they can simply hold their answer in the air for the teacher to see.

Answers

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

C. Listen to the recording again and complete the sentences.

- a. Tell them to go through the sentences given in C. Give them 2/3 minutes to read them. Make sure that they understand the task. Use ICQs.
- b. Play the audio and tell them to complete the sentences based on the audio.
- c. Go around the class and check whether all the students have done the task.
- d. Play the audio again. This time, stop the audio when you hear the answers.
- e. Tell the students to exchange their answers with their partners and compare them.

Answers

- b. office b. 5:30 p.m. (in the evening) c. register

D. Have you ever been to a hospital? Share your experience with your friends.

This is a post-listening activity. It checks the students' own experiences. Ask them if they have ever been to a hospital. If yes, then ask them to share their experiences.

5. Grammar

This is a grammar task. It's about the use of connectives (because, since, as, because of).

Objective

- a. Use connectives (because, since, as, because of) correctly.

Materials

Four A4 pieces of paper with BECAUSE, SINCE, AS and BECAUSE OF written on them.

Follow these steps.

A. Study the following sentences.

- a. Tell the students to study the given sentences and their meanings.
- b. Ask them how the different connectives are used in the sentences.
- c. Give them some additional ideas about the connectives (because, since, as, because of).

B. Complete the following sentences using the words given in the box.

- a. Prepare four example sentences that would use the words BECAUSE, SINCE, AS and BECAUSE OF. Ask four students to stand in front of the class with the A4 pieces of paper. Read out the example sentences and the class can call out the correct answers to the missing connectives.
- b. Ask the students to complete the given sentences with appropriate connectives from the box.
- c. Set this as a competition. Whoever completes the task with the most correct answers first will be the winner.
- d. Check their answers and give feedback and suggestions.

Answers

- a. because of b. because c. because of d. Since e. As f. since g. As

C. Join and rewrite the following pairs of sentences using the words from the brackets

- a. This is a practice exercise where students are expected to join and rewrite the given pairs of sentences using the words (connectives) from the brackets.
- b. Put the students in pairs in such a way that each pair consists of students with different abilities.
- c. When they finish, tell them to exchange their answers with a partner and check each other's work.
- d. Check answers as a class. Ask the students to explain their answers. If they have different answers, let them discuss why a particular answer is correct.

Answers

- a. You don't see vehicles on the road **because of** a strike.
- b. All the staff respect him **because** he is honest.
- c. **Since** she behaves well, everyone wants to meet her.
- d. **As** it was a beautiful day, we decided to have a picnic.
- e. **Since** all the seats on the train were taken, we had to stand.

6. Writing

This is a writing task. The students need to rewrite the given sentences in the correct order to make an interesting story. They must give it a suitable title too. They also need to write a paragraph about an interesting event in their lives.

Objectives

- a. Rearrange the given sentences in the correct order to make a story.
- b. Write a short paragraph about an interesting event in their lives.

Follow these steps.

A. Rewrite the following sentences in the correct order to make an interesting story. Give it a suitable title too.

- a. Tell them to read the given sentences very carefully.
- b. Then, ask them to rewrite the sentences in the correct order to make an interesting story and tell them to give it a suitable title too.
- c. Check their work and give them feedback.
- d. Check whether others have different stories.

Alternatively, you can also do this: Each sentence could be written on a separate piece of paper (X4 sets). Groups could work together to reorder the sentences on the desk or on the floor.

Answers

Title: The Lion and the Rabbit

The correct order of sentences:

i. d. j. e. b. f. h. a. c. g.

B. Write a paragraph about an interesting event of your life.

- a. Ask the students to look at the given question.
- b. Tell them to recall any interesting event of their lives. Ask them to create a mind map of all their ideas.
- c. Ask them to expand into a paragraph.
- d. Involve the students in writing a paragraph about themselves.
- e. Support them if they have any issues.
- f. When they finish, they can share their writing with the whole class.
- g. Set this as homework and check their work the next day.

7. Reading II

This is the second reading text. It is a poem entitled "On Another's Sorrow" composed by William Blake.

Objectives

- a. Learn the words: woe, sorrow, grief, relief, groan, wren, infant, pity, cradle and wiping.
- b. Read the poem and do the comprehension tasks.

Follow these steps.

Pre-reading activities

- a. Ask the students to look at the first picture given in the text and ask them what they understand from it. Ask a student to describe the picture. Ask them: What are they doing? (The man and the woman are weeping.) Are they happy or sad? (sad)
- b. Tell them to look at the given question and state when and why they feel sorrow. Listen to their answers. You can give your example too.
- c. Tell them that they are going to read a poem entitled "On Another's Sorrow".
- d. Write these words on the board: woe, sorrow, grief, relief, groan, wren, infants, pity, cradle and wiping. Tell them to read the poem and underline other unfamiliar words to them in the text.
- e. Tell them to look for the words in a dictionary or in the glossary at the end of the book.
- f. Tell them to share definitions with a partner.

- g. Follow MFP (Meaning-Form-Pronunciation) or MPF (Meaning-Pronunciation-Form) model to teach the words.

While-reading activities

- a. Read the poem for the first time at a normal speed following its rhyme and rhythm and ask the students to point to the lines with their fingers. (You can download the poem and let them listen to it.)
- b. Nominate some of the students to read different stanzas.
- c. Give them the concept of rhyming words. Show 3 or 4 words and their rhyming words with the students' help.
- d. Tell the students to look at activity A. They need to complete the given table with the rhyming words from the poem.
- e. Check their answers.

Answers	
Words	Rhyming words from the poem
hear	tear, fear, bear, near
rest	nest, breast
hay	day, away
tall	all, small
leaf	grief, relief

- f. While they do the task, move around the class and help them.
- g. Divide the students into small groups (maximum 5 in a group).
- h. Ask the students to think about the poem again and answer the questions given in B. Whichever group finishes the task first will win.
- i. Hold a discussion with the group about their answers. Carefully support the students.

Answers
f. No, they love their children and they don't want to see them weeping.
g. No, a bird is also like a human being and it loves its children very much.

8. Project work

This is project work where students draw a set of pictures for the story given in the writing section 'A'.

Follow these steps.

- a. Ask them to reread the story given in writing section 'A' (The Rabbit and the Lion)
- b. Now, tell them to draw the pictures that best represent the story. They need to be encouraged to be creative.
- c. Remind them that they should present the task one week after.

9. Extra bit: Verb forms in different tenses

This is an extra information section for self-study. The students study the verb forms in different tenses themselves: however, the teacher can help them if required. You can copy it onto a chart paper and stick it on the wall so that the students can refer to it whenever they need it.

Unit 14

Unit introduction

This is the fourteenth of eighteen units in the grade six textbook. The table below shows an outline of the unit. There are nine tasks in this unit. Teachers could follow the activities below to lead their students and/or make their own activities to suit individual students' needs.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (say what units of measurement they indicate)
2	Reading I (Price list: All in One Store)	Talking about price lists True/False Short answer questions Preparing a price list
3	Speaking (stating units and quantities)	Question completion (how much and how many) Pair work to ask and answer the questions
4	Listening (price list of fruits and vegetables)	Table completion Preparing a price list
5	Grammar (common nouns)	Paragraph completion Sentence completion
6	Writing	Paragraph based on the given information
7	Reading II (advertisement)	Talking about the type of the given text Short answer questions Discussion about the meaning of 'discount'
8	Project work	Preparing a price list
9	Extra bit	Common multiword verbs
Total time for the unit		9 hours

1. Getting started

This is the first task of the unit. There are three sub-tasks A-C. The teachers could follow the given steps to facilitate their students' learning or design their own.

Objectives

- a. Identify the units of measurement in the pictures.
- b. Sing the song 'The wind and the Leaves.'

Materials

Pictures (larger images)

A. Look at the pictures and say what units of measurement they indicate.

Follow these steps.

- a. Tell the students to study the given pictures one by one, and ask what units of measurement they indicate. Encourage them to find the correct answers (litre, kg, km, Nepalese rupees). Provide support where needed. Describe the pictures to the group.
- b. Ask these questions: In which unit do you measure oil? How do you measure rice? How do you measure distance? What is the unit of the note given in the picture? Check that they all have correct answers.

B. Listen and sing.

Follow these steps.

- a. Ask: Do you sing English songs? Let's sing a song.
- b. Sing the song in any tune. When you sing for the first time, ask the students to point to the lines. Ask students to follow you when you sing the song for the second time. Pause at the end of every line so that they repeat after you. Lastly, ask students to sing together with you.
- c. Emphasise the words: little, wind, meadows, fluttering and meadows. Explain their meanings too.

C. Look around your class for a minute. What objects do you see? Talk about each of their uses.

- a. Ask the students to look around their classroom for a few minutes.

- b. Ask: What objects do you see in your classroom? What are they used for? Give an example by yourself. (I see a notice board: It gives information about different activities of the classroom.) Make sure that they can do it using the correct language.

2. Reading I

This is the first reading text. It is the price list of a shop.

Objective

- a. Read the price list and do the comprehension tasks based on it.

Materials

Price list on a larger piece of cardboard/example price lists from different stores.

Follow these steps.

Pre-reading activities

- a. Discuss the pre-reading questions given: Have you ever seen a price list like the one below? Where would you see this?
 b. Show some price lists of different stores and ask them to identify where they are seen. Elicit: We can see them in different shops.
 c. Tell them that they are going to read the price list of 'All in One Store'.

While-reading activities

- a. Tell the students to look at the price list and think about the price of the given items.
 b. Nominate 2X7 (one for each item: rice items and Daal items) students to read the rice and daal items given in the price list. Help them if they need. (Pronunciation)
 c. Ask some questions to check their understanding. (e.g. How much does a kilo of Pokhreli rice cost? – 80 rupees)
 d. Ask them to read task A. Tell them to read the text and write True or False for the given statements.
 e. Have the students use TRUE or FALSE A4 paper to answer the questions individually. Ask them to say why a particular statement is True or False. Monitor all answers and confirm and correct the answers when required.

Answers

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

- f. Show them task B. Ask them to study the price list again and answer the given questions. Set this as an individual task.
 g. Check answers as a class. If they come up with different answers, let them discuss and decide.

Answers

- a. All in One Store
 b. Normal beaten rice
 c. Big Black Gram, Big Green Gram and Split Bengal Gram
 d. seven

Post-reading activity

Ask the students to make a price list of the food items at their homes. Ask them to show at least ten different items. Set this as homework.

Sample answer

S. N.	Items	Price/kg. NRs
1	Sugar	95
2	Daal	100
3	Wheat flour	60
4	Potato	40

3. Speaking

This is a speaking activity that focuses on stating units and quantities. There are two activities.

A. Question completion.

B. Pair work to ask and answer questions about different things using 'how much' and 'how many'.

Objective

- a. Ask and answer questions about different things using 'how much' and 'how many'.

Follow these steps.

- a. Tell the students to look at the pictures in task **A** and fill in with 'How much' or 'How many' to complete the given questions. Remind them that 'how much' goes with uncountable nouns and 'how many' goes with countable nouns. Show them the example and ask them to complete the questions. When they finish, do the whole class correction. Ask them to give reasons if they have different answers.

Answers

- a. How many muffins?
- b. How many coins?
- c. How much music?
- d. How much rain?
- e. How many earrings?
- f. How many toys?
- g. How much water?

- b. Get the students into pairs. Tell them to ask and answer the questions with 'How much . . .?' or 'How many . . .?' based on the pictures and the example given. Those who finish quickly can add other examples. (e.g. How many globes are there in the library? How many clocks do you have? How many books do you have?)
- c. Show them task **B**. Make sure that they understand the question.
- d. Get the students into pairs and tell them to ask and answer the questions with each other about different things they have with them 'How many . . .?' or 'How much . . .?' (E.g. How many books do you have?)

4. Listening

This is a listening task where the students will listen to the price list of fruits and vegetables at Kalimati fruits and vegetable market, and do the given task.

Objective

Listen to the price list and complete the table with the required information.

Materials

Recorded material (mp3), audio player, transcription of the recorded material.

Follow these steps.

A. Look at the picture and answer these questions.

Tell the students to look at the picture and answer the questions. Ask a student to describe the image in detail. (Elicit: they are buying and selling things. Yes, there's a market in our locality. We buy and sell things there.)

B. Listen to the recording and complete the table.

- a. Tell them that they are going to listen to the price list of fruits and vegetables at Kalimati fruits and vegetable market. (Make sure the transcription is available.)
- b. Ask them to study the table given in **B**. Give them 2/3 minutes to study the table. Make sure that they understand how to complete the table using ICQs. (What do you write in the second column? – price)
- c. Play the audio and tell them to complete the table.
- d. Go around the class and check if the students have completed the table.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check that all the students have the correct answers.

Answers	
Vegetable item	Price (Rs./kg)
Cabbage	35
Radish	30
Broccoli	50
Tomato	50
Cauliflower	35
Lady's finger	135
Gourd	65

C. What stationery items do you have? Prepare a price list of the items.

This is a post-listening activity. Tell them to make a price list of the stationery items (book, pen, crayons, geometry box) they own. (Maximum of four items.)

5. Grammar

This is a grammar item. It's about common nouns.

Objective

- a. Use the common nouns correctly.

Follow these steps.

A. Study the following sentences.

- a. Write the given sentences from A on the board. Drill them. Tell them to focus on the highlighted words.
- b. Define what a common noun is and give some examples.

Tell them to use 'many' before plural countable common nouns like 'many birds'.
Tell them to use 'much' before uncountable common nouns like 'much water'.

B. Choose the correct options from the brackets to complete the paragraph.

- a. Ask them to read the paragraph and complete it by choosing the correct options from the brackets.
- b. Get the students to complete the task individually. Tell them that whoever completes the task with correct answers first will win.
- c. After they complete the work, tell them to check each other's work. Get them to discuss if they have different answers.

Answers
I'm not a very good cook because I don't have much (much/many) time. During the week, I don't make any (any/no) meals except breakfast. I usually have some (a/some) toast and a little (few/little) orange juice. At the weekend, I sometimes help to make lunch; but I don't know many (much/many) good recipes. So, I just follow my sister's instructions. She is a great cook and makes a lot of (many/a lot of) really nice food.

C. Complete the sentences using appropriate phrases from the box to indicate the quantity.

- a. This exercise makes students practise common nouns to indicate quantity by using the given appropriate phrases.
- b. Ask them to do it and make sure they do it correctly.
- c. Tell them to make pairs and check each other's answers. When they finish, check with the whole class. If they have different answers, let them discuss and decide.

Answers
a. many metropolitan cities
b. many colourful butterflies
c. any outdoor games
d. a few people
e. many countries
f. three big rivers
g. three birds
h. many good friends

6. Writing

This is a writing task. The students should read and write the report based on the given information in the table.

Objective

- a. Write a report based on the given information in the table.

Follow these steps.

A. Read the report which is based on the given information in the table.

- a. Ask them to study the items and price list in the table.
- b. Ask them to review the reading part first and help them understand how the information given in the table is explained.

- c. Ask them to focus on the comparative and superlative forms of sentences which have been used to compare the prices between two objects or among many objects.
- d. Have them underline any comparatives and superlatives.
- B. Now, write a similar paragraph based on the given information in the table below.**
- a. Ask the students to study the information in the table.
- b. Ask some questions that lead them to write sentences for the paragraph.
 - What information does the table give?
 - Which one is the most expensive item?
 - Which one is the cheapest item?
 - Which is more expensive: pilot pen or gel pen?
- c. Ask the students to write a simple paragraph based on the information given in the table. Set it as an individual task.

Sample answer

The table provides information about the price of stationery items. All the given items have different prices. The most expensive stationery item is the Geometry Box which costs NRs 150. The cheapest item is the Gel Pen. It's NRs 30. The Ruler is slightly more expensive than the Gel Pen. The price of the Ruler is NRs 40. The price of Marker and Pilot Pen is NRs 50 and NRs 80 respectively. The price of a Pencil Box is slightly higher than the price of a Pilot Pen. It's NRs 100 per piece.

- d. Have them swap their paragraph with a partner and check each other's work.
- e. Ask them to share some feedback.

7. Reading II

This is the second reading text. It is an advertisement.

Objective

- a. Read the advertisement and answer the questions based on it.

Follow these steps.

Pre-reading activities

- a. Tell them to study the text and ask: What is this text? (Elicit: an advertisement) Have you seen a text like this? Where do you find them? (newspaper). What are they for? (for promoting the sale of any product)
- b. Tell them that they are going to read an advertisement.
- c. Ask them to study the pictures in the text, find out the prices of different things and their discount percentage. Make sure that they understand what a 'discount' is.

While-reading activities

- a. Ask them to look at the text and ask these questions: How much does a calculator cost? How much do three pens cost? If you just have 20 rupees, what item can you buy? This gives them an idea to understand the advertisement.
- b. Tell them to look at activity A. They must find the answers from the text for the given questions. Do the first one together. Ask them to do the task individually. When they finish, check their answers.

Answers

- a. 20% discount due to New Year
- b. two weeks
- c. pen
- d. calculator

Post reading activities

- a. Get the students into groups (maximum of 5 students per group).
- b. Ask them what discount means. Tell them to recall a time they have got a discount while buying something.
- c. After completing the group work, tell the group leaders to share their group's answers.

8. Project work

This is project work where students go to a grocery store nearby, talk to the owner and prepare a price list for any times available at the store.

Objective

- a. Make a price list of the items available in a grocery store.

Follow these steps.

- a. Divide the students into groups of five and tell them to go to a grocery store nearby when the school is over for the day.
- b. Tell them to ask the shopkeeper to provide the price of any 10 items available there.
- c. Ask them to make a price list and compare theirs with other groups any time next week.

9. Extra bit: Common multiword verbs

This activity is for self-study. They read the common multiword verbs with their meanings. Help them if required. Encourage them to use the verbs in their own sentences.

Unit 15

Unit introduction

This is the fifteenth of eighteen units in the grade six textbook. It consists of nine tasks from ‘Getting started’ to ‘Extra bit’. Teachers could follow the activities given below to facilitate their students with their learning. The table below summarises the tasks introduced in the unit. After the table, you will find suggested procedures for carrying out the activities in the classroom. Feel free to design your own activities too.

S. N.	Topics	Activities
1	Getting started	Describing pictures Listen and sing
2	Reading I (The Musicians of Ilam)	Talking about the pictures Vocabulary Short answer questions Giving reasons
3	Speaking (expressing degrees of probability)	Making predictions from the pictures
4	Listening	Sentence completion Note down a weather report
5	Grammar (modals and the simple future)	Learning the uses of i) the modals: may, might and must ii) simple future
6	Writing	Punctuation Writing a paragraph using the given clues
7	Reading II (The Arrow and the Song)	Describing the picture True/False Short answer questions
8	Project work	Collecting pictures and presenting them
9	Extra bit	May, might and must for probability
Total time for the unit		9 hours

1. Getting started

This is the first task of the unit. There are three subtasks from A to C. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one for each, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Say what may happen next in the pictures.
- b. Sing the given song.

Materials

Four different pictures (enlarged)

A. Look at the pictures and say what may happen next.

The teacher could follow the steps below.

- a. Get four pictures on separate pieces of paper or on slides and show the students one at a time.
- b. Describe the pictures in detail to the class or ask them to describe them.
- c. Ask them: what may happen in the pictures?
- d. Write all their views for each picture on the board. Later, present the views (It may rain in the first picture. It may be very hot later. The dog may bite the man or he may get scared as the dog

is barking. The girl may scare her mother or the woman.) Challenge them to think of some funny alternatives.

B. Listen and sing.

The teacher could follow these steps.

- As the poem has multiple unfamiliar words, ask them to underline all new words.
- Ask them if they know the meaning of any of them.
- Present the words either on the board or on separate pieces of paper. (chaos, bosom, vision, unfurled, slumber, curled, unmindful, perchance, Eros, Cronos, throne, hurled)
- Help them learn the words using various techniques. (Definition, example situation, translations if needed.)
- Sing the poem given. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the poem together. (Alternatively, you can download the song on your mobile and play it for the students.)
- Emphasise the rhyming words and use body language when you recite the poem.

Rhyming words

world/unfurled/curled/hurled

lies/paradise/skies/flies

C. Go outside and look at the sky. What does it look like? Is it likely to rain or will there be sunshine? Share your thoughts with the class.

- Take your students outside of your class into the open air and describe your surroundings using ‘is likely to v-inf/ will v-inf’ (For example: The shopkeeper is likely to make a lot of money as a number of customers are waiting outside. A teacher is likely to shout at the boy as he is late for school. Likewise, you can give some other suitable examples that are relevant to your context.)
- Tell them the uses of ‘is likely to v-inf and will v-inf’. (Note: *Likely* and *unlikely* are used to say that something will probably happen or not happen in the future)
- Ask: Is it likely to rain or will there be sunshine today? Ask them to observe the weather and make guesses.
- Use inquiry-based techniques to move ahead. Ask: Is it cloudy? Is it windy? Are there any dark clouds?
- Ask random questions to some students to check their knowledge.

2. Reading I

This is the first reading text. It is a story called **The Musicians of Ilam**.

Objectives

- Learn the words: band, musician, crow, gang, bray, frightened, stumble, limp, stab, and poke.
- Read the text and do the comprehension tasks.

Materials

Pictures of donkey, dog, cat and cock and word cards.

Follow these steps.

Pre-reading activities

- Discuss the questions given at the top of the text: What animals do you see in the pictures below? What happened to the men in the last two pictures? Describe the pictures in detail.
- Ask some students to make sounds of donkey, dog, cat and cock or play the video if you have internet access ‘<https://youtu.be/qNn73KUo9CQ>’ and ask them to imitate the sounds of animals. You can also show them a video clip of the donkey’s sound.
- Tell them that they are going to read a story about the friendship among a donkey, a dog, a cat and a cock. Ask: What is the title? Elicit: The Musicians of Ilam.

While-reading activities

- Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- Get nine students to read the text while other students underline all the unfamiliar words.

Nine Students

1. Donkey
2. Dog
3. Cat
4. Cock
5. Narrator
6. **Four** thieves (thief 1, thief 2, thief 3, thief 4)

- c. Get four students to hold the pictures of the donkey, dog, cat and cock and ask them to raise the respective picture when its name is read.
- d. Ask five students to read the story. Help the narrator-student as his/her role remains very active.
- e. Ask the students to write the words they have underlined on the board.
- f. Teach the words. Follow: Meaning-Form-Pronunciation or Meaning-Pronunciation-Form model. (Do not miss the words: band, musician, crow, gang, bray, frightened, stumble, limp, stab and poke)
- g. Ask the students to read task A. Make sure that they understand the task by asking ICQs. Ask them to read the text to find the words from the text for the given meanings. Do the first one together as an example. (What do you call a person who composes music? Elicit: musician. Good. That's the word for the meaning: a member of a music band. Where is the word? Yes, it's in the title: The Musicians of Ilam.) Let them do the rest of the words by themselves. When they finish, check answers as a class. Ask them to point to the words in the text.

Answers

- a. Musician b. terrified c. beam d. poked e. scratched f. stumble

- h. Show them task B. Go through the questions to make sure that they understand what they need to find. Ask them to read the text again and write the answers to the questions. Do the first one together as an example. Set this as an individual task. When they finish, check answers as a class. Ask the students to point to the text where they have found the answers.

Answers

- a. because his master had told him that he would not feed a useless old donkey like him
- b. were eating a big meal, laughing and talking
- c. the donkey, the dog, the cat, and the cock made noises at the same time
- d. The cock slept on the beam over the door and the dog behind the door
- e. thinking that it was a fire
- f. Friends Forever, Wisdom and Unity, Unity for Existence or any suitable one

- i. Ask them to swap their answers and discuss in pairs.
- j. Do whole class discussion.

Post-reading activities

- a. For activity C, divide the class into four groups. Get four strips of paper with the words 'the dog' and 'the donkey' written twice.

- Strip 1 : the donkey
 Strip 2 : the donkey
 Strip 3 : the dog
 Strip 4 : the dog

- b. Fold those strips and put them in a box and ask a member in each group to choose a strip.
- c. Give them some time (4/5 minutes) to get and write some ideas about the questions.
- d. Ask them to share their views. Help them if they need any. Invite comments from the rest of the students.

3. Speaking

This is a speaking task focusing on the language function: expressing degrees of probability. There is an activity where they need to describe likely consequences in the pictures using the modal auxiliary verbs '**may** and **might**'. Encourage students to come up with interesting probabilities.

- a. Ask the students to look at the first two pictures and read the sentences underneath them. Tell

them that we use 'may' and 'might' to talk about probability of something.

- b. Ask the students to look at other pictures and come up with a sentence for each using may or might. Encourage them to be more creative.

The dog may bite the man.
He may get tired soon.
The boy may get angry.
Landslides might occur.
The man may get sick/He might catch a cold.
The dancing children might get tired soon./Their friendship may get stronger.

- c. Ask the students to say at least five sentences about the probability of any events at their school next month. (Example: The school may announce the result of the first terminal examination.)

4. **Listening**

This is a listening task where the students listen to an interview with a meteorologist making a weather forecast for a week and answer the given questions.

Objective

- a. Listen to an interview about the weather report and do the comprehension tasks.

Materials

Recorded material (mp3), audio player and transcription of the recorded material.

Follow these steps.

A. Look at the picture and guess the answers.

Ask the students to look at the picture and answer the questions. Ask: Do you know the name of the piece of equipment? What is its function? (Elicit: The picture is of a rain gauge. It is used for measuring rainfall.)

B. Listen to the audio and fill in the blanks with the correct words.

- a. Tell them that they are going to listen to a radio interview with a meteorologist.
- b. Give them clear instructions about what and how they are supposed to do.
- c. Tell them to go through the questions given in B. Give them 2/3 minutes to read the questions.
- d. Help them if they have any confusion in understanding the questions.
- e. Play the audio and tell them to fill in the blanks with the correct answers.
- f. Go around the class and check whether all the students have done the assigned task.
- g. Play the audio again. This time, stop the audio when you hear the answers.
- h. Check that all the students have the correct answers. If required, play it again.
- i. Check answers as a class. If they have different answers, play the audio and ask them to confirm the answers.

Answers

- a. Sita
- b. meteorologist
- c. districts
- d. upper
- e. sunny

C. Listen to the Nepalese weather report in the evening. What might the weather in your province be like tomorrow? Note down the weather.

- a. Ask them to read the instruction and make sure that they understand what they are supposed to do. Use ICQs.
- b. Tell them to listen to the weather report in the evening on the radio or TV and make notes about the weather.
- c. Set this task as their homework.
- d. Ask them to share their answers the next day.

5. **Grammar**

This is a grammar task. It's about the uses of the modal verbs 'may', 'might', 'must' and 'simple future' for expressing the degrees of probability.

Objective

- a. Use the modal verbs 'may', 'might', 'must' to talk about probability.
- b. Use 'simple future' to talk about probability.

Follow these steps.

A. Study the following sentences.

- a. Ask students to read all the sentences given in activity A and find the differences in the use of 'may', 'might' and 'must'.
- b. Help them with the following ideas. Ask them first to explore in pairs what each of the modal verbs means. Tell them the following rules. Refer to the extra bit section of the unit.
- c. Ask for a range of answers.

We use:

- 'May' when something is more likely to happen
- 'Might' if something is less likely to happen or in a hypothetical situation
- 'Must' expresses a strong certainty

B. Fill in the blanks with may, might and must.

- a. Divide the class into four groups.
- b. Assign the first four questions (a-d) to the first two groups and the next four (e-h) to the second two groups. Ask them to work in groups and find the answers.
- c. When they finish, ask them why they have chosen those modal verbs. Ask them to give reasons.
- d. Check their answers and give them feedback. More than one answer is also possible. It depends on how they think.

Answers

a. may b. must c. might d. might e. must f. must g. must h. may

- e. Help them with the reasons.

C. Study the given examples and complete the sentences using 'will' and the appropriate verbs.

- a. Ask the whole class to read the given examples and all the sentences. Set this task as an individual task.
- b. Help them with the following ideas if they are unclear.

The uses of simple future

- Decisions made at the moment of speaking (sudden decisions). One could change his/her decision later. (I think I will.....Maybe I will.....Perhaps I will...)
- For making basic predictions about the future. (Prices will rise very soon.)
- Less certain future facts and things. (She will get married at 24. I think he will come tomorrow.)

- c. Ask the whole class to complete the sentences with 'will' and the appropriate verbs.
- d. Ask each bench to take turns to present their answer (One for each). Ask others, who do not get turns to contribute their views on peers' answers.
- e. Check answers as a class.

Possible Answers

a. will come/go b. will have c. will go d. will come e. will stay/wait f. will help g. will be/come/go

6. Writing

This is a writing task. The students need to do two tasks: correct mistakes (punctuation) and write a paragraph using the simple future and the modal verbs that they learned in this unit.

Objectives

- a. Correct punctuation errors in the given paragraph.
- b. Write a paragraph based on the given clues about the likely problems of a growing population in the future.

Materials

Chart paper with the text (A)written on it. Make sure that the size of the letters are readable to all.

Follow these steps.

A. Rewrite the following paragraph correctly.

- a. Display the sheet to the class.
- b. Ask the whole class to read the text and find out the mistakes there. Give them the clue like; full stops are missing.
- c. Ask them to work individually to notice the mistakes. Give them five minutes to complete the task.
- d. Invite students to go to the text on the board and make corrections there.
- e. When they finish doing that, highlight the rules for the correct answers.

Corrected Paragraph

Saroj is an honest boy. He reads in Nepal Secondary School in grade six. He has many friends in school. Some of his friends are: Sonu, Muna, Sujal and Bibhan. All of his friends are hard working. One day his sister told him not to be late for home. He replied, "Sure, I will be on time."

B. The population of the world is growing rapidly these days. Think of the problems the growing population will create in the near future? Write a paragraph about it. Use the clues given in the box.

- a. Divide the class into groups.
- b. Remind them of what they learned in Speaking and Grammar (Elicit: the uses of the modal auxiliary verbs and the simple future.)
- c. Tell them that they are going to write a short paragraph on the problems of a growing population in the near future based on the guiding questions.
- d. Tell them that you are going to write a paragraph for them. Write the notes on the left of the board for the questions in the task. Through discussion in between write the given paragraph on the board. Do not let them copy.

Sample answer

The rapid increase in population has become a burning problem at present. It will definitely increase many other problems in the coming days.

The cost of living may increase very soon. People will suffer from different kinds of diseases. Deforestation may bring lots of negative effects. Pollution might be a serious problem if it is not addressed in time. Likewise, other problems may also arise. Thus this problem must be addressed soon to ensure a happy life.

- e. Tell the students that it's their turn to write a similar paragraph.
- f. When they finish, tell them to exchange their work with another group, and check if the other group has included every piece of information given in the question.
- g. Ask the students to rewrite the paragraph as homework.

7. Reading II

This is the second reading text. It is a poem by Henry W. Longfellow.

Objectives

- a. Learn the words: shot, swiftly, follow, keen, oak and unbroke.
- b. Answer the questions based on the poem.

Follow these steps.

Pre-reading activities

- a. Ask the students to look at the picture (describe the pictures in detail) and answer the questions. (Elicit: the man is shooting an arrow into the air).
- b. Tell them that they are going to read a poem. Ask: What is the title? Show me the arrow.
- c. Write these words on the board: shot, swiftly, follow, keen, oak and unbroke.
- d. Tell them to find these words in the poem.
- e. Tell them to look for the words in a dictionary or in the glossary at the end of the book.
- f. Ask students to explain their understanding of the words.
- g. Follow MFP or MPF model to help them learn the words.

While-reading activities

- a. Recite the poem with gestures and ask the students to repeat after you. Pause at the end of each line.
- b. Tell the students to look at activity A. Ask them to write 'True' or 'False' for the given sentences. Ask them to use their TRUE/FALSE signs.
- c. Do the first one together. (What does the statement in 'a' mean in the poem? The poet knew where the arrow had gone. Did the poet know that? (Pause) No. Why? The poet says in the second line of the second stanza 'I knew not where') Now do b and c. Show me why you say true or false.
- d. Check their answers.

Answers

a. False b. False c. True

- e. Divide the class into six groups and ask them to read the poem and find the answer to their group's question.
- f. Assign each group a question from a-f. One group will find the answer to one question.
- g. When they finish, invite the group leaders to share their answers to the whole class. When they share their answers, tell them to locate the answers in the poem.
- h. Check answers as a class.

Answers

a. into the air
 b. no
 c. unknown place in the earth
 d. No....found it after a long time
 e. in an oak tree
 f. in his friend's heart

Post-reading activities

- a. Ask the class to work in groups to summarise the poem in their own words. They can do a mind map or short story or a new poem or a drawing with labels or a different format.
- b. When they finish, ask some of them to share their summary. Summarise their work with constructive feedback.

Possible summary

The poet shot an arrow into the air. It fell to Earth but he didn't know where it fell. He sang a song into the air. The song also fell to Earth but he didn't know where. After a long time, he found the arrow on an oak tree and the song in the heart of his friend.

8. Project work

This project work requires students to collect pictures of musical instruments and paste them on the cardboard with their names and present them to the class.

Objective

- a. Learn the names of musical instruments and do organised presentations of their tasks.

Follow these steps.

- a. Make sure that they know what they are supposed to do. Use ICQs to check this.
- b. Ask them to find pictures of musical instruments either from the internet or from magazines and write their names. If they cannot access the internet or magazines, they can draw the instruments. Tell them to be creative.
- c. Tell them that they will present their tasks by displaying them on the classroom walls within a week.
- d. Set this as a group task. Remind them that in their presentations, they should say the names and the features of the musical instruments.

9. Extra bit: May, might and must for probability

This is an extra information section for self-study. The students study the details of may, might and must.

Unit 16

Unit introduction

This is the sixteenth of eighteen units in the grade six textbook. There are nine tasks in the unit, from 'Getting started' to 'Extra bit'. Teachers could follow these activities to facilitate students' learning and/or design their own activities. The table below gives an overview of the whole unit. It contains the topics and the activities related to them.

S. N.	Topics	Activities
1	Getting started	Talking about the picture (what happened-event) Listen and sing Recall and share memorable life events
2	Reading I (story: Umar in Disguise)	Guessing answers to the questions based on the pictures Completing a character map (character traits) Finding out who said (what) to whom Short answer questions Giving an opinion on a topic
3	Speaking (narrating a sequence of events)	Acting out the conversation Asking and answering questions in pairs using clues
4	Listening (instructions)	Answer the questions based on the picture Numbering the pictures in proper order Narrating the process
5	Grammar Past Simple Past Continuous Past perfect	Underlining all the verbs in the text that are in simple past, past continuous and past perfect Sentence completion with correct forms of the verbs
6	Reading II (narrative: Sakela Sili at Tundikhel)	Guessing answers to the questions based on the pictures Matching Short-answer questions Oral discussion
7	Writing	Paragraph narrating an event Writing a short story using an outline
8	Project work	Drawing pictures for a story
9	Extra bit	Consonants
Total time for the unit		9 hours

1. Getting started

This is the first task of the unit. There are three sub-tasks from A to C. Follow the procedures given below to carry out the activities in the classroom. Prepare the pictures for activity A (one for each picture, four in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Describe the events in the pictures in the past tense.
- b. Sing the song about life and the duties.

Materials

Each picture on a single page (enlarged)

The teacher could follow these steps.

A. Look at the pictures and say what happened.

- a. Show the students the enlarged pictures, one by one, and ask them to look at them carefully. Ask students to describe the pictures to the class. Help them with the questions: What did the boy win? Who built the factories? What did the four people do? Who climbed the mountain? /Who put the flag on top of the mountain?)
- b. Encourage them to describe those pictures. Make sure that they use the past tense. Ask them to be creative.

- c. First, ask the whole group, wait for the response, point to a particular student, listen to the answer and give feedback.
- d. Let more students speak about them and make others listen to each response carefully.
- e. Give your description after they finish, and wrap it up. (The boy won the medal. People built factories. They had a debate. Somebody climbed to the top of the mountain./Somebody put the flag on the top of the mountain.)

B. Listen and sing.

- a. Ask the students if they enjoy singing. Tell them that they are going to sing a song.
- b. Sing the song given. You can choose any tune you like. When you sing it for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing it together.
- c. Write the words: blow, glow, sweep, scrub, peep, bosom, idleness on the board. Ask them to repeat the words after the teacher, write them on the board and ask them to look for their definitions. Ask students to explain any of the words. Then explain the meaning of those words in context.

C. Remember a memorable event of your life and tell it to your friends.

- a. Ask the students if they have any interesting, disappointing, exciting or happy events that have happened in their life.
- b. Ask them to recall one event and take turns to tell it to the person next to them. Ask them to be short and use the past tense.
- c. Then, ask them to share that event with the whole class.
- d. Encourage every student to share their events and make everyone listen to each other's answers.
- e. Ask students to reflect on the language used – past tense.

2. Reading I

This is the first reading text. It is a short story adapted from the 'Stories from Early Islam'.

Objectives

- a. Learn the words: complexion, treasure, anxious, unattended, plight and distressed.
- b. Read the text and do the comprehension tasks.

Materials

Word cards

Teachers could follow these steps.

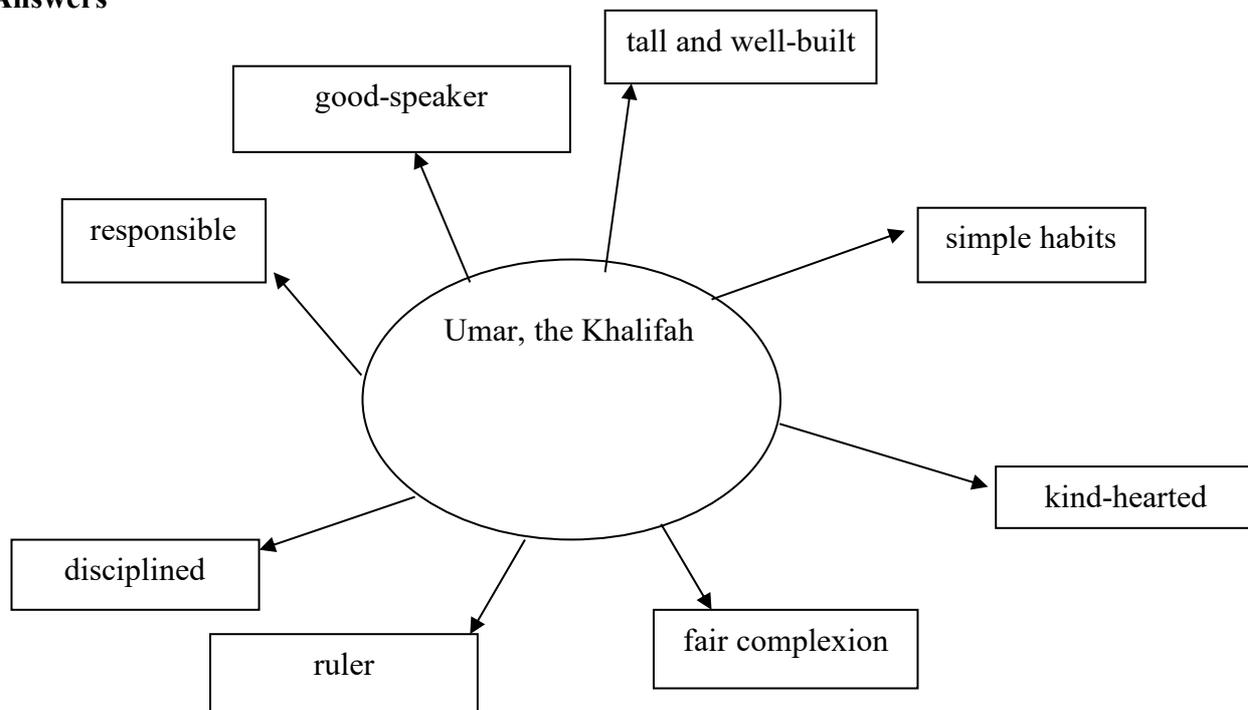
Pre-reading activities

- a. Discuss the pre-reading questions pointing to the pictures given. Describe the picture to the class.
 - i. Who are the people in the second picture? (a family: a mother and her two children)
 - ii. Are they Hindus or Muslims? How do you know? (Muslims)
 - iii. What is the man in the third picture doing? (giving some money to the woman)
- b. Listen to their answers; encourage them to give reasons to support their answers.
- c. Introduce the title. Explain the meaning of 'disguise' through an example and meaning in context.

While-reading activities

- a. Ask the students to read the text silently and underline all the unfamiliar words.
- b. Nominate seven students to read seven different paragraphs loudly while others listen to them pointing to the lines with their fingers.
- c. Get the students to write the unfamiliar words on the board.
- d. Teach the words: complexion, treasures, anxious, unattended, plight, distressed. Follow: Meaning-Form-Pronunciation or Meaning-Pronunciation Form model.
- e. Explain the text through story-telling i.e. narrate the text (story)
- f. Ask the students to read task A. Make sure that they understand the task by using ICQs. Make them write about 'Umar', the Khalifah as per their understanding about him. Ask them to complete the character map with the words/phrases that describe Umar and his characters.
- g. Move around to see if they need any help. Remind them that they can refer to the text to find out the words for describing Umar.
- h. After they complete, ask them to give their words/phrases. Ask them to give reasons for their answers. List their answers on the board and add some more if they leave any out.

Answers



B. Who said these sentences to whom? Write their names.

- Show them task **B**. Ask them to read the text once again thoroughly to find out who said the given sentences and to whom.
- Ask them to read the text to notice the speech marks i.e. inverted commas and the sentences in direct speech.
- Lead the task as a whole group activity. Once the students come up with their answers, ask them to show where it is given.

Answers

- Umar to the woman.
- Umar to his servant.
- The woman to Umar.
- Umar to the woman.

C. Answer the following questions.

- Divide the students into pairs with different abilities. Ask them to read the text again and find the answers to the questions given in C. Make sure that they understand the questions. Use ICQs.
- Make them exchange their copies with another pair and get the answers checked.
- Do a whole class discussion about the answers. Ask them to show where the answers lie in the text.

Answers

- established the administrative system in the country/supplied people with their daily needs/wrote the letters for them and delivered them/visited the families of people away from home
- he went to their homes
- they were hungry/it was late for them to have their meal
- to give the impression that the food would be ready
- to bring some food for the woman and hungry children

D. Do you think Umar is a good ruler? Why? Give your reasons.

- Ask the whole group: what words would you use that describe 'what Umar is like'? Listen to their answers. Let all the students put their views across. Write their words on the board.
- Based on the words they have come up with, ask them whether Umar is a good ruler or not. Tell them to think for some time and share their ideas to the person sitting next to them.
- Ask volunteers to share their answers with the whole class. Encourage them to give reasons.

3. Speaking

This is a speaking task focusing on the language function: narrating a sequence of events. There are two activities.

- A. Act out the given conversation.
- B. Pair work on asking and answering about what they did the day before.

Objective

- a. Ask and answer questions about past events.

Follow these steps.

A. Act out the following conversation.

- a. Pair up all the students: a boy and a girl. So, they can act out the conversation given.
- b. When everyone finishes acting out the conversation in pairs, get three pairs to act out the given conversation to the whole class.

B. Work in pairs. Take turns to ask and answer questions about what you did the day before. You can use the following clues.

- a. Ask the students to read the instruction. Make sure that they understand what they are supposed to do.
- b. Divide the class into pairs. Make sure each pair consists of students with different abilities.
- c. Tell them that they are going to ask and answer questions about what they did yesterday. They can ask and answer questions based on the prompts given.
- d. Select a confident pair, call them to the front of the class and get them to ask and answer the questions using the clues given. Help them if needed.
- e. After the demonstration of the conversation, ask each pair to perform so that everyone gets a chance to participate.
- f. Make sure everyone participates and does the question-answer and practise to form or create questions and answer in sequence using the clues given.

They can do the conversation in the following way.

Sanju: Hello Ranju!

Ranju: Hello Sanju! What did you do yesterday?

Sanju: I went to a stationery shop.

Ranju: Wow! What did you buy there?

Sanju: I bought some balloons and some chart papers.

Ranju: Oh! Did you go alone?

Sanju: No, no. I went there with my brother.

- g. The students can also just practise asking and answering questions based on the prompts.

A: What did you do yesterday?

B: I completed the project work.

A: Did you do it alone?

B: Yes, I did it myself.

- h. Move around the class and make sure that the students are using past tense to talk to each other.

4. Listening

This is a listening task where the students will listen to the instructions on preparing a cup of black tea in a traditional way and then do the comprehension task.

Objective

- a. Listen to the instructions and put the pictures in order as described on the audio.

Materials

Picture of Ilam with tea estates, recorded material (mp3), audio player, transcription of the recorded material.

Follow these steps.

A. Look at the pictures and answer the questions.

- a. Ask the students to look at the picture whilst a student describes it to the class and answer the questions.
- b. Ask them the questions: Where are the women? What are they doing?
- c. Listen to their answers and then ask the other question given: Which place of Nepal is famous for it? (Ilam)

- d. Listen to their answers and show an enlarged picture of a tea estate if possible and ask questions about it. Ask: which place is famous for these tea estates?
- e. Enquire about their habits and culture of drinking tea at their home. Ask them to share their tea drinking habits. Then, tell them that they are going to listen to someone giving instructions about preparing black tea.

B. Listen to the recording and write 1-6 to show the process of making tea.

- a. Tell them to look at the pictures that show the process of making black tea. Also remind them that they are not in order. They will listen to the audio and put the pictures in order by writing the numbers 1-6 below them in the boxes. Remind them that there's a transcript of the audio.
- b. You could prepare five or six sets of each picture, organise students into groups and have them arrange the pictures, in order, on the floor.
- c. Play the audio and tell them to write the numbers 1 to 6 below the pictures based on the instructions they hear.
- d. Go around the class and check whether all the students have completed the task.
- e. Play the audio again. Make them check their answers once again.
- f. Check that all of them have done it correctly.

Answers		
4	2	3
6	5	1

C. Your brother followed the same process to prepare tea yesterday. Now, tell your friends how he prepared it.

- a. This is a post-listening activity. On the basis of the instructions that showed the process of making tea, ask them to use past form of verbs to narrate the process of preparing tea. Make them add the subject 'My brother' and narrate the way or the process of preparing black tea. Ask them to do the actions – it will help them.
- b. Have them write down in their exercise books and then read it out to their friends.

Answer

My brother prepared a cup of black tea yesterday. First of all, he filled a saucepan with a cup of water and put it on the stove for heating. When the water boiled, he put tea leaves in and then added a spoonful of sugar. He boiled it for three minutes. He poured the tea in a tea cup and gave it to me. It was very nice.

5. Grammar

This is a grammar task. It is about three different forms of past tense i.e. past simple, past continuous and past perfect.

Objective

- a. Identify different forms of past tenses and use them (past simple, past continuous and past perfect) correctly.

Materials

Chart (verb form chart), sentence cards

Follow these steps.

A. Study the following sentences.

- a. Get the students to read the sentences given.
- b. Ask them to pay attention to the highlighted words i.e. verbs in the sentences.
- c. Ask the students to try and identify which tense matches which sentence.
- d. Tell them about the tenses of those sentences. (Past simple, past perfect and past continuous).
- e. Show them some similar types of sentences on sentence cards and ask the students to read them.
- f. Ask the students to compare them and find out different forms of verbs used in them.
- g. Show a chart containing details about different forms of past tense, their structures and the examples. Ask one of the students to read it aloud and then explain every single thing written on it. Encourage students to explain.
- h. Explain their uses with examples and ask them to make their own sentences using the structure shown in the chart.

B. Read the story 'Umar in Disguise' again and underline all the verbs in simple past, past continuous and past perfect.

- a. Get them to read the text, they can scan the text and underline the verbs in past tense in their different forms.
- b. Make everyone do this task themselves in their books using pencil.
- c. Ask them to share their list of verbs and write them on the board.
- d. Make a table to list the verbs on the board and categorise them (past simple, past continuous and past perfect).
- e. Ask them to make sentences using each verb form from the list so that they know the uses of past simple, past continuous and past perfect.
- f. Swap sentences and let them peer correct.

C. Complete the following sentences using simple past or past continuous form of the verbs in brackets.

- a. Ask them to read all the sentences and the verbs given in the brackets.
- b. Give some examples to differentiate the use of past simple and past continuous. Do the first one with the whole group. (The teacher told us a story yesterday.)
- c. Make them complete the sentences individually with the correct forms of the verbs given in the brackets in each sentence.
- d. Bench partners can discuss to come up with the correct answers.
- e. Move around the class and help if required.
- f. Make sure everyone completes the activity.
- g. Check their work in the whole group. If they have different answers, ask them to discuss and decide their answers.

Answers	
a.	told
b.	was coming
c.	gave
d.	was watching
e.	said
f.	started
g.	were playing
h.	were

6. Reading II

This is the second reading text of the unit. It is a narration of the day on which the festival 'Sakela Sili' was celebrated (by the author) at Tundikhel.

Objectives

- a. Learn the words: reply, excited, decorate, celebration, shrine, props, priest, ritual, sacrifice, sacred, signal, perform, control, accompany, narrate, holy, ancestor, imitating, represent.
- b. Read the text and do the comprehension tasks.

Follow these steps.

Pre-reading activities

- a. Ask the students to study the picture and ask them the questions given. Get a student to describe the image carefully.
 - i. What are the people in the picture doing?
 - ii. Can you guess the name of the festival?
- b. Ask them if they know any more information about it and ask if there is anyone who celebrates this festival. If yes, then, ask him/her to explain the festival in detail. Ask about other religious festivals of different faiths.
- c. Tell them that they are going to read about the festival Sakela Sili.
- d. List out the highlighted words on the board and ask them if they know any of them. Ask them to find the words in the text. Then, explain the meaning, use them in context and give example sentences using those words so that the students understand what they mean. When you teach the words, either follow MPF or MFP.

While-reading activities

- Nominate some students to read the text aloud to the whole class i.e. one paragraph per student.
- Make others point to the lines and listen carefully.
- Explain the text after a student finishes reading the paragraph. To do this, ask questions for each sentence.
- Then, tell them to look at Exercise A. Tell them that they are going to match the words/phrases with their definitions. Tell them that they will find the words/phrases and definitions from the text.
- Ask them to match the words/phrases with their suitable definitions by referring to the text. Ask them to do it individually. Do the first one together. (Find the word Ubhauri in the text. Where is it? (It's in the second paragraph on page 163. What is written after the word? (is the festival of the Kirant community) So, what's the definition? A festival of the Kirant community. Where is it given in the second column, the third one)
- Let them do the remaining task by themselves. When they finish, check their answers in the whole group. Ask them to point to the place where the answers lie.

Answers			
S. N.	Column A	S. N.	Column B
a.	Ubhauri	iii.	a festival of Kirant community
b.	Nakso	i.	the main priest
c.	Sillimangpa	v.	the male leader
d.	Sillimangma	vi.	the female leader
e.	Dhol	vii.	a musical instrument
f.	Mundhum	ii.	a holy book
g.	Sakela Than	iv.	a sacred place

- Ask the students to read the questions from a to d in B. Make sure that they understand them. Use ICQs.
- Ask them to find the answers from the text. Set this as an individual task.
- When they finish, check answers as a class. Ask them to point to the lines where the answers lie.

Answers	
a.	Exactly at 9:30 a.m.
b.	Sakela Than
c.	Dhol and Jhyamta
d.	the male leader 'Silimangpa' and the female leader 'Silimangma'

Post-reading activities

- Ask them what specific thing they find most interesting about the festival, Sakela Sili.
- Encourage them to speak and list the things on the board as they say them.
- Then, make them talk to their friends about the interesting features of the festival 'Sakela Sili' and also share information about their favourite festivals too.
- Ask them to think about how they compare.

7. Writing

This is a writing task. It includes two activities i.e. writing a narrative of an event and writing a short-story using the skeleton or the outline given.

Objectives

- Write a short account on how they celebrated their last birthday.
- Write a short story based on the given outline.

Materials

A set of pictures (making a story).

Follow these steps.

- How did you celebrate your last birthday? Try to recall and write a short paragraph on what happened on the day.**
 - Ask the students if they love to celebrate their birthday. Ask why they celebrate their birthday.
 - Get them to share what they do to celebrate their birthday.

- c. Then, ask them how they celebrated their last birthday.
 - d. Get them to start by drawing a quick mind map (things they did) to plan the paragraph.
 - e. Make them write a short paragraph explaining the event in detail. Remind them to use the past tense.
 - f. Check their work and give feedback.
- B. Write a short story using the following outline. Suggest a suitable title too.**
- a. Get a set of pictures in sequence and show the pictures (making a story) one by one to the class.
 - b. Ask them to describe what they see in those pictures. Remind them to use the past tense.
 - c. Ask them to give names to the people or animals in those pictures and explain what happened in the pictures.
 - d. Finally, showing the pictures one at a time, tell them the story. Use some gestures to make it interesting.
 - e. Then, ask the students to read the outline or the skeleton of the story given in exercise B.
 - f. Explain the outline if needed. Use question-answer for this. (How many sons did the old man have?).
 - g. Do a demo by writing the story (given below) on the board. Ask questions for each clue and show how you make sentences in the past tense using the clues. Remind them in the course of writing, to use the linking words; then, after that, next, suddenly, , ... and when finished give it a suitable title along with the moral of the story.
 - h. Do not let the students copy the story. Set this as a homework task.

Sample story

A father's Advice

Once upon a time there lived an old man in a village. He had three sons. One day, the old man became very ill. He felt that he was about to die. So, he called his sons to give an important advice. He asked them to bring a bundle of sticks. He gave them sticks one after another. First, he asked the eldest son to break those sticks but he was unable to. Then, the old man asked his next son to break them but he too was unable to break the bundle all at once. Then again, the old man gave the sticks to his third son, the youngest one, and asked him to break the bundle of sticks all at once. Like his brothers, he also couldn't break them. Then, he asked all of them to work together and break the bundle. They easily broke the bundle.
The moral of the story is 'Unity is Strength'.

8. Project work

This is project work where the students learn and exhibit their drawing skills.

Objectives

- a. Draw a set of pictures for the story 'Umar in Disguise'.
- b. Retell the story in their own words using their drawings.

Follow these steps.

- a. Divide the class into groups of five.
- b. Name them and ask them to nominate a team leader in each.
- c. Instruct them to prepare a set of pictures that reflect or tell the story of 'Umar in Disguise'.
- d. Tell the group leader to take responsibility for allocating the duties and tasks for every team member.
- e. Make each one work equally in the group and manage stationery for them if needed.
- f. Give one week to prepare and set a date for the submission of the work and to do a presentation.
- g. Ask them to draw them on chart paper and show creativity in making their task unique and attractive.
- h. On the day of presentation, get the groups to show their pictures and retell the story.
- i. When all groups finish, ask them to vote for the best one and explain why.

9. Extra bit: Consonants

This is an extra information section for self-study. The students study the consonant sounds and their example words. You can copy it on a big chart and stick it on the classroom wall so that they can refer to it anytime they like.

Unit 17

Unit introduction

This is the seventeenth of eighteen units in the grade six textbook. It consists of nine tasks from 'Getting started' to 'Extra bit'. Teachers could follow the activities given below to facilitate students' learning. The table below summarises the tasks covered in the unit. After the table, you will find some suggested procedures for carrying out the activities in the classroom and/or you can design your own activities.

S. N.	Topics	Activities
1	Getting started	Describing pictures Listen and sing Sharing experiences
2	Reading I (A Palm Reader)	Answering questions based on the pictures Vocabulary Multiple choice Sharing opinions
3	Speaking (expressing surprise and dismay)	Acting out the conversation Expressing surprise and dismay in the given situations
4	Listening (conversation between two friends expressing surprise)	Sentence completion Short answer questions Recalling information
5	Grammar (past simple, past continuous, past perfect)	Underlining verbs Completion of sentences with the given options
6	Reading II (At a Chemist)	Answering questions based on the picture Matching words/phrases with their meanings Short answer questions
7	Writing	Completion of a dialogue Composing a dialogue
8	Project work	Making a short report
9	Extra bit	Vowels
Total time for the unit		8 hours

1. Getting started

This is the first task of the lesson. There are three subtasks from A to C. Follow the procedures given below to facilitate the activities. Prepare the pictures for activity A (one on each piece of A4 paper, three in total) and learn the tune of the song for activity B beforehand.

Objectives

- a. Describe the picture and state why they might/could be so surprised.
- b. Sing the given song.

Materials

Three different pictures enlarged (activity A)

A. Look at the pictures and say why they might/could be so surprised.

The teacher could follow the steps below.

- a. Prepare the three pictures on separate pieces of paper and show the students one at a time. Ask them what unusual thing is seen in each picture. (a goat in a tree, a student writing on the board with both of his hands, a boy copying the picture exactly)

- b. Ask them: why might/could the people in the picture be so surprised?
- c. Ask these questions to trigger their thinking.
 - Is it possible for a goat to be in a tree in the first picture?
 - How is it possible for a student to write with both hands at the same time in the second picture?
 - The boy is copying the picture exactly (unusual for someone so young).

B. Listen and sing.

The teacher could follow these steps.

- a. Tell the students that you are going to sing a song.
- b. Sing the poem given. You can choose any tune you like. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the poem together.
- c. Ask them to identify the rhyming words. Help them if required.

Rhyming words

wind/find
 whom/Tomb
 mind/blind
 power/hour

C. Now tell your friend about any surprising event you have faced.

- a. Ask the students if they have faced any surprising event in their life.
- b. Tell them your experience. For example: I won 1,00,000 in a lottery at the age of sixteen.
- c. Ask them to share with their partners. When they finish, invite some students to share with the whole class.

2. Reading I

This is the first reading text. It is a story about a palm reader.

Objectives

- a. Learn the words: proper, offer, pleasant, notice, rags, fortune, held, firmly, hesitate and lunatic.
- b. Read the text and do the comprehension tasks.

Materials

Word cards.

Follow these steps.

Pre-reading activities

- a. Explain the meaning of Palm reading. Show your palm and say that some people claim to be able to tell one's present, past and future by reading their palm.
- b. Ask them to look at the picture and ask these questions one at a time: What does the old man look like? (tired/very aged) What is he doing? (reading another man's palm) Do you believe in palm reading? Why? (encourage them to express their ideas).
- c. Ask them if they have ever had their palm read.
- d. Tell them that they are going to read a story about a person who spends a night at a small hotel and meets an old man who insists that he can tell him his fortune. Show them the young man in the picture and tell them that the story is about him.

While-reading activities

- a. Read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- b. Get nine students to read nine paragraphs of the story while other students underline any unfamiliar words.
- c. Later, ask them to write the words on the board.
- d. Teach the words: proper, offer, pleasant, notice, rags, fortune, held, firmly, hesitate, lunatic, etc. Follow: Meaning-Form-Pronunciation or Meaning-Pronunciation-Form model.
- e. Ask the students to read task A. Make sure that they understand the task by using ICQs. Ask them to read the text to find the words for the given meanings. Do the first one as a whole group. (Read the second sentence from the first paragraph and ask the questions: How was the place?

(poor) Was it good? (No, it was poor.) Was there a good hotel? (No) How can you say that? (The sentence says, there was no proper hotel.) Then, what is the meaning of the word 'proper'. (Good))

- f. Then, tell them to look for the other words for the meanings from b to g.
- g. When they finish, provide feedback to the class.

Answers

- a. proper
- b. noticed
- c. rags
- d. fortune
- e. took hold of
- f. hesitated
- g. lunatic

- h. Show them task **B**. Make sure that they need to read the text and choose the correct answer for a to g. . Do the first one as a whole group. Read the first sentence from the first paragraph and ask them: Why did the writer stop in a village? (for the night). So, what is the answer? What was he looking for – somewhere to sleep, something to eat or something to do? (somewhere to sleep because he wanted to spend the night means 'sleep'. Ask the students to do the remaining tasks from b to g. Set this task as an individual task. As they attempt the questions, move around the class and have a discussion to clarify any misunderstanding. Check their answers when they finish. Ask the students to refer to the line for each answer.

Answers

- a. i. somewhere to sleep
- b. i. he was waiting for his room
- c. iii. the traveller's future
- d. i. he did not believe in the old man
- e. ii. correct
- f. iii. could not decide
- g. ii. mad

Post-reading activities

- a. For activity C, divide the class into four groups.
- b. Get them to discuss whether they think that the old man was mentally ill or not. They should give their reasons for their thoughts. It is important to discuss how serious mental health can be and that it is an illness.
- c. Get each group to share their views.

3. Speaking

This is a speaking task focusing on the language function: expressing surprise and dismay. There are two activities.

A. Acting out the given conversations.

B. Working in pairs and expressing surprise and dismay in the given situations.

Objective

- a. Express surprise and dismay using appropriate expressions.

Materials

Situation cards

Follow these steps.

- a. For activity **A**, divide the class into two, group A and group B.
- b. Assign group A the first conversation (Pasang and Sabina) and group B the second conversation (Rina and Bipin).
- c. Ask them to act out the conversations in pairs among the groups.
- d. Get them to swap their roles and repeat. (Those who did A first will do B now.)
- e. Ask the whole class what the expression of surprise was in the first conversation and what the expression of dismay was in the second conversation.

- f. Make sure that they understand the meaning of dismay.

Dismay: concern and distress caused by something unexpected

Expression of surprise: Hurray! Thank you for such good news!

Expression of dismay: Oh, no! It's bad luck!

- g. For activity **B**, divide the class into five groups and assign them the given situations (a, b, c, d, and e) using the situation cards.

- h. Give them some time for preparation and let them do the task in pairs. Write an example conversation for a.

A: You know, I've won a lottery.

B: Wow! You're so lucky.

- i. Move around the class and monitor their work. Give feedback when necessary. When they finish, ask some pairs to demonstrate to the whole class.

Some possible expressions.

- a. Hurray! That's great news.
- b. Ahh! I am so happy.
- c. Ooh! We will have lots of fun.
- d. Oh no! I am so sad.
- e. Oh no! That's too bad.

4. Listening

This is a listening task where the students listen to a conversation between two friends, and answer the given questions.

Objective

- a. Listen to a conversation and do the comprehension tasks.

Materials

Recorded material (mp3), audio player, picture of Chitwan National park and transcription of the recorded material.

Follow these steps.

A. Look at the picture and answer these questions.

- a. Ask four students to describe the pictures in detail to the class. Ask the students to look at the picture and answer the questions. Ask: what do you see in the pictures? (animals and a dance) Which place in Nepal is famous for the one-horned rhinoceros? (Chitwan)
- b. Ask them if they have ever visited Chitwan. If there's any student who has visited Chitwan, ask them to share their experiences.

B. Listen to the recording and complete the sentences with the correct words.

- a. Tell them that they are going to listen to a conversation between two friends where one of them is talking about his recent visit to Chitwan. Give the transcription to those that require it.
- b. Ask them to go through task **B**. Give them 2/3 minutes to read the questions. Make sure that they need to listen to the audio and complete the sentences with the correct words. Check with ICQs.
- c. Play the audio and tell them to complete the sentences with the correct words.
- d. Go around the class and check whether all the students have done the task.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check answers as a class. If they still have different answers, play the audio again and let them confirm.

Answers

- a. Shanta
- b. maternal uncle's
- c. enjoy
- d. parents

C. Listen to the recording again and answer the questions.

- a. Ask the students to read the questions from a to d. Make sure that they understand the task.

Check with ICQs.

- b. Play the audio and let the students write the answers.
- c. Go around the class and check whether the students have written the answers.
- d. Ask the students to check their answers and play the audio again. This time, stop the audio when you hear the answers.
- e. Check answers as a class. If they still have different answers, play the audio again and let them confirm.

Answers

- a. last weekend
- b. Chitwan National Park and Bishajari Taal
- c. No, never
- d. winter vacation

D. Can you recall some of the information about Chitwan National Park? Talk to your friends.

- a. Ask the students to write what they recall from the audio they listened to in the previous task.
- b. Give them three minutes to do it. You could ask each bench to share at least one sentence they have written.

5. Grammar

This is a grammar task. It's about the uses of the past simple, the past continuous and the past perfect.

Objectives

- a. Learn the structures of the past simple, the past continuous and the past perfect tense.
- b. Use the past simple, the past continuous and the past perfect tense correctly in the given sentences.

Follow these steps.

A. Study the following sentences.

- a. Ask the students to read all the sentences given in A and tell them to find the differences between the verb forms in colour.
- b. Ask them which tense each verb form belongs to. Ask them to give reasons. Write the sentences on the board as in the table below.
- c. Use question-answer technique to discuss the forms and uses of the tenses.

Examples	Tenses & Forms	Uses
I went to school yesterday. She gave me a book.	Past Simple (Past simple form)	- to talk about something that happened in the past. -with the time expressions: last night/ week/month/summer, yesterday, in 2009, when I was a child, a long time ago, in December, on Saturday
She was watching TV at this time yesterday	P. Cont. (was/were+ v-ing)	- to talk about something happening in the past over a long period.
The thief had run away before the police came.	P. Perf. (had+past participle)	- one action happened (had+past participle) before another past action [recent past action]

Some additional examples:

- You learned the uses of modal verbs last week. **(The past simple)**
- My mother visited a temple last week. **(The past simple)**

- At 5 pm yesterday, I was talking on the phone. (**The past continuous**)
- You were learning the past tense when the bell rang. (**The past continuous**)
- The film had started when we arrived. (**The past perfect**)

B. Underline the verbs in the following sentences.

- a. You could ask the whole class to work individually.
- b. Do the first one together. (Look at a. What's the sentence? (My father was cooking rice.) What tense is it? (past continuous) What is the verb form? (was cooking) Ask them to do the rest by themselves. Tell them that they also need to find out the tense of each verb form.
- c. Give them five minutes to do this.
- d. When they finish, check answers as a class. Invite individual students to say their answers.

Answers

- a. My father was cooking rice. (past continuous)
- b. They built this hospital two years ago. (past simple)
- c. My mother was preparing breakfast when I called her. (past continuous and simple past)
- d. The bus had already left the station. (past perfect)
- e. We went to the cinema last night. (past simple)
- f. My mother had written many books. (past perfect)
- g. Columbus discovered America on August 3, 1492. (past simple)

C. Choose the correct verb forms to complete the sentences.

- a. Ask them to go through the sentence completion task given in C. Make sure that they understand the task. Use ICQs.
- b. Do the first one together. (Look at a. What's the sentence? My father this book last year. What are the options? (published, was publishing and had published) Which one is correct? (published) Why is this correct? There's a phrase **last year**. It talks about something that happened in the past).
- c. Ask them to do others from b to j. Set this task individually. Give them 10-15 minutes to do the task.
- d. Help them if they have any problems when doing the task. When they finish, check their answers in whole group. Ask them to give reasons for their answers.

Answers

- a. published
- b. was washing
- c. had already finished
- d. was going
- e. heard
- f. was doing
- g. came
- h. did not see
- i. went
- j. was dancing

6. Reading II

This is the second reading text. It is a conversation between a customer and a chemist.

Objectives

- a. Learn the words/phrases: prescription, drug, available, out of stock, formula, emergency, circumstance and alternative.
- b. Read the conversation and do the comprehension questions based on it.

Materials

A prescription or a photocopy of a prescription with a list of some medicines

Follow these steps.

Pre-reading activities

- a. Ask them to look at the picture. Ask the questions one by one: Who are the people in the picture? (a customer and a chemist) What does it mean by chemist? (someone who sells medicine or drugs) What is the customer buying? (buying medicine) What's the title? (At a Chemist) Where did the conversation take place? (at a chemist's shop)
- b. Tell them that they are going to read the conversation.
- c. Write these words/phrases on the board: prescription, drug, available, out of stock, formula, emergency, circumstance and alternative.
- d. Invite one student to read the conversation with you. You will act as the chemist and one of your students as the customer. Ask the students to underline the words written on the board.
- e. Show them a prescription or a photocopy of a prescription and some medicines. Ask them whether they have ever had such a prescription from a doctor. The answer would be 'Yes'. If not, talk about your recent visit to the doctor. Explain the meaning of the word and help them learn the form and pronunciation.
- f. Follow MFP or MPF models to teach the words. Refer to the text to teach the words.

While-reading activities

- a. Ask the students to look at task **A**. Check that they understand what they need to do. (match the words in column A with their meanings in column B). Set this as an individual work.
- b. Do the first one together. (Find the phrase 'make up' in the text. When they find it, ask them to read the whole sentence: Can you make up this prescription? Then, what does the phrase make up mean? (prepare))
- c. Ask them to follow the same pattern, to match the words from a to f with their meanings.
- d. Move around the class and check that they are doing it. Help them if necessary.
- e. Check their answers in the whole group. Ask them to give reasons for their answers.

Answers

- | | |
|-------------------|--|
| a. make up - | iv. prepare |
| b. out of stock - | v. not available |
| c. formula - | ii. chemicals composing a medicine |
| d. call - | iii. telephone |
| e. emergency - | i. serious situation needing immediate attention |
| f. alternative - | vi. available as another possibility or choice |

- f. Ask the students to look at **B** and read the questions from a to e. Make sure that they understand the questions. Use ICQs.
- g. Do the first one together. (Let's do the first one together. What's the question? Is the customer a man or a woman? (a man) Why do you think he is a man? (there's a man in the picture/the chemist says, I wonder if you could come back at 3 o'clock, sir)
- h. Ask them to read the conversation to find out the answers for b to e. Set this as an individual task.
- i. While they do the task, move around the class and help them.
- j. Check their answers in the whole class. Tell them to show where the answer lies in the text.

Answers

- a. a manbecause the chemist called him 'sir'
- b. for the man's wife (customer's wife)
- c. a stomach-ache
- d. no
- e. to call and ask the doctor to prescribe an alternative drug.

Post-reading activity

Ask the students to sit in pairs and take turns to act out the conversation between the customer and the chemist.

7. Writing

There are two writing tasks: one is dialogue completion and another is writing a dialogue between two friends.

Objectives

- a. Complete the dialogue with the given sentences.
- b. Compose a dialogue between two friends who are planning to visit Lumbini.

Follow these steps.

A. Choose the correct expression from the box and complete the dialogue.

- a. Ask the whole class to go through the skeleton dialogue and the expressions in the box.
- b. Make sure that they understand what they are supposed to do. (Use ICQs. Who are talking (a hospital receptionist and a customer) What is the conversation about? (making an appointment))
- c. Ask the students to complete the dialogue.
- d. While they do, move around the class and help them if needed.
- e. Check their answers in the whole group. If they have different answers, let them discuss and decide.

Answers

- Is there any chance of an appointment with Dr. Singh today?
- what the problem is
- I had my teeth filled by Dr. Singh two weeks ago.
- But he might be able to see you at 5 pm.
- that would be great.

B. Compose a dialogue between you and your friend talking about your plan to visit Lumbini.

- a. Ask students what Lumbini is famous for.
- b. Help them with some clues : when will they go? who are they going with? How will they get there?
- c. Write a model conversation through discussion on the board but do not let them copy.

A: Hello Nisha, let's go to Lumbini next week?
 B: Wow! A nice idea. Who do we go with?
 A: Well, my mother is going with me.
 B: If your mother is going, my mother will also let me go with you. How will we get there?
 A: We'll take a bus.
 B: What things should I prepare?
 A: Nothing. Carry a camera and your clothes. My mother will arrange everything.
 B: Brilliant! I will talk to my mother too. Bye!
 A: Bye! See you tomorrow.

- d. Ask the students to write a similar short dialogue. Set this task as homework.

8. Project work

This is project work where students individually write a short report.

Objective

- a. Write a short report on one of the discoveries of modern science and present it to the class.

Follow these steps.

- a. Ask them to read the task '**Find one of the discoveries of modern science. Prepare a short report and present it to the class**'.
- b. Make sure that they know what they are supposed to do. Ask ICQs.
- c. Tell them that this is an individual task and they can look for the information anywhere they like: internet, library.
- d. Ask them to write the answers to these questions in their report.

What is it? (e.g. Telephone)
 When was it discovered?
 Who discovered it?
 Why is it important for us?
 What would happen if it didn't exist?

- e. Tell them that they can ask for help from their elders.
- f. Inform them that you will ask for the report the following week and they will present it to the class.

9. Extra bit: Vowels

This is an extra information section for self-study. Students practise pronouncing the vowel sounds with their examples. You could copy it on a bigger paper and stick it on the classroom wall so that the students can refer to it anytime they like.

Unit 18

Unit introduction

This is the last unit in the grade six textbook. There are nine tasks in the unit. The table below shows the activities of the whole unit. It includes all topics and suggested activities. Teachers could follow the suggested procedures and activities below and/or create their own to facilitate their students' learning.

S. N.	Topics	Activities
1	Getting started	Talking about the pictures (ask and answer questions) Listen and sing Asking for and giving information with reasons
2	Reading I (description of bar graph)	Talking about the questions regarding the bar graph Sentence completion Short-answer questions Discussion about the popularity of smartphones
3	Speaking (asking for information and reasons)	Asking and answering questions Asking questions based on the given information
4	Listening (conversation)	Short answer questions True/False Giving directions
5	Grammar (wh-question)	Rearranging the words into questions Making Wh questions
6	Writing	Describing the bar graph Completing an outline of a poem Composing a simple poem
7	Reading II (news story)	Talking about the picture based on the given questions Short answer questions Preparation of a news report
8	Project work	Preparing a bar graph
9	Extra bit	Reflexive pronouns
Total time for the unit		8 hours

1. Getting started

This is the first task of the unit. There are three subtasks from A to C. Follow the procedures given below to facilitate the activities. Learn the tune of the song for activity B beforehand.

Objectives

- a. Ask and answer questions based on the given pictures.
- b. Sing a song and learn different question words.

Materials

1/2 enlarged pictures of any people, places or things.

The teacher could follow the steps given below.

A. Look at the pictures and ask and answer questions about each one.

- a. Show the pictures of people, places and things. Ask a student to describe the pictures to the class. Guide them through questions. What do you see in the picture? What are they doing? Why do you think so? What does he/she look like?
- b. Ask them different questions using the question words like: what, when, who, whose, why, how...
- c. Ask them to look at the four pictures given in the book. Ask questions based on the pictures (one at a time) and make students answer the questions looking at the picture. (Example questions for the first picture: Where are they? (at a green grocery) How many people are there? (four) Who is the shopkeeper? (the man with the white shirt) What is the boy doing? (He is looking at the fruits))

B. Listen and sing.

- a. Tell the students that they are going to sing a song.

- b. Sing the song. When you sing for the first time, ask them to point to the lines. For the second time, wait at the end of each line for the students to repeat. For the third time, both the teacher and the students sing the song together.
- c. Ask them to read the coloured words in the song. Ask them what they are (question words). Tell them that we use them to ask questions.

C. Work in groups. Talk about your family. Try asking for and giving information and reasons.

- a. Divide the students into different small groups. Form a group with mixed ability students.
- b. Tell them the task. Ask them to take turns to ask and answer questions about each other's family. Make sure every member of the group shares information about his/her family and everyone asks questions to each other. Tell them to ask why questions as well. (Example: Why does your father live away from home? – for a job)
- c. Move around the class and help them if required.
- d. Encourage the shy and silent ones to share their answers.

2. Reading I

This is the first reading text. It is a description of a bar graph which shows the expenditure of people from Kathmandu on computers and smartphones between the years 2015 to 2019.

Objectives

- a. Learn the words: smartphone, steadily, dramatically, expenditure, electronic, and trend.
- b. Read the text and do the comprehension tasks.

Materials

A sample bar graph (showing the number of students in grade six for the last five years) and word cards.

Follow these steps.

Pre-reading activities

- a. Show them the bar graph and ask: What is this called? What is the title? What do the numbers on the left show? How many bars are there for each year? What does the green bar show? Wait for the answers for each question.
- b. Show the sample bar graph (showing the numbers of grade six students) and describe it through question and answer. Talk about increasing or decreasing trends etc.

While-reading activities

- a. Ask the students to look at the bar graph given and have a discussion about it through question and answer.
- b. Ask them to read the text silently and underline unfamiliar words.
- c. List the words on the board. Then, use word cards to teach the words. Follow Meaning-Form-Pronunciation or Meaning-Pronunciation-Form technique.
- d. Read the text and ask questions at the end of each sentence and wait for the students to answer.
- e. Ask the students to read **A**. Make them read all the sentences and words in the box above the sentences. Make sure that they need to complete the sentences using the words/phrases from the box.
- f. Ask them to read the text and complete the sentences.
- g. When they finish, ask them to exchange their answers with their friends sitting next to them.
- h. Discuss the answers. Ask them to refer to the text for the appropriate answers.

Answers

- a. increased steadily
- b. remained constant
- c. increased dramatically
- d. in this period
- e. grew
- f. overtake

- i. Ask the students to read the questions in **B**. Make sure that they understand the questions. Use ICQs. Ask them to read the text and find the answers to those questions.

- j. Do the first one together. (Read the question in a. (What does the chart show?) Now, where is the answer? (Yes, it is in the first line. The chart shows the amount of money people from Kathmandu spent on computers and smartphones between the years 2015 to 2019.)
- k. Tell them to write the answers for the questions from b to d.
- l. When they finish, check answers as a class. When they come up with different answers, ask them to discuss and decide the correct answers by referring to the text.

Answers

- a. The amount of money people from Kathmandu spent on computers and smartphones between the years 2015 to 2019.
- b. 10 million.
- c. 35 million.
- d. Smartphones.

Post-reading activities

- a. Encourage the students to discuss the question in C: Do you think that smartphones are going to be popular in the coming years?
- b. Get them to share their views with reasons.

3. Speaking

This is a speaking task focusing on the language function: asking for information and reasons. There are two activities.

- A: Sentence completion with question words and ask and answer the questions.
- B: Make questions from the statements and ask their friends the questions.

Objectives

- a. Use different forms of question words correctly to ask and answer questions.
- b. Make questions from the given statements and ask other friends.

Materials

Sentence cards containing the use of question words (wh-words).

Follow these steps.

A. Complete the questions below with the question words in the box. Work in pairs, take turns to ask and answer the questions.

- a. Display sentence cards showing the use of various question words. Give one example of each. Write the rules and the example questions from the box below on sentence cards. On one side of the card there's a rule and on another side, there's an example question.

Where is used to ask about the place.	Where do you live?
What is used to ask about an object.	What do you eat?
Who is used to enquire about a person.	Who is the man standing there?
When is used to enquire about the time.	When do you go to school?

- b. Get them to read exercise A. Ask them to choose the question words from the box.
- c. Make sure that every student has got the correct questions with them. Discuss in the class.

Answers				
a. When	b. How often	c. Where	d. What kind of	e. How many
f. What	g. When	h. Whom	i. Why	j. What
k. What	l. How much			

- d. Then, divide the class into pairs, get them to ask and answer the questions with each other.
- e. One pair can do the modeling at the front and all the pairs can practise at their own desk.
- f. Move around the class and listen to them. Help the pairs if they get stuck.
- g. Ask questions to the whole class (the same from A) and wait for the answers.
- h. After that, tell the students the answers and they ask you the questions.
- B. Read the statements and ask questions to your friends.**
- a. Write some statements (other than given in B) on the board. Tell them to make questions for them orally. Do it together. Write the questions on the right. Show how the questions are formed. Underline the question words and answers in each pair.
- b. Ask them to look at task B. Make them go through all the statements and ask them to use the suitable question words to make questions.

- c. Do the first one together. (What question can we make? Yes, it's which. Which is the tallest mountain in the world? Answer me: Which is the tallest mountain in the world? (Mt. Everest is the tallest mountain in the world.)
- d. Ask them to underline the words or phrases that are meant to be the answers. It can help them to decide which question word can be used.
- e. Select a pair. Ask one to create a question for the statement in **b**. Help them do it. Guide how to structure i.e. 'use verb before the subject in making a question'. One of them will make a question and another one will answer.
- f. Get all the students to take turns in pairs to practise asking and answering questions.
- g. When they finish, you read the statements one by one and the students make questions for them.

Answers

- a. Which is the tallest mountain in the world?
- b. What does WHO stand for?
- c. Where did you go to buy books?/Why did you go to Kathmandu?
- d. Why didn't she speak to me/you?
- e. Which is the longest river in Nepal?
- f. Why do they help each other?

4. Listening

This is a listening task where the students listen to a conversation between a girl, who is new to the city, and other people who she meets on her way. She is asking about where different places are located.

Objective

- a. Listen to the conversation and do the comprehension tasks.

Materials

Recorded material(mp3),audio player and the transcription of the recorded material.

Follow these steps

A. Look at the pictures and answer these questions.

Ask the students to look at the pictures given and ask the names of those places. (cinema, clinic, ATM booth and post office.) Ask students to describe the pictures to the class. Ask these questions: Have you ever visited these places? When have you been there? What did you do? Ask them to look at the girl in the picture and ask: How can the girl reach these places? Encourage them to give instructions like: go along the road, turn right, you will see the clinic on your left) Do not spend much time on this.

B. Listen to the recording and answer the questions.

- a. Tell them that they are going to listen to a conversation between a girl, who is new to a city and other people who she meets on her way. She is asking them where different places are located.
- b. Tell them to go through the questions in **B**. Give them 2/3 minutes to read the questions and beginnings of the answers. Make sure they understand what they are supposed to do. Use ICQs.
- c. Play the audio and tell them to fill in the answer. (Remind them about the transcript.)
- d. Go around the class and check whether all the students have written the answers or not.
- e. Play the audio again. This time, stop the audio when you hear the answers.
- f. Check answers as a class. If any of the students have written incorrect answers, play the audio and ask them to listen to check their answers.

Answers

- a. cinema hall b. grocery c. bank d. bank e. post office

C. Listen to the recording again and write 'True' or 'False'.

- a. Tell them to go through the statements in **C**. Give them 2/3 minutes to read them. Make sure that they understand them. Use ICQs.
- b. Play the audio and tell them to write True or False.
- c. Go around the class and check whether they have completed.
- d. Play the audio again. This time, stop the audio when you hear the answer.
- e. Tell them to exchange their answers with their partners and compare them.

- f. Check answers as a class. Encourage them to give reasons. If they have different answers, play the audio again so that they can check their answers.

Answers

- a. True b. True c. False

D. Work in pairs. Take turns to give directions to get to your home from school.

- a. This is a post-listening activity. It checks students' memory on the various expressions used in giving directions.
 b. Pair up the students and ask them to take turns to give directions to get to their home from school.
 c. Make every pair practise and help the students who require support.
 d. Ask 2/3 students to share their directions to the whole class.

5. Grammar

This is a grammar task. It is about wh-questions.

Objectives

- a. Form wh questions correctly.
 b. Change the statements into wh questions.

Materials

Chart with wh-words and their uses along with examples of each, envelopes for **B** (see below).

Follow these steps.

A. Study the following sentences.

- a. Ask the students to read the sentences given.
 b. Show a chart containing various Wh questions and their uses with examples as given below.
 What - thing (What do you buy?)
 When - time (When do you take lunch?)
 c. Explain the chart with the examples through question-answer.
 d. Show them the differences between a question and a statement focusing on the structure of both.
 e. Write some sentences on the board. Underline the answer words so that they will know what question to form.

B. Rearrange the words to make correct questions.

- a. Tell the students that they are going to put the words (in cards) correctly to make questions.
 b. Divide the students into five groups. Give them 10 envelopes (one envelope contains the words for a single question) to each group.
 c. Tell them to open envelope 1. It's for **B. a.** When each group has those pieces of paper on their desk. Say: 1, 2, 3 START. All the groups start rearranging the words to make the correct question. Once a group finishes they should bang on the table. The first group to finish the task says their answers. Make sure that it's correct.
 d. Repeat the same procedure for b to j.
 e. Move around the class. Help the students who require specific attention.
 f. After they complete, check their work and give feedback.

Answers

- a. What are they doing?
 b. When do you get up in the morning?
 c. How do you spell your name?
 d. What is for homework?
 e. Why does Tim like handball?
 f. What sports do the girls like?
 g. What did your friend have for lunch?
 h. How long did Kevin stay in Paris?
 i. What was the weather like?
 j. Who thinks maths is easy?

C. Make questions for the following statements as indicated in the brackets.

- a. Explain the instruction. Ask them to read the sentences along with the words in the brackets.
 b. Ask them to use the question words in the brackets to make questions for each statement.

- c. Do the first one together through discussion.
- d. Ask them to do the task with their bench partners.
- e. Ask them to exchange their work and correct each other's work.
- f. Check with the whole class. If they have incorrect answers, let them discuss and decide the correct answers.

Answers

- a. Where does Mr. Thapa live?
- b. Why did your father go to the bank?
- c. What has she brought?
- d. Who works at Mangalbazar, Patan?
- e. Why didn't Subarna go to school yesterday?/Why did Subarna not go to school yesterday?
- f. When was Shakespeare born?
- g. What does she like?
- h. What has your sister won?
- i. Whose mobile phone did she use?

6. Writing

This is the writing section. It requires students to write a short interpretation of the bar chart. They also need to compose a poem of their own.

Objectives

- a. Write a description of a bar graph.
- b. Compose a simple poem about one of their own interests.

Follow these steps.

A. Study the given bar chart and write a description of it.

- a. Get them to look at the chart carefully and observe and study it in detail. Do this through question and answer: What does the bar chart show? What does the X axis show? What does the Y axis show? What do the bars show? Etc.
- b. Tell them that the bars indicate the number of gold medals Nepal won in the 13th South Asian Games. Ask questions like: How many gold medals did Nepal win in Karate? What was the total number of the gold medals? In which event did Nepal win the lowest/highest number of gold medals? Etc.
- c. Ask them to describe the graph in three paragraphs. In the first paragraph, they give an introduction, in the second paragraph, they explain every single detail in the graph and in the third paragraph, they make a comparison and write the conclusion.
- d. Write a description on the board through discussion (question and answer) but do not let the students copy.

Sample description

13th South Asian Games: Nepal's Medal Tally

The chart shows Nepal's Medal Tally in the 13th South Asian Games. The bars show the number of gold medals Nepal won in different events.

According to the chart, Nepal won 51 gold medals in total in seven different events. It won the highest number of gold medals (12) in Taekwondo and the lowest number (3) in Athletics.

To sum up, Nepal is good at events like taekwondo and karate but poor in boxing and athletics.

- e. Ask them to write a short description on their own. Ask them to do it individually.
 - f. Move around the class and help them. Check their work and give feedback.
- B. Fill in the blanks with your own words and compose a poem.**
- a. Tell the students that they are going to do something very interesting. Ask them if they like poems. Ask them if they have ever written a poem in any language before and what it was about.
 - b. Encourage them to share if they have written any.
 - c. Ask them to go through exercise B. Read the title and the lines of the poem given as an outline.
 - d. Ask them to fill in the gaps with the suitable words or phrases of their own being based on the topic.
 - e. Maintain a comfortable classroom environment and provide them enough time, let them think freely and fill in suitable words in the outline given.

- f. Ask them to share their creation in class and provide feedback. Praise everyone for their effort.

Sample poem

My Good Friend

I have a friend who is tall
Who is best of all
S/he loves sharing things with me
I also love and share free
We write poems and read
S/he is always with me in need
I feel him/her as a family member
I cannot forget to remember
I am lucky to have a friend with me
I take him/her as a family.

C. Compose a simple poem about one of your interests.

- Assign a task of composing a simple poem of their own interest. Let them decide a topic and encourage them to write their feelings without any hesitation.
- This can be assigned as a home assignment.
- Next day, ask everyone to recite their poems to a partner to practise. Then, have them recite to the group.
- Listen to all the poems by the students, collect the poems, ask the students to vote for the best one.
- Nice ones can also be displayed on the notice board which would help to encourage their creativity and inspire other students too.

7. Reading II

This is the second reading text of the unit. It is a news story about Gaurika Singh who won four gold medals in Swimming in the 13th South Asian Games (SAG).

Objectives

- Learn the words: tally, competition, athlete, feat medal, tournament and defeat.
- Read the news story and answer the questions based on it.

Follow these steps.

Pre-reading activities

- Ask them to look at the picture carefully and answer the questions. Describe the picture in detail.
 - Do you recognise the girl in the picture? What is she holding in her hands? Why did she get those medals?
 - What is she famous for?
- Give a short introduction about Gaurika including her skills in swimming as well as her former achievements.
- Tell them that they are going to read a news story about her achievements in the 3th South Asian Games (SAG).
- Write the highlighted words on the board: tally, competition, athlete, feat, tournament, medal and defeat. Tell them to read the news story and find them in the text. Ask them to guess the meanings from context.
- Tell them to look for the words in a dictionary or the glossary at the end of the book.
- Ask them what they think the words mean.
- Follow MFP or MPF model to teach the words.

While-reading activities

- Ask the students: What is the title of the text? What's it called in a news story? (headline) Where was the news written from? (Kathmandu) When was the news written? (Dec. 10) etc.
- Read the text by yourself but stop at the end of each sentence and ask questions. This way they will understand the meaning of each sentence.
- Tell them to look at activity A. They need to read the text to answer the questions. Do the first one together. (What's the question? Yes, it's When is the news written? Where is the answer? It's at the beginning, on the first line. Dec. 10)

- d. Set this as an individual task. Ask them to answer the questions from b to e.
- e. When they finish, check answers as a class.

Answers

- a. on December 10
- b. four gold medals
- c. South Asian Games
- d. in the Women's 100 meters freestyle event
- e. 200 meters freestyle, 200 meters backstroke and 400 meters freestyle

B. Work in groups and prepare a short news story of any function organised at your school.

- a. Divide the class into groups of five students.
- b. Assign them the task: preparing a short news story of any function organised at their school.
- c. Have them think of as many things/functions that happened at their school over the last few weeks. Ask them to make a brief list or mind map.
- d. Get them to do the task on chart paper and include any pictures or photographs to make it look attractive and real.
- e. Paste the best one on the notice board and the others around the wall of their classroom.
- f. Reward the best group for their teamwork and effort.
- g. Give them this sample news story so that they can take help from it.

Sample News story

Patan Secondary School Celebrates its 97th Anniversary

Lalitpur, Sep. 15

Patan Secondary School celebrated its 97th Anniversary yesterday on 14th August, 2021. The Chief Guest of the function was the Education minister. The students were distributed prizes and medals for their achievements in sports and other activities. Students performed some songs and dances too. Due to the pandemic, the programme lasted only for two hours.

8. Project work

This is project work in which the students prepare a bar graph displaying the number of boys and girls in each class at their school. Give instructions about completing it later in the week.

Objective

- a. Prepare a bar graph showing the number of students in each class.

Follow these steps.

- a. Divide the class into different groups (maximum five) and name them.
- b. Ask each group to collect the data about the number of boys and girls of each class of the school.
- c. Ask them to display the numbers in a bar graph. Tell them that they can get help from their mathematics teacher.
- d. Suggest that they can add decorations to make it look attractive.
- e. Ask them to prepare it on chart paper and display it in class when doing a presentation.
- f. Tell them that they can work after school.
- g. Tell them that they will display their charts on the classroom walls when they finish.

9. Extra bit: Reflexive pronouns

This is an extra information section for self-study. They will learn to use different forms of reflexive pronouns. The teacher can copy the text on a chart paper and stick it on the wall so that the students can read it anytime they like.

Listening Transcripts

Unit 1

- Manju: Namaste!
- Ranjan: Namaste! May I know your name?
- Manju: My name is Manju. Manju Sharma. I live near the post office. May I know yours?
- Ranjan: My name is Ranjan Mandal. I live near the bus station. Which class are you in?
- Manju: I study in class six. And you?
- Ranjan: I also study in Class Six. What does your father do, Manju?
- Manju: My father is a teacher. He teaches English in a school near our home. What about yours?
- Ranjan: My father is a businessman. He has a grocery store.
- Manju: Thank you and nice to meet you.
- Ranjan: Nice to meet you too.

Unit 2

Good morning teachers and students.

Here is an announcement of New Nepal Secondary School about the rules and regulations that we all should follow in the school:

- The winter schedule begins from today. So the school begins at 10:00 am and ends at 3:00 pm.
- No junk foods are allowed to bring to school.
- Clean your hands with hand sanitizer or hand washing soap frequently.
- You are not allowed to wear any ornaments like bangles, ear rings, etc.
- School uniform is compulsory for both teachers and students.
- Use different dustbins to throw degradable and non-degradable waste materials as allocated.
- You are allowed to go to library in your fixed library period according to class. But you can visit library during tiffin time.
- All the students should join the morning assembly at 10:00 am.
- I hope you all are happy with these. Thank you.

Unit 3

- Carol: Hello Dipak, come in and take your seat.
- Dipak: Thanks.
- Carol: So how's everything going on? Will you please tell me about your plan for this holiday?
- Dipak: Well Carol, I am planning to join computer class from next week.
- Carol: Oh, that's great. What do you want to learn?
- Dipak: I want to learn about using email.
- Carol: Well, that's very good. Could you please tell me why you want to learn it?
- Dipak: Of course, Carol. You know that in this age everything lies in a click. Moreover, my uncle is in the US. I want to be in touch with him through email. I don't want to use other social sites.
- Carol: Why?
- Dipak: I don't like to waste my time unnecessarily.
- Carol: That's great Dipak. Wish you all the best.

Unit 4

Gaura is a very popular festival celebrated in the western part of Nepal. It generally falls in the month of Saun or Bhadau. People worship goddess Gauri, the wife of lord Shiva to pray for the good health and longevity. The women do fasting to wish for their husbands' long life and prosperity. They worship the goddess for the peace and prosperity of the whole family.

Deuda dance is a major attraction on the occasion of Gaura. People enjoy a lot dancing Deuda forming circle and holding hands with the typical traditional music.

Unit 5

- Ivan: Hello Suvam. How are you?
- Suvam: Hi, Ivan. I am fine, why are you so sad today?
- Ivan: I have lost my pencil box. I could not get it.
- Suvam: Oh, then you should tell it to your class teacher.
- Ivan: I told her, but it was not found.

Suvam: Why don't you ask your friends in class if they have found?
 Ivan: How to tell them about it, I'm afraid.
 Suvam: No need to worry. If I were you, I would go in front of class and tell it loudly to all.
 Ivan: That's a good idea. Thank you, Suvam.
 Suvam: It's my pleasure to help my friends.

Unit 6

Earthquakes are sudden shaking of the earth. They are usually caused when rock underground suddenly breaks along a fault. During the break down a large amount of energy is released. This sudden release of energy causes the seismic waves that make the ground shake. When two blocks of rock rub against each other, they stick a little. They don't just slide smoothly; the rocks catch on each other. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs. During the earthquake and afterward, the plates or blocks of rock start moving. They continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus on top of the ground is called the epicenter of the earthquake.

Unit-7

Good evening. It's me Ugin. Now, listen to the weather update of the major cities of Nepal in the last 12 hours.

Maximum temperature of Biratnagar was 32 degree Celsius and minimum was 19 degree Celsius. The maximum temperature of Janakpur was 34 degree Celsius and minimum was 23 degree Celsius. In the same way, Maximum temperature of Kathmandu was 26 degree Celsius and minimum was 13 degree Celsius, with 25 millimeter of rainfall. Similarly, maximum temperature of Pokhara was 27 degree Celsius and minimum was 12 degree Celsius, with 20 millimeter of rainfall. Maximum temperature of Butwal was 33 degree Celsius and minimum was 21 degree Celsius. And finally, the maximum temperature of Birendranagar was 25 degree Celsius and minimum was 13 degree Celsius, with 10 millimeter of rainfall.

That's all for today.

Unit 8

Dadagaun was a remote village ten years ago. There used to be small houses with thatched roofs. There were no transportation facilities in the village. People used to go to town for medical treatment. There were no hospitals in the village. People used to carry sick and wounded people in the stretcher to hospitals for treatment. There was only one school for the children of the whole village. Children used to walk on foot about two hours to reach their school. There was no electricity in the village.

But now, many things have been changed in the village. There are big cemented buildings. There is a road for transportation in the village. People can use many buses, trucks, cars, taxies, motorbikes, etc. for transportation. There is a hospital and some medical centers. Now, they can use ambulance to take a person to hospital. There are 5 schools in the village. Children can use school bus and van to go to school. There is the facility of electricity too.

Dadagaun is a developed village now.

Unit 9

Receptionist: Hello, Paanchkhaal Restaurant! It's me Rama. How can I help you?
 Caller: Hello Rama. It's me Rahul speaking. Is your restaurant open? And do you have home delivery service?
 Receptionist: Yes, it is open and we do home deliveries too. Where is your location?
 Caller: I live at Shanti Chowk. It takes around 10 minutes on foot for you to reach.
 Receptionist: Okay! What do you want to order?
 Caller: Well! three plates of vegetable momos, a plate of chicken Chow Mein and two plates of French fries.
 Receptionist: Sure sir. It will take 30 minutes to deliver.
 Caller: Okay. And what is the bill amount?
 Receptionist: Just a few seconds.... It's 510 rupees for food and fifty rupees extra for delivery. That means 560 Rupees in total.
 Caller: Thank you! I will be waiting.

Receptionist: You are welcome sir. Thank you for the order.

Unit 10

Rehan: Hi. I am Rehan. I would like to learn cycling, please.

Sonam: Hello! I am Sonam. Have you ever ridden a bicycle before?

Rehan: I did it once last month but I don't have much idea.

Sonam: Well, In that case you can start with the basic course.

Rehan: All right. When will the next class start?

Sonam: Um..... Today is 15th September. It will start on 17th, Monday.

Rehan: Great! At what time should I reach here?

Sonam: The class starts at 7.00 am, so you must be here by 6.55 am.

Rehan: Okay. Anything else?

Sonam: Yes. You have to fill this form and need your guardian's signature too.

Rehan: Thank you. I will get it and will contact you.

Unit 11

Plato was born in Athens about 427 B.C. He was a great philosopher. He lived during the time of Pericles who was a great democratic ruler. He also lived during the time of bad rulers. He once was sold as a slave by an Athenian king. He later became the student of another great intellectual, Socrates. Plato opened a school in Athens in the name of god Academus. It was called the Academy and located nearly a mile outside the city. The Academy was founded in 385 B. C. It was a place of learning. Before his death in 347 B.C, he passed on the responsibility of the school to Speusippus, his sister's son. After almost one thousand years, the Academy was closed in 529 C. E. by emperor Justian.

Unit 12

Hi! Nirmala, I'm really sorry that I couldn't attend your birthday party. I know that you might be angry with me.

My dad had a severe headache just before I was going out to the party. I had to take him to hospital. I stayed there all the night. That is why I forgot to make a call to let you know about it. Today we have brought him back home. Thank God, he's now getting better. The doctor told me that he would be all right in a few days.

Now, I'd like to invite you to have a lunch together on Saturday. We will meet at a restaurant at Milanchowk, close to our home. My dad will also join us. Sorry again and wish you a happy birthday.

Unit 13

Pemba: Hello! Teaching Hospital Inquiry, Pemba speaking. How can I help you?

Phurba: Good afternoon Pemba. My name is Phurba Lama. I would like to book an appointment with Dr. Raghu Yadav for Tuesday morning. Can you please check his schedule?

Pemba: Sure. Let me find it out. (Hmmm...) I'm sorry, Dr. Yadav will not be available for Tuesday morning. He will reach the hospital only by 2:00 pm. Is it okay for you?

Phurba: No, I can't make it. I have my office from 9 am to 5 pm. What about at 5:30 pm in the evening?

Pemba: Yes, he will be available at the time. Can I register your name?

Phurba: Great! That works for me. Thank You!

Unit-14

Hello! I am Umesh. Here's the price list of the fruits and vegetables at Kalimati Fruits and Vegetable Market.

Potato:	Rs. 45 per kg	Tomato:	Rs. 50 per kg
Cabbage:	Rs. 35 per kg	Carrot:	Rs. 65 per kg
Onion:	Rs. 45 per kg	Cauliflower:	Rs. 35 per kg
Radish:	Rs. 30 per kg	Brinjal:	Rs. 35 per kg
Pumpkin:	Rs. 25 per kg	Lady's Finger:	Rs. 135 per kg
Broccoli:	Rs. 50 per kg	Mushroom:	Rs. 145 per kg
Sweet potato:	Rs. 75 per kg	Gourd:	Rs. 65 per kg

Unit 15

Good afternoon! I'm Sita. We have Dr. Ali in our studio today as guest. He is a well-known meteorologist of Nepal. We will talk about the weather forecast of the week.

Sita : Hello Sir, Namaste! What do you think of the weather tomorrow?

Dr. Ali: I think the weather will improve in most of the districts.

Sita: Do you think there will be rainfall in the upper hills?

Dr. Ali: Some districts of the upper hills may face rain by tomorrow afternoon. However, there is less chance.

Sita: What do you think will happen in the Terai?

Dr. Ali: The Terai will have sunny days for a week.

Sita : Is there any probability of rain at the weekend?

Dr. Ali: No. On the basis of the reports available, it's not going to rain.

Unit 16

Dear students. Do you like black tea? Today I am going to tell you about how to prepare traditional black tea. This is how we prepare black tea:

First, put a cup of water in a saucepan.

Then, boil the water on a medium flame.

After that, put 2 to 3 grams of tea leaves after the water boils.

Next, add some sugar and flavour as per your taste.

After that, let the tea boil for 3 to 4 minutes.

Then, let the water soak the leaves before serving.

Finally, pour the tea in a tea cup and enjoy.

Unit 17

Suman: Hi Shanta. Do you know I went to Chitwan last weekend?

Shanta: Wonderful! Who did you go with?

Suman: I went with my sister.

Shanta: You must be kidding. You went with your sister? Somebody else must have gone with you.

Suman: No, just two of us. Our maternal home is in Chitwan. We had a great time there. We visited Chitwan National Park. We also went to Bis Hajari Taal. It was incredible.

Shanta: Wow! You know Suman, I have never been there.

Suman: Really? It's surprising! You must go there once. I am sure that you'll enjoy.

Shanta : I will talk to my parents to plan for this winter vacation.

Suman : Good idea! I must leave now. Have a nice time.

Shanta : Bye. See you later.

Unit 18

Sanju: Excuse me, I am new in this place. Is there a clinic around here?

Person 1: Turn right at the corner and go straight ahead. It's on your right, next to the cinema hall.

Sanju: Great! Thanks a lot!

(Pause for 5 seconds)

Sanju: Excuse me, I need to find an ATM. Can you help me?

Person 2: Yes, of course! Go straight ahead, cross the road and go past the grocery. Then you'll see a futsal. There is an ATM in the bank next to the futsal.

Sanju: Thank you so much.

Person 2: You're welcome.

(Pause for 5 seconds)

Sanju: Hello, would you mind telling me where the museum is?

Person 3: Oh, it's not far from here. Can you see the post office next to the bank?

Sanju: Yes, I can see that.

Person 3: Well, the museum is opposite to the post office. It's right on the corner.

Sanju: Thank you for the information.