

# **Teacher's Guide**

## **English Grade 4**

**Government of Nepal  
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## **Preface**

Curriculum, textbooks, and teacher's guides are essential resources for teachers. These resources help to ensure that teaching and learning activities run smoothly both inside and outside the classroom. This teacher's guide has been developed to assist teachers of Grade 4 English. It provides detailed instructions on how to carry out English language learning activities in the classroom, in line with the contents presented in the textbook.

The activities suggested in this guide are examples for teachers to use while delivering the contents of the textbook. Teachers are not limited to the activities provided in this guide. They have the freedom to use the activities they think will best help students learn English.

They can use additional activities or create their own activities to meet the needs of their students. Learning is most effective when students are engaged in language learning tasks through a variety of interactive techniques, such as discovery, discussion, question-and-answer, problem solving, brainstorming, and so on. It is expected that this guide will help teachers to encourage students to develop a habit of learning by doing, confidence in learning English, and creativity in the classroom.

This teacher's guide was written by a team of English language practitioners, including Ms. Kunti Adhikari, Mr. Nabin Kumar Khadka, Mr. Kailash Tamang, Ms. Mallika Joshi Shrestha, and Mr. Kuber Prasad Bhattarai. The Director General of the Curriculum Development Centre, Mr. Baikuntha Aryal, and Director Mr. Tukaraj Adhikari provided continuous guidance and feedback in the preparation of this guide. The subject committee chair and members made significant contributions to the development of this guide. The layout and design of the book was done by Mr. Shreehari Shrestha. The Curriculum Development Centre extends its sincere gratitude to all who contributed, directly or indirectly, to the development of this guide.

The Curriculum Development Centre always welcomes constructive feedback for the betterment of this teacher's guide.

**Curriculum Development Centre**

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## **About the Teacher's Guide**

### **Introduction**

This teacher's guide is a resource material for teachers teaching English in Grade 4. It has been prepared to help teachers teach English effectively. This guide provides comprehensive guidelines for teachers on how to deal with all the activities included in the Grade 4 English textbook. The book includes unit outlines with step-by-step activities for teaching each and every activity in the textbook. Each activity focuses on developing specific skills and knowledge. The guide offers a variety of activities to facilitate the tasks of the textbook and to sustain the interest and motivation of students towards learning. While the teacher is a key actor in delivering curricular content in the classroom, the activities suggested in this book are only the examples. Teachers can adopt or adapt these activities to meet their students' needs, interests, and classroom context. The ultimate goal is for students to learn.

### **Organisation of the Teacher's Guide**

Each unit of the teacher's guide begins with a unit introduction. This introduction includes a table that lists the topics and tasks included in the unit. The procedures for each activity are suggested, along with the objectives and materials required. Throughout this teacher's guide, the words "activity," "task," and "exercise" are used interchangeably. Similarly, the words "students" and "learners" are also used interchangeably.

### **Principles of Learning Facilitation**

An English classroom should have a happy atmosphere where students can hear and speak the language in a natural manner through a variety of activities. All four skills (listening, speaking, reading, and writing) will come together, but students will start by learning things orally and aurally before reading and writing. There will be many opportunities for students to talk to each other in pairs or groups, or in front of the whole class. Praise your students for their efforts to speak and their achievements, as this will help each child make progress. From the beginning, creativity and students' independent use of the language should be encouraged.

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

- a. Learners should have ample exposure to the target language.
- b. Learners should use the target language as much as possible.
- c. The learning environment should be anxiety-free.
- d. Learners should be encouraged to take risks while learning the language.
- e. Errors should be seen as natural outcomes in the learning process.
- f. Learners should develop a positive attitude towards the target language.
- g. Student talking time (STT) should be maximized in the classroom.
- h. Learners should take responsibility for their own learning.
- i. Different learners learn in different ways, and teachers need to deliver their lessons accordingly.

### **Basic Considerations for Conducting Classroom Activities:**

#### **1. Study of curriculum and textbook**

Teachers need to study the curriculum and textbook to understand their interrelationship and deliver lessons that align with the curriculum's intent.

## **2. Involving multiple senses of the learners**

Learners should be given opportunities to use multiple senses in learning. They should be able to touch, feel, and play. Activities should ensure active participation and creativity. Visuals such as pictures, drawings, images, and videos should be used in all lessons. Learners should be involved in simple craft activities.

## **3. Integrating different skills**

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

## **4. Involving the students in communicative tasks**

Efforts have been made to make activities more learner-friendly, communicative, inductive, and participatory. To learn a second language effectively, learners need ample opportunities to use language for meaningful communication in real-life contexts. Therefore, it is important to involve them in communicative tasks. Communicative activities such as information gap activities, role-playing, simulations, dramatizations, language games, picture descriptions, group work, and pair work should be used as much as possible.

## **5. Providing a correct language model**

The language used by the teacher serves as a model for students. Therefore, teachers should use the correct language in the classroom. They should put themselves in the learners' shoes and try to discover new features of the target language.

## **6. Addressing diversity and promoting inclusiveness**

Diversity among learners is a common feature of almost all classrooms in Nepal. When making instructional plans, teachers should consider the socio-linguistic backgrounds, disabilities, and multiple intelligences of their students to ensure inclusiveness. The following strategies can help address diversity in English language classrooms:

- a. Bringing variety in the content, tasks, and activities
- b. Adjusting the pace of learning to meet the needs of students
- c. Putting learner's interest at the centre of lesson planning
- d. Using collaborative activities like pair work and group work
- e. Allowing learners choose tasks or materials they use
- f. Allowing varied individual responses, based on learners' own experiences, opinions, or imagination

## **7. Assessment as and for learning**

Evaluation should be considered an integral part of teaching and learning activities. It should be a medium for improving learning, not just for assessing what has been learned and what has not.

## **8. Remedial teaching**

The basis for evaluating a student should be the outcomes that they should achieve after the delivery of a lesson or unit. Learners who are performing at a slower pace should be allowed opportunity to improve at their own pace through remedial learning activities. Remedial teaching

can take the form of differentiated instruction, re-teaching, reinforcement, hands-on activities, modifying instructions, and so on.

## **9. Linking learning with the prior knowledge of students**

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

### **1. Opportunity for expression**

Students should be provided with ample opportunities to think critically, discuss, express their ideas, and compare the content to their own experiences. Encourage students to share their thoughts and ideas. Do not interrupt them while they are speaking. Praise them for their attempt to speak.

### **2. Enhancing cooperative learning**

Students should be provided with opportunities to learn from each other, share their own experiences, and help each other learn.

### **3. Considering the interest of the child**

The interests of learners should be considered when selecting and conducting learning activities. Activities that arouse learners' interest should be used.

### **4. Assessing and reviewing students' progress**

After teaching a specific lesson or unit, the progress made by the students should be assessed. The assessment process should be made as informal as possible to make it non-threatening for the learners. Teaching learning activities should be reviewed after the assessment.

### **5. Bringing variety in activities**

Variety should be incorporated into the learning process and activities. Activities that allow students to learn through experience should be chosen. Not all students learn in the same way. Some learn better by listening, some by watching, and some by moving. Therefore, there should be variety in classroom activities.

### **6. Using outdoor activities**

Since children love the natural world, such as birds, animals, trees, and flowers, they should be taken outside the classroom to learn. Their learning should be linked to the real-world environment around them.

### **7. Providing opportunities for making presentations**

Students should be given the opportunity to present their tasks, materials, learning experiences, and creative arts in class.

### **8. Using dictionary**

Dictionaries are essential resources for learning languages, especially for learning vocabulary. Various aspects of words can be taught using dictionaries. Therefore, teachers should consult

English language dictionaries and encourage students to do the same. A digital dictionary can be a more effective tool for teaching pronunciation in English than a traditional dictionary.

### **9. Using Technology**

Technology can make English learning more interactive and engaging for young learners. Videos, websites, and language learning apps provide learners with exposure to the world Englishes. Teachers should use the technology available to them, such as smartphones, laptops, PowerPoint projectors, and smart boards, to create engaging and interactive learning experiences.

### **10. Using fun activities**

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

### **20. Involving students in group works and pair works**

There are many activities throughout the English textbook that require active involvement of students in groups pairs. Frequent collaboration and idea sharing in pairs and groups can help students learn language more effectively. Group works and pair works encourage students to learn together and help teachers to manage time. In a large class, it can be difficult for the teacher to allocate time to speak for each individual student. Group work and pair work allow students to practice language skills and get feedback from their peers.



## Unit 1: Meeting People

### Introduction

The first unit on the language function ‘Greeting, introducing and leave taking’ covers twelve different tasks. The teachers are expected to deliver the contents of the unit using learner centered techniques in the classroom. However, teachers could modify the activities to suit their specific contexts and needs. The table below presents a brief overview of the first unit.

S. N.	Topics	Tasks
1.	Getting Started	Make guesses about how people greet, introduce people, and take leave in the pictures Listen and sing Fill in the missing letters and answer the questions
2.	Reading I: First Day at School	Discussion on pictures and pre-reading questions Learn the given expressions Complete the sentences and solve the puzzle Answer the questions Post reading: match the expressions
3.	Pronunciation I	Practise the sound /ə/ in the given words
4.	Writing I	Fill up a School Registration Form
5.	Grammar I	Learn the uses of ‘is/am/are’ Complete the sentences using ‘be’ verbs
6.	Listening: A Short Introduction	Picture based pre-listening questions Choose the correct answer Introduce oneself
7.	Reading II: Personal Profile	Pre-reading questions based on pictures Make sentences using given words Complete the sentences Answer the questions Post-reading: Talk about family
8.	Pronunciation II	Pronunciation of the words with /i/ and /i:/ vowels
9.	Speaking	Act out given conversation Complete the self-introduction exercises
10.	Grammar II	Learn the uses of ‘in’ and ‘from’ Fill in the blanks with prepositions in’ and ‘from’
11.	Writing II	Rewrite sentences with correct punctuation Write a paragraph with given clues
12.	Do it by Yourself	Complete the sentences about oneself
<b>Total time for the unit</b>		<b>9 hours</b>

Detailed classroom procedures for each task under several topics are presented below. Teachers can conduct the following classroom activities and procedures to facilitate language learning and/or design their own activities. There are still possibilities for creativity to make language

learning even better and more interesting. In addition to the activities presented here, teachers can add some other tasks to assess language skills and aspects throughout the unit. Creating opportunities for students to collaborate and share ideas often in pairs and groups ensures better language learning.

### **1.1 Getting started**

This is the first task of the lesson. There are two subtasks. Follow the procedures given below to facilitate these tasks. Learn the tune of the song for Activity B before the class starts.

#### **Objectives**

Identify various expressions for greeting, introducing, and leave-taking

#### **Follow these steps:**

##### **A. Look at the pictures and discuss these questions.**

- a. Show students the given pictures and ask them: Who do you think the people in the pictures are? What do you think they are doing?
- b. Elicit responses like: The people in the picture are friends. They are greeting each other.
- c. Ask them what they would say if they were in the same situation.
- d. Tell them that we can use expressions such as, "Hello, Good morning, Good evening, Hi!, How are things, It's good to see you, when we meet people.
- e. Ask them how they introduce themselves when they meet new people. Check whether they use expressions such as: Hello, Namaste, Good morning, Good evening, My name is ....., or I'm .....
- f. Ask students what we say if we are taking leave.
- g. Elicit responses such as: Nice meeting you, See you later, Goodbye, or Take care.
- h. Make sure that students are familiar with the expressions of greeting, introduction, and leave-taking.

##### **B. Listen and sing.**

- a. Learn the tune of the song beforehand. Ask students to follow you and point to the lyrics when you sing the song for the first time.
- b. For the second time, sing the song and ask students to follow along.
- c. For the third time, sing it again and have students sing the song with you.
- d. While singing, emphasize the words and expressions that are used for introducing and greeting.
- e. Ask students to fill in the missing letters in the words.
- f. When they complete the work, let some students read out their answers to the class. Correct their answers if required.
- g. Write the right answers on the board and let the students correct their work.
- h. Read aloud the dialogue given in the textbook.
- i. Then divide students into pairs and ask them to practice the given dialogue.

### **1.2 Reading I**

The first reading text in this unit is about someone's first day at school. It familiarizes the students with the expressions used while greeting, introducing, and taking a leave.

## Objectives

- a. Learn these words and phrases: Good morning, Goodbye, Hi, It's me, May I introduce, See you again.
- b. Read the text and do the comprehension tasks

## Follow these steps:

### Pre-reading activities

- a. Show the picture, describe it in detail, and discuss who those people are, where they are, and what they are doing.
- b. Pick two students to share their experiences of their first day at school.
- c. Ask the students to preview the words in red. Write the words on the board.
- d. Ask if there are other unfamiliar words in the text. Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.

### While-reading activities

- a. Read the text for the first time at a normal speed, using appropriate gestures.
- b. Ask students to point to the lines with their fingers.
- c. Now, invite a student to come to the front of the class and act out the activities mentioned in the sentences below the pictures.
- d. Read the sentences aloud, substituting the student's name for the name "Roshan" and the pronoun "he". For example, if the student's name is Rekha, the teacher would say:  
Rekha gets up every morning at 6 a.m.  
Rekha gives herself a good wash.  
Rekha says, "Good morning, father and mother".
- e. Have students work in pairs to practise the expressions given in Activity A.
- f. Go around the classroom to make sure that all students are engaged in the activity.
- g. Ask students to work in the same pairs to complete the sentences and solve the puzzle in Activity B.
- h. Help students find answers from the text if they need assistance.
- i. Once students have completed the task, have 2-3 students share their answers with the whole class.
- j. Correct any errors that students make.
- k. Move around the classroom and ensure that all students have corrected their answers.

### Answers

1. Good morning!
2. Meet
3. introduce
4. again

### For Activity C,

- a. Tell the students to read the questions from 'a to e' given in Activity C. Tell them that they are going to read the text again to answer the questions. Ask them to work in groups and find the answers to the questions. Students sitting on one bench make a group.
- b. When they complete the work, let some students read out their answers to the class.
- c. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

- d. Write the answers on the board and let the students correct their work.

<p><b>Answers</b></p> <p>a. Roshan gets up at 6 a.m.</p> <p>b. He greets his father and mother saying ‘Good morning’</p> <p>c. He introduces his friend saying ‘May I introduce my friend, Arnav?’</p> <p>d. Roshan is from Chitwan.</p> <p>e. He says ‘See you again’ when he leaves school.</p>
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**For Activity D,**

- Tell students to read the instructions for Activity D and match the expressions with their responses.
- Have some students read aloud their answers.
- Once they complete the task, have some students read aloud their answers.
- Correct the errors if any.

<b>Answers</b>	
<b>Column A</b>	<b>Column B</b>
a. Hi!	v. Hello!
b. Hi! My name is Tom.	iii. Hello, I am Jerry.
c. May I know your name?	iv. Of course, I am Anna.
d. Meet my friend, Hena.	i. Hi! Hena.
e. Nice to meet you.	ii. Nice to meet you too.

**1.3 Pronunciation I**

This is a pronunciation exercise where students will identify and learn how the sound /ə/ is pronounced in word-initial, word-medial, and word-final positions.

**Objective**

Identify how the letters in red are pronounced correctly as /ə/

**Materials**

Word chart with the words that have /ə/ sound

Recorded pronunciation of the words

**Follow these steps:**

- Show the word chart with the words given in the Pronunciation section in page 5 of the textbook to students and ask the following questions:
- What sounds do these words end with?
- (teacher, driver, painter, doctor, actor)

- d. What sounds do these words start with?
- e. (about, ago, along, around, asleep)
- f. How is the final syllable pronounced in these words?
- g. (lesson, person, second, season, button)
- h. Pronounce the words correctly or play the recorded pronunciation of the words and ask them to notice how the letters in red are produced.
- i. Tell them to put their tongue in the middle of their mouth and produce the sound /ə/. Produce some words given above. Tell students to repeat them after you.
- j. Ask a couple of students to pronounce the words with the sounds.
- k. Pair up the students and ask them to practise pronouncing the words in pairs.

#### 1.4 Writing I

This is a writing activity that requires students to fill in a school registration form with necessary information.

##### Objective

Fill in a school registration form with the necessary information

##### Materials

The form given on page 5 of the textbook

##### Follow these steps:

##### A. Complete the school registration form with the necessary information.

- a. Instruct the students to study the form given in their textbook.
- b. Ask them what details are required.
- c. Now fill in all the details about yourself slowly and let students see how it is done.
- d. Now ask them to fill out the form in their textbooks with the necessary information.
- e. Help them if necessary.
- f. Correct students' written work.

#### 1.5 Grammar I

This section introduces students to the present forms of 'be' verb i.e., is, am, and are.

##### Objective

Use is/ am/ are in the sentences correctly.

##### Follow these steps:

##### A. Study the following examples.

- a. Read the sentences from 'a to f' and ask students to follow you. Tell them to notice the words in red in the given sentences.
- b. Tell students that these words are the varieties of the auxiliary verb "be". Explain with sufficient examples that "is" comes with singular subjects, "am" comes with first person, and "are" comes with plural subjects and second person, i.e., you.
- c. Ask the students to make one sentence using 'is', 'am', and 'are' in their notebooks.
- d. Tell them to read out the sentences.
- e. Make corrections if necessary.

## B. Complete the sentences with 'is, am, are'.

This is a practice exercise where students are expected to complete the sentences with 'is/am/are'.

- Have students work in pairs to complete this task.
- Once they complete the task, have some students read aloud their answers.
- If a student's answer is wrong, correct the answer and explain why the answer is wrong.

### Answers

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

## 1.6 Listening

In this section, students listen to a short self-introduction of a lady.

### Objective

Listen to a short speech and choose the correct answers

### Materials

Audio file and audio player

Script of the listening text (The script is available at the end of this teacher's guide)

For the audio file, please visit: <http://202.45.146.138/elibrary/pages/view.php?ref=9992&k=>

### Follow these steps:

#### A. Look at the picture and answer these questions.

- Ask the students to look at the picture and answer the questions.
- Elicit the responses such as: Perhaps they are friends/cousin-sisters/mother and daughter. They are greeting/taking leave.

#### B. Listen to the audio and circle the correct answers.

- Tell the students that they are going to listen to a short self introduction of a lady.
- Tell them to go through the questions given in Activity B. Allow them 1 to 2 minutes to read the questions. Make sure that they understand the questions.
- Play the audio and let them circle the correct answer. Provide a transcript if anyone has hearing difficulties.
- Go around the class and check whether all the students are involved in the assigned task.
- Play the audio again and let them review their answers.
- Move around the classroom and ensure that all the students have corrected their answers.

### Answers:

a. Anna    b. small town    c. nice    d. job    e. Washington D.C.

#### C. Introduce yourself. Say: your name, where you live, and what you like to do.

- Get students to work in groups and ask them to introduce themselves in the group.
- Tell them their introduction needs to cover their name, where they live, and what they like to do. They could also cover other things if they want, like their interest, things they are good at, etc.

- c. Get 3 or 4 students to share their introduction with the whole class. Provide feedback to them if required.

## 1.7 Reading II

This is the second reading text in Unit 1. It is a short personal profile of a boy.

### Objectives

- a. Learn the words: introduce, hometown, difficulty, ambassador, English
- b. Read the text and do the comprehension exercises

### Follow these steps:

#### Pre-reading activities

- a. Ask the students to observe the picture in the pre-reading section and answer the questions given there.
- b. Elicit the answers like: Perhaps they are family members. Perhaps they are sitting together for a family photo or they are talking about some serious matter. They look happy or sad because.....
- a. Write these words on the board: introduce, hometown, difficulty, ambassador, big, learn, English, doctor.
- c. Tell students to find these words in the text.
- d. Tell them to look at the meanings of these words in a dictionary or the glossary at the end of the book.
- e. Provide visual aids, examples, synonyms, antonyms, and definitions to help the students understand the meaning of these words.
- f. Ask students to use these words in their own sentences.

#### While-reading activities

- a. Read the text aloud at a normal speed to your students. Read with expressions and ask the students to point to the lines you are reading with their fingers.
- b. Ask one of the students to read the first paragraph and the other student to read the second paragraph.
- c. Now, ask the students to close their books.
- d. Write two initial sentences on the board: Hi, everyone. Let me introduce myself.
- e. Ask one of the students to participate by telling the next sentence from the text. Likewise, ask other students to contribute by telling further sentences from the text.
- f. Keep on writing the sentences that the students mention without making any corrections.
- g. If required, make corrections later.
- h. Since students have already made the sentences using the words given in Activity A, tell them to read the instruction for Activity B.
- i. Tell them to read the text once again and find the appropriate words to complete the given sentences.
- j. When they complete the work, let some students read out their answers to the class.
- k. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

#### Answers

a. hometown    b. study    c. big    d. four    e. hearing

### For Activity C,

- a. Tell students to read the questions from a-e and let them work in pairs to find the answers to the questions. This will help them to practice working together and to learn from each other.
- b. Get them back to the text again and ask them to read the paragraph or part of the text where they find the answer.
- c. When they all write the answers in their notebook, tell them the correct answers and ask them to check their own answers.

#### Answers

- a. Hamid is from Pakistan.
- b. He is 9 years old.
- c. He has three brothers and one sister.
- d. His father is an ambassador
- e. He wants to become a teacher.

### Post-reading activities

- a. First, talk about your own family in simple sentences.
- b. Pair up the students and ask them to talk about their families in a similar way.
- c. Tell them to take turns to talk about their family.
- d. Move around the class and check how they have been doing.
- e. Provide feedback if necessary.

## 1.8 Pronunciation II

In this section, students will identify and learn how the vowels /ɪ/ and /i:/ are pronounced in words.

### Objective

Pronounce words with /ɪ/ and /i:/ vowels correctly

### Follow these steps:

- a. Ask the students to look at the list of words given in the book.
- b. Ask them to pronounce the words in turn.
- c. Now, instruct the students to listen carefully to you as you read the words.
- d. Provide the correct model of pronunciation. The students will follow along till they grasp the correct pronunciation of the words.
- e. Pair up the students and ask them to practise pronouncing the words.
- f. Ask them to find other words with /ɪ/ and /i:/ sounds from the reading text in page 7.

## 1.9 Speaking

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

### Objectives

Learn the expressions for greeting and introducing



**Follow these steps:**

**For Activity A and B,**

- a. Get two volunteer students to act out the conversation in Activity A.
- b. Ask the class to underline the expressions used for 'greeting' and 'introducing' in the conversation.
- c. Have students work in pairs and practice the conversation.
- d. Tell students to read the instruction for Activity B.
- e. Help students to make guesses focusing on the preceding question for the first answer and the following answer for the second question.

**Answers**

Q. Hi! What's your name?

A. My name is (your name)

Q. How are you?

A. I'm fine. Thank you.

**For Activity C,**

- a. Instruct students to work together in pairs and fill in the blanks with appropriate expressions.
- b. Once they complete the task, ask any two students to read their answers to the class.
- c. If a student's answer is incorrect, correct the answer and explain why the answer is incorrect.
- d. Tell other students to correct their answers if they find that their answers are incorrect.
- e. Now, have all the pairs practise the conversation with their partner.

**Answers**

a. Hello/ Hi!

b. from

c. introduce

d. me.... from

e. friend.....She

f. Nice to meet you.

g. soon

h. know.... name

i. are

j. fine

**1.10 Grammar**

This grammar section deals with prepositions 'in' and 'from'.

**Objective**

Make correct use of the prepositions 'in' and 'from' in speech and writing

**Follow these steps:**

**A. Study these examples.**

- a. Ask the students to notice the words in red in the sentences.
- b. Write some more sentences with prepositions 'in' and 'from' on the board.
- c. Ask students in which situations 'in' and 'from' have been used in the sentences.
- d. Explain the use of these two prepositions.
- e. Tell students to read the example sentences in the textbook again.

**Use of 'in' and 'from'**

**in**

For location or position within or inside something, for example:

The boys went for a swim in the river.

There are five books in my bag.

**from**

For the place where someone or something starts or originates, for example:

Rehan is from Dhanusha.

We get vegetables from the farm shop.

**B. Complete the sentences with 'in' or 'from'.**

- a. Tell students to work individually and complete the sentences with 'in' and 'from'.
- b. Once they complete the task, let them compare their answer with their partner.
- c. Provide correct answers on the board and let students compare their answers to the correct answers on the board.

**Answers**

- a. from
- b. in
- c. in
- d. from
- e. from
- f. in
- g. from..... in.....

**1.11 Writing II**

This is a writing activity in which the students practice the capitalization of letters and the use of punctuation marks: full stops and question marks. They also practise free writing where they introduce their friend.

**Objectives**

- a. Make correct use of capitalization, full stops, and question marks
- b. Write a short description of a friend using the given clues

**Materials**

A list of five erroneous sentences on paper. For example,

<b>Erroneous Sentences</b>	<b>Correct Sentences</b>
we read in class four	We read in class four.
i am from a village	I am from a village.
we love watching cartoons	We love watching cartoons.
can you help me	Can you help me?
is your family big	Is your family big?

**Follow these steps:**

**A. Rewrite the following sentences. Use capital letters, full stops, or question marks correctly.**

- Ensure that all students know what capitalization, periods, and question marks are. Explain with examples if necessary.
- Present a list of five erroneous sentences. The teacher may create their own list.
- Ask students to identify the errors in the sentences.
- Next, ask students to rewrite the sentences from a-j in Activity A.
- Write the correct answers on the board after the students complete the assigned task.
- Provide students with the opportunity to check their answers by referring to the correct answers on the board.

**Answers**

- What's your name?
- My name is Peter.
- Where are you from?
- Meet my friend, Yogesh.
- May I introduce myself?
- See you tomorrow.
- She is from Mustang.
- Have a nice day.
- May I know your good name?
- Nice to meet you.

**B. Write about one of your friends. Use the given clues.**

- Ask students if they want to be your partner for this activity.
- Select one of them. Ask him/her all the details including his/her name, interests and hobbies, age, hometown, and so on.
- Write the information on the board.
- Write a paragraph on the board using the collected details.
- Now, ask the students to work in pairs and develop a similar paragraph about their partners.
- Move around the class and check how they have been doing
- Check their written work and provide them with individual feedback.

**Sample Paragraph**

My friend's name is Jasmine. She is nine years old. She studies in grade 4. She is from Birgunj. She loves drawing and reading stories during her free time.

### 1.12 Do it by yourself

It is an extended activity where the students fill in necessary information about themselves in the blank spaces provided.

#### Objective

Describe oneself in simple sentences

#### Follow these steps:

- a. Clearly explain to students what they are supposed to do in this exercise.
- b. You can assign this task as homework.
- c. Students should stick their photo in the space provided.
- d. They should fill in the blanks with their personal information
- e. Have them display their work on the activity board/classroom wall and allow students to observe each other's work.

#### Answers

My name is.....(name)

I am from ..... (place)

I read in grade four.

I am good at ..... (hobbies/subjects)

I always greet my ..... (parents/teachers/...)

I have many..... (adjectives such as nice, helpful) friends.

I love making new friends.

I like playing ..... (any game such as football, basketball) with them.

I go to ..... (place such as school) regularly.

## Unit 2: Personal Belongings

### Introduction

Unit 2 deals with the language related to personal belongings. Teachers are expected to present language and skills around this theme. They can also adapt the tasks and activities suggested here as per the need of their students and specific classroom context. The table below presents a brief overview of Unit 2.

S. N.	Topics	Tasks
1	Getting Started	Make guesses about the possessions of the people in the pictures Listen and sing Match animals with their sounds
2	Reading I : Personal Belongings	Pre-reading questions based on pictures Complete the sentences Complete the table Write true or false Answer the questions Post-reading: Talk about the most favourite thing
3	Pronunciation I	Practise pronunciation of the sound /a:/ in words
4	Writing I	Study and write a thank-you note
5	Grammar I	Study the examples of possessive adjectives Complete the sentences
6	Listening: Conversation about Possession	Picture-based pre-listening questions Fill in the blanks Work in pairs to talk about possession
7	Reading II: The Young Fox (Poem)	Discuss pictures and pre-reading questions Identify the rhyming words Match words with their meaning True/False item Work in pairs to talk about the fox
8	Pronunciation II	Practise the sound /e/ in words
	Speaking: Possessions	Act out the conversation Practise conversation in pairs
10	Grammar II: Personal Pronouns	Study the examples Identify personal pronouns Complete the sentences
11	Writing	Correct the mistakes in the sentences Write a message to a friend
12	Do it by Yourself	Make a list of personal belongings
<b>Total time for the unit</b>		<b>11 hours</b>

Detailed classroom procedures for each task under several topics are presented below. Teachers can conduct the following classroom activities and procedures to facilitate language learning

and/or design their own activities. There are still possibilities for creativity to make language learning even better and more interesting. In addition to the activities presented here, teachers can add some other tasks to assess language skills and aspects throughout the unit. Creating opportunities for students to collaborate and share ideas often in pairs and groups ensures better language learning.

## 2.1 Getting started

This is the first task of the lesson. There are two subtasks. Follow the procedures given below to facilitate these tasks. Learn a familiar and simple tune that you can apply to the song for task B before the class starts. The song might also be available on YouTube.

### Objectives

- a. Use the words/expressions that can be used to express possessions.
- b. Sing the song in tune.

### Follow these steps:

#### A. Look at the pictures below and guess what these people are saying.

- a. Show students the pictures given in the textbook, and ask:  
Who do you think the people are?  
What things do they possess?
- b. Elicit the responses like:  
He is a businessman. He has a key.  
She is a mother. She has a child.  
The man and woman have a dog.
- c. Further, ask students what these people might be saying.
- d. Elicit the responses like: I have a car. This is my key.
- e. Now, ask the students to make a list of things they possess. Have them work in pairs and instruct them to express their possessions by using 'have'. For example, 'I have a new bag. I have got a pet. I have a/an .....'.
- f. Move around the class and monitor whether they are talking in a right way.
- g. Ask some pairs to share their expressions with the whole class.
- h. Listen to them and provide feedback.

#### B. Listen and sing.

- a. Have students share what pets they own and the sounds they make.
- b. Ask students to identify the pictures in the song.
- c. First, sing the song line by line slowly and clap along.
- d. Have students follow you to build up fluency in singing.
- e. Have students sing the song in the whole class or in groups of four or five.
- f. Once they learn the tune, sing the song together for fun. Ask and discuss how they felt listening to and singing the song.
- g. Ask students to match the animals with their respective sounds.

<b>Answers</b>
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dog- woof	cat- meow	mouse- squeak	bird- tweet	fish- glub
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## 2.2 Reading I

The first reading text in this unit is about personal belongings. Students will learn how to describe their personal belongings.

### Objectives

- a. Learn the words: pet, relieves, professional, trumpet, internet
- b. Read the text and do the comprehension tasks

### Follow these steps:

#### Pre-reading activities

- a. Introduce the reading text with the title. Instruct students to raise their hand if they know what their belongings are.
- b. Ask students to identify the pictures in the text and describe them.
- c. Discuss the pre-reading questions:  
What things do you see?  
Do you have any of them at home?  
Do you like any of them? Why?
- d. Listen to students' responses without correcting them. Encourage them to speak freely.
- e. Ask students to preview the words in red.
- f. Write the following words on the board: pet, relieves, professional, trumpet, laptop, internet.
- g. Pronounce the words correctly and ask students to repeat after you.
- h. Read the sentences with these words from the textbook and ask students to guess the meanings of the words.
- i. Help students find the meanings of these words in the glossary.
- j. Provide visual aids, examples, and definitions to help learners understand the meaning of these words.
- k. Make sure that they understand the meaning of these words, their spelling, and their pronunciation.

#### While-reading activities

- a. Tell students there are three persons in the texts. Ask them to find out those three names and underline them.
- b. Ask one question for each paragraph. Have students tell the owner of the cat, trumpet, and the laptop.
- c. Now, read the text for the first time at a normal speed and ask the students to point to the lines with their fingers.
- d. Divide students into groups of three. Instruct each member to read one paragraph.
- e. Identify struggling readers and provide them with individualized reading practice while others read independently.
- f. Ask students some comprehension questions to be answered orally. For example, "Who is Billy?", "Whose eyes are green?", and "What does a musician do?".
- g. Have students read Task A. Make sure they understand the task. Then, ask them to fill in the blanks to complete the sentences with the given words.

<b>Answers</b>
----------------

- |            |
|------------|
| a. relieve |
|------------|

- b. professional
- c. laptop
- d. internet
- e. pet
- f. trumpet

**For Activities B, C, and D,**

- a. Tell students to read the text and complete the table in Activity B.
- b. Ask 1 or 2 students to read aloud their answers.
- c. Correct them if necessary, and tell the rest of the students to correct their answers accordingly.
- d. Ask students to read the statements from ‘a to e’ in Activity C and write ‘true’ or ‘false’ for each statement.
- e. When they complete the task, pair up students so that they can check each other's answers.
- f. Now, tell them to read the questions from ‘a-d’ given in Activity D.
- g. Ask students to work in the same pairs to find the answers to each question. This will help them practice working together and learning from each other.
- h. Go around the class and check whether all the students are involved in the assigned task.
- i. Identify struggling pairs and provide them with support. Help them locate the answers in the text and organize the information to form a complete answer.
- j. Have some students read aloud their answers.
- k. If a student's answer is incorrect, provide the correct answer and explain why the original answer was incorrect.
- l. Display/write the correct answers on the board so that students can compare and correct their answers.

**B. Answers**

Rajesh-cat  
Shambhu-trumpet  
Mary-laptop

**C. Answers**

a. TRUE b. FALSE c. TRUE. d. FALSE e. TRUE

**D. Answers**

- a. Billy loves Rajesh because Billy is Rajesh’s favourite pet.
- b. Rajesh plays with Billy to relieve his stress.
- c. The trumpet belongs to Shambhu. It is made in America.
- d. Marry’s laptop has an internet connection and a DVD player.

**Post-reading activity**

- a. Talk about one of your favorite things that you own. For example, you could talk about your diary.
- b. You could say, "The most favorite thing I own is my diary. I got it on my birthday. I write about important events in my life in it. This diary is my friend to share how I feel."



- c. Instruct the students to talk about their favorite thing in a similar way.
- d. Have them talk about it with their friends in a group.

### **2.3 Pronunciation I**

In this section, students will identify the sound /ɑ:/ in the given words and pronounce those words.

#### **Objective**

Identify /ɑ:/ sound in words and pronounce them correctly

#### **Materials**

Recorded pronunciation of the given words

#### **Follow these steps:**

- a. Play the recorded pronunciation of the words given in the exercise, or read the words aloud and ask students to listen carefully.
- b. Have students follow along until they grasp the correct pronunciation of the words.
- c. Ask students what sound the letters in red make.
- d. Pair students up and have them practice pronouncing the words together.
- e. Instruct them to find other words with the sound /ɑ:/ from the text.
- f. Finally, have students read the words to the class.

### **2.4 Writing**

This section is related to understanding and composing a thank you note.

#### **Objective**

Write a thank you note to a friend using the given clues

#### **Follow these steps:**

##### **A. Study the following thank-you note and answer the questions.**

- a. Ask the students to scan thank-you note. Ask them what the text is about.
- b. Ask one of the students to read the text loudly.
- c. Now, tell all the students to read the text silently.
- d. Check understanding by asking a few questions such as:
  - Who is writing the message?
  - Where do we write the sender's name in a thank-you note?
  - What is the message?
  - Who is the receiver?
  - Where do we write the receiver's name?
  - Is a thank-you note long or short?
- e. Now, tell students to read the text silently and answer the comprehension questions in Activity A.
- f. Have some students read aloud their answers.
- g. Display/write the correct answers on the board so that students can compare and correct their answers.

**Answers**

- a. Jerry is thanking Tom.
- b. Jerry has thanked Tom for the beautiful poster.
- c. Yes, Jerry likes the poster.
- d. Jerry has stuck the poster on the wall of his room.

**B. Your friend has given you a storybook. You like it very much. Now, write a thank-you note to your friend. Use the given outline.**

- a. Instruct students to work individually and write a thank-you note following the similar format they read above.
- b. This task can be assigned as homework. Check the homework the following day.
- c. Identify any errors and provide individual feedback to students.

**Sample Thank-you Note**

Dear Harry,

Thank you very much for the interesting storybook. I really love it. I have read it three times. The pictures are so nice. The story is nice.

Thank you again.

Love  
Tony

**2.5 Grammar I**

This section focuses on the use of the possessive pronouns.

**Objective**

Use possessive pronouns in the sentences correctly

**Follow these steps:****A. Study the following sentences.**

- a. Have students read the sentences and make a note of the words in red in their notebooks.
- b. Read the sentences aloud once again and explain the connection of the subjective pronouns with possessive pronouns.

Subjective Pronoun	Possessive Pronoun
I	My
We	Our
You	Your
He	His
She	Her
It	Its
They	Their

### Board Race (Game)

- Prepare some word cards for subjective and possessive pronouns separately.
- Tell the students that they are going to collect subjective-possessive pronoun pairs as quickly as possible.
- Divide the class into two teams with equal numbers of students. Have the teams line up facing the board, with the same distance between each team and the board.
- Display the word cards on the board or place them on the ground in random order.
- Set a time limit and instruct the students to run to find the pairs.
- When you say "go," the teams race to collect the word pairs.
- Each student collects one word pair at a time and then goes to the back of the line.
- The winning team is the one that collects more word pairs before the time runs out.

### B. Complete the sentences with the words given in the box. You can use some words more than once.

- This is a practice exercise where students are expected to complete the sentences with the words mine, yours, theirs, his, hers, our, its, and my.
- Ask students to underline the subjective pronouns which are at the beginning of each sentence.
- Have them guess the possessive pairs of the subjective pronouns.
- Now, remind them to read the words in the box and sentences from a-o.
- Ask them to complete the sentences with the words from the box.
- Write the answers on the board and ask the students to correct their answers.

#### Answers

a. your   b. his   c. her   d. our   e. your   f. their   g. yours  
h. your   i. your   j. my.   k. its   l. hers   m. your, mine  
n. my, hers   o. yours

## 2.6 Listening

In this section, students will listen to a conversation in which a girl asks a boy about his belongings.

### Objective

Listen to the conversation and complete the comprehension tasks

### Materials

Audio file and audio player

### Follow these steps:

#### A. Look at the picture and answer these questions.

- Ask the students to look at the picture and answer the pre-listening questions a, b, and c.
- Elicit the responses such as:  
I think they are friends.  
They are talking about mobile phones.  
They are smiling because smiling they enjoy using mobile phones.

**B. Listen to the audio and complete the sentences with the given words.**

- a. Tell the students that they are going to listen to a conversation in which a girl asks some questions to a boy about his favorite possession.
- b. Tell them to go through the questions given in Activity B. Allow them 1-2 minutes to read the questions. Make sure that they understand them.
- c. Tell them the audio will be played more than once.
- d. Play the audio and tell them to complete the sentences with the correct words. Provide a transcript if anyone has hearing difficulties.
- e. Go around the classroom and monitor whether all the students are doing it correctly.
- f. Play the audio again and let them review their answers.
- g. Ensure that all the students have corrected their answers.

**Answers**

- a. new                      b. games                      c. camera                      d. his phone

**C. Work in pairs. Ask and answer questions about what you own. You can talk about things you personally own.**

- a. Let students work in pairs. Tell them they are going to ask each other about the things they own.
- b. Have each student report to the class about the things their partner owns.

**2.7 Reading II**

This is the second reading text in Unit 2. It is a poem about a young fox who is cautious about the dangers at night.

**Objectives**

- a. Learn the words: pokes, den, dangers, sniffs, peer, leaps
- b. Read the text and complete the comprehension exercises

**Follow these steps:**

**Pre-reading activities**

- a. Discuss the dangers that young animals could face.
- b. Ask if the students have seen the young animals facing dangers in real life, in videos, or on the internet. Tell the students to preview the given text and ask them which animal has been described.
- c. Ask students how animals find danger around them.
- d. Write the following words on the board: pokes, den, danger, sniffs, peer, leap.
- e. Pronounce the words, have the students repeat them, and then explain their meanings.

**While-reading activities**

- a. Recite the poem with proper fluency and rhythm. Ask students to follow you in a group. Now, have the students recite the poem on their own.
- b. Explain the concept of 'rhyming words' with examples.
- c. Ask students to identify the rhyming words for these words: head, ear, tells, right, leaps.
- d. Students work in pairs to find the rhyming words for the given words from the poem.

- e. Have 2-3 students read aloud their answers.
- f. If a student's answer is incorrect, provide the correct answer and explain why the original answer was incorrect.
- g. Ask students to recall the meanings of the words: poke, sniff, peer, creep, leap, den.
- h. Now, ask students to read the instructions for Activity B and then match the words with their meanings.
- i. Again, have 2-3 students read aloud their answers.
- j. Correct the answers if necessary.
- k. Now, ask the students to go through the poem once again and write true or false for the statements given in Activity C.
- l. Display/write the answers on the board so that students can compare and correct their answers.

**A. Answers**

head-shed, ear-near, tells-smells, right-night, leaps-creeps

**B. Answers**

- a. Poke - bring some parts outside,
- b. sniff - draw up air audibly
- c. peer - look with concentration
- d. creep - move slowly and carefully
- e. leap - jump across
- f. den - home to a fox

**C. Answers**

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

**Post-reading activities**

- a. Ask students to go through the poem once again and note the words that describe the fox's ears, nose, eyes, etc in their notebooks.
- b. Now, have students work in pairs to talk about the fox using those words.
- c. Go around the class and check that all students are involved in the assigned task. Identify struggling learners and provide them with support.

**2.8 Pronunciation II**

In this section, students will identify the sound /e/ in the given words and practice pronouncing those words.

**Objective**

Identify /e/ sound in the given words and pronounce them correctly

**Materials**

Recorded pronunciation of the given words

[Follow the steps described in **2.3 Pronunciation I** for this exercise.]

## 2.9 Speaking

This speaking section focuses on the language function of expressing possessions. There are two tasks: acting out the conversation and working in pairs.

### Objective

Ask questions about personal belongings and respond to them

### Follow these steps:

#### A. Act out the conversation.

- Ask multiple questions using the structure "Whose ... is this?", such as "Whose bag is this?".
- Model the answers as "This is my bag. It's mine, not hers."
- Introduce other possessive pronouns (hers, theirs, ours, etc.) and possessive adjectives (my, your, his, etc.) with sufficient examples and pictures to illustrate.
- Have students act out the conversation given in Exercise A.

#### B. Now, Work in pairs. Talk to your friend as in the example.

- Ask students to find a partner to practice the conversation with.
- First, ask them to complete the dialogue given in the book and then talk to their partner using the given clues.

## 2.10 Grammar II

This grammar section introduces the concept of subjective and objective pronouns.

### Objective

Identify and use subjective and objective pronouns correctly

### Follow these steps:

#### A. Study the examples.

- Ask students to study the sentences and notice the words in red colour.
- Ask them to categorize the pronouns before verbs and pronouns after verbs.
- Explain the concept of subjective and objective pronouns with sufficient examples.

Subjective pronouns are used as the subject of sentences while objective pronouns are used as the object of a verb.

Subjective pronouns tell who or what is doing the action of the verb. For example, in the sentence "We love tea", the pronoun "We" is the subject of the verb "love."

Objective pronouns receive the action of the verb. For example, in the sentence "He gave me a book," the pronoun "me" is the object of the verb "gave".

#### B. Did you notice the words in red in the sentences from 'A' above? Find and underline similar words in the text below.

- Ask students to read the given text and underline the pronouns in their textbooks based on the learnings from the previous exercise.

- b. Write the correct answers on the board so that students can check their work to see if they have underlined the correct words.

**Answers**

Hello, my name is Lisa and I live near London. His name is John. He is very cool. My mother's name is Sharon. She is very beautiful. I have a little brother. His name is Mike and he is cute. We love playing in our garden. I have many friends at school. They are Shelly, Kate and Debby. My mother takes me to school in our car. It's grey. Can you tell me something about you?

**C. Now, complete the sentences with the words given below. You can repeat some of them.**

- Ask students to study the questions first.
- Talk about the nouns in each sentence.
- Instruct students to replace those nouns with suitable pronouns. (e.g., Jane's parents: they)

**Answers**

a. it   b. she   c. I   d. They   e. We   f. us   g. him   h. them

## 2.11 Writing

There are two tasks in this section: fixing the mistakes in the sentences and writing a message to a friend.

### Objectives

- Use punctuations and capital letters appropriately
- Write a message to describe what someone possesses

### Follow these steps:

**A. Fix the mistake in the following sentences. Each sentence has one mistake.**

- Ensure that all students understand what capitalization, full stops, and question marks are. Explain with examples if necessary.
- Write a sentence on the board that has problems with capitalization and punctuation.
- Ask students to identify the problems in the sentence.
- Ask students to do the corrections in the sentences from a-f in the same way.
- Write the correct answers on the board after the students complete the assigned task.

**B. You visited your best friend yesterday. You saw many playthings in his/her house. Now, write a message to another friend about the playthings you saw. Include these in your message.**

- Remind students of the message format they learned in the previous lesson. Or, provide them with a sample message note.
- Ask them to write a short and clear message to their friend, following the provided format.
- Provide individual feedback to students.

### **Sample Message**

Dear Raghav,

Yesterday I visited Meena's house. Meena has many playthings in her house. She has a toy car with a remote control. Her brother has a small bike. They have many dolls too. I also have a bicycle at my home. I have a sketchbook as well. What do you have in your house?

Love  
Sambhav

### **2.12 Do it by yourself**

This is a project where students have to work themselves to make a list of things they have at home.

#### **Objective**

Prepare a list of things at home and write about them

#### **Follow these steps:**

- a. Provide clear instructions to ensure that students understand what they are supposed to do.
- b. Draw the table given in the book on the board and explain how to fill in the table with information about their friends' belongings.
- c. Assign this task as homework.
- d. The next day, ask students to share their work with the class and let them provide feedback to each other.



## Unit 3: Rules and Timetables

### Introduction

The third unit of the textbook features the language function ‘Asking for information’. It covers twelve different activities, which are expected to be delivered effectively in the classroom. The techniques and strategies mentioned here can be modified to suit the specific contexts and need of the learners. The table below provides a brief overview of Unit 3. It includes topics and activities presented in the textbook.

S.N.	Topics	Tasks
1.	Getting Started	Ask and answer questions about the given items Listen and sing Discuss the given questions
2.	Reading I: Kevin’s School Timetable	Discuss pre-reading questions Complete the sentences Answer the questions Write true or false Design school timetable
3.	Pronunciation I	Identify the vowel sound /ʌ/ in the given words
4.	Writing I	Compare timetables and write a paragraph on a timetable
5.	Grammar I	Rearrange words for sentences Use frequency adverbs in sentences
6.	Listening: A Short Conversation about Library Hours	Discussion on picture-based pre-listening questions Write true or false Share experiences about visiting a library
7.	Reading II: Library Rules	Picture-based pre-reading questions Complete the sentences True and false Complete the table
8.	Pronunciation II	Pronounce words with the vowel sound /u:/ in the given words
9.	Writing II	Punctuate given sentences Write rules for their class
10.	Speaking	Act out the conversation and list out questions Ask and answer questions
11.	Grammar II	Complete sentences with Wh words Make questions using the clues
12.	Do it by Yourself	Design a calendar page for an English month
<b>Total time for the unit</b>		<b>11 hours</b>

The following topics are discussed with detailed classroom activities and procedures. Teachers can follow the given activities to facilitate language learning, or they can design their own activities to make learning even more contextual and exciting. Teachers should assess language learning throughout the learning process.

### 3.1. Getting started

This is the first task of the unit. There are two subtasks. Follow the procedures given below to facilitate the learning activities. Prepare the pictures for Activity A, and learn the tune of the song for Activity B beforehand.

#### Objectives

- a. Ask and answer questions about the given pictures
- b. Sing a song in a tune

#### Follow these steps:

##### A. Look at the pictures. Ask and answer questions about the items below.

- a. Show the given pictures to students one by one and ask them whether they have those objects at home.
- b. Ask them all the possible questions about each object. For example,  
What is it?  
Do you have a watch?  
What is it used for?  
Where can you get it from?  
What time is it on the watch?
- c. Listen to students' responses without correcting them. Encourage them to speak freely.

##### B. Listen and sing

- a. Sing the song in any tune you feel comfortable with. When you sing for the first time, ask students to point to the lines.
- b. For the second time, wait at the end of each line for the students to repeat.
- c. For the third time, sing the song together with students. Focus on the rhyming words: me-be, fair-share, and know-go.
- d. Next, ask students to discuss the given questions.
- e. Let some students share their answers.
- f. Listen to students' responses. Don't interrupt or correct them, even if you disagree with their opinions. This will encourage them to speak freely.

#### Possible Answers

- a. Yes. Rules make our classroom environment organized and disciplined.
- b. We should be helpful, grateful, hardworking, and forgiving too.

### 3.2 Reading I

This is the first reading text in Unit 3. The text is about a school timetable.

#### Objectives

- a. Learn the words: registration, assembly, citizenship, history, IT, geography
- b. Read the text and extract the required information to complete the comprehension tasks

## Materials

A chart with Kevin's school timetable or an enlarged image of the timetable from the textbook

## Follow these steps:

### Pre-reading activities

- a. Discuss the answers to the pre-reading questions given in the book. Ask students to share their answers to the pre-reading questions. This will help to get everyone involved in the discussion.
- b. Encourage students to explain their answers. This will help to clarify their thinking and to get everyone on the same page.
- c. Show students a chart with Kevin's school timetable. This will help them to visualize the information and to understand how it is organized.
- d. Ask them questions like: What is it? Do you also have your school timetable? What information can you get in the timetable? Is Kevin's school open on Sunday?
- e. Encourage students to share their own experiences with school timetables. This will help to create a more engaging and interactive discussion.

### While-reading activities

- a. Read the timetable for the first time at a normal pace and ask students to point to the details with their fingers.
- b. Ask them when their school starts and what their first activity is in school.
- c. Ask what they learn in the first period and what Kevin's School Timetable has in its first period in Class 4B.
- d. Continue talking about other classes as well. Talk about the break. Ask if they have the same break duration in their school.
- e. Use the 'inquiry-based technique' to talk about the details in the timetable. Ask them questions like, "What subject is taught after the first break on Monday?"

### A. Complete the sentences with the correct words.

- a. Write the following words on the board: registration, break, assembly, history, geography.
- b. Pronounce the words correctly and ask students to repeat after you.
- c. Provide visual aids, examples, and definitions to help learners understand the meaning of these words.
- d. Make sure that they understand the meaning of these words, their spelling, and their pronunciation.
- e. Now, tell them to complete the sentences in Activity A with the correct words.
- f. Ask 1 or 2 students to read aloud their answers.
- g. Correct them if necessary, and tell the rest of the students to correct their answers accordingly.

#### Answers

- a. break
- b. Geography
- c. assembly
- d. registration
- e. History

## **B. Answer the questions.**

- a. Ask students to work in pairs to answer the questions given in Activity B. Instruct them to get back to the timetable and find the answers to the questions.
- b. Move around the classroom to identify struggling pairs and provide them with support. Help them locate the answers in the text and organize the information to form a complete answer.
- c. Have some students read aloud their answers.
- d. If a student's answer is incorrect, provide the correct answer and explain why the original answer was incorrect.
- e. Display/write the correct answers on the board so that students can compare and correct their answers.
- f. Tell the students to study Kevin's School Timetable once again and write true or false in the boxes next to the statements in Activity C.
- g. Have 2 or three students read aloud their answers.
- h. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- i. Tell other students to correct their answers if they find that their answers are wrong.

### **B. Answers**

- a. Kelvin is in class 4 B
- b. He has Maths, IT, Music, and Physical Education on Tuesday.
- c. No, he does not have any lessons on Sunday.
- d. The lunch break is for half an hour.
- e. The Piano class is on Wednesday after school.

### **C. Answers**

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

## **Post-reading activity**

- a. Tell students to read the instructions given in Activity D.
- b. Demonstrate Kevin's School Timetable in front of the class.
- c. Ask them what information has been included in the timetable. Write their responses on the board.
- d. Discuss the responses.
- e. Now, instruct them to design their own school timetable on chart paper. You could assign this activity as homework.
- f. The next day, have students display their timetables on the activity board or classroom wall. Let them provide feedback to each other.

## **3.3 Pronunciation I**

In this section, students will practice the pronunciation of words with /ʌ/ sound in the word medial position.

### **Objective**

Learn the pronunciation of words with /ʌ/ sound in the word medial position

## Materials

Recorded pronunciation of the given words with /ʌ/ sound

### Follow these steps:

- Pronounce the given words correctly or play the recorded pronunciation of the words with /ʌ/ sound in the word medial position.
- Let students listen to you.
- Pronounce the words for the second time and let students follow you.
- Pair up the students and ask them to practise pronouncing the words in pairs.
- Ask students to find other words with /ʌ/ sound in the word medial position.

## 3.4 Writing I

In this section, students will compare their timetable with Kevin's. They will also practise guided writing, where they develop their own paragraph describing their timetable.

### Objective

Develop a paragraph using the given clues

## Materials

Kevin's timetable from the textbook

### Follow these steps:

- Discuss the answers to the guiding questions given in the book, and write the key words from students' responses on the board.
- Ask students to identify the similarities and differences between their school's timetable and Kevin's timetable.
- Instruct students to write a paragraph about their school's timetable. Tell them to use the keywords written on the board as a guide
- Once they have completed the work, have 2 or 3 students read their paragraphs aloud to the class.
- Check students' written work and provide them with individual feedback.

### Sample Paragraph

I study in Class 4B. My school's name is Machhapuchhre Secondary School. The school starts at 10:00 AM and closes at 4:00 PM. I study several subjects, including English, Nepali, Science, Maths, and Social Studies. My favorite subjects are English and Science, but I am also good at Maths. My school always starts with an assembly. We have a 10-minute break after every two periods. Our school offers extra classes for students who need help in certain subjects. These extra classes last for one hour. My favorite day of the week is Friday because we have extra-curricular activities on Fridays.

## 3.5 Grammar I

This grammar section deals with the use of frequency adverbs.

## Objective

Use frequency adverbs in the sentences correctly

### Follow these steps:

#### A. Study this short text and underline the sentences with **always, usually, often, sometimes and never.**

- a. Write some sentences with frequency adverbs on the board.
- b. Explain the meaning of frequency adverbs, drawing some examples from their daily lives. Provide sufficient examples so that students understand that frequency adverbs describe how often an action happens and their position is usually between the subject and the verb. Some example sentences:  
I always wake up at 6 am.  
We usually bring lunch to school.  
I often help my parents.  
They sometimes play the guitar.  
I never run away from school.
- c. Now, ask students to underline the sentences with frequency adverbs in the text given in Activity A.

#### B. Rearrange the words to make meaningful sentences.

- a. Write the first question (a) on the board. Write the answer showing students how the words are arranged to form meaningful sentences.
- b. Now, instruct students to work together in pairs and rearrange the words to make meaningful sentences.
- c. Once they complete the task, let some students read their answers in turn.
- d. If any answer is incorrect, correct the answer and explain why it is incorrect.
- e. Write the correct answers on the board and tell students to pay attention to the position of frequency adverbs in the sentences.

#### Answers

- a. We sometimes go swimming at the weekends.
- b. I am never late for school.
- c. My mother usually makes my bed.
- d. Bikash is often late for school.
- e. Rita never drinks coffee in the evening.
- f. Pratik usually helps his friends with homework.
- g. My grandfather always goes for a walk in the evening.
- h. They often go to the movies on Saturday.
- i. She always complains about her son.

#### C. Write sentences about something that:

- a. Ask students to think and supply one suitable activity for each of the clues.
- b. Encourage them to share their activities with the friends sitting with them.
- c. Ask five of them to share the task in the class.

a. You always do.	I <b>always</b> brush my teeth.
b. You usually do.	I <b>usually</b> watch a movie at the weekend.
c. You often do.	I <b>often</b> have a veg-food.
d. You sometimes do.	I <b>sometimes</b> sleep late at night.
e. You never do.	I <b>never</b> come late.

### 3.6 Listening

This is a listening task where students will listen to a conversation between a librarian and a caller. The caller is inquiring about library hours and the librarian is responding.

#### Objective

Listen to the audio and do the comprehension tasks

#### Materials

Audio file and audio player

#### Follow these steps:

##### A. Look at the picture and answer these questions.

- Ask the students to look at the picture in the pre-listening section and discuss the answers to the questions.
- Listen to students' responses without correcting them. Encourage them to speak freely.

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

- Tell the students that they are going to listen to a conversation between a librarian and a caller and the caller is inquiring about service hours and days.
- Tell them to go through the questions from a-d given in exercise B. Make sure that they understand the questions.
- Play the audio and tell them to listen whether the given statements are true or false.
- Go around the class and check whether all of them have marked the statements as true or false or not.
- Play the audio for second and third time as per need.
- Make sure that all the students have correct answers.

**[Note: Please replace the word 'Sunday' in statement 'b' in the textbook with the word 'Saturday'.]**

#### Answers

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

##### C. Have you ever visited a public library? What did you see there? Talk to your friends.

- Read aloud the question. Make sure that the students understand it.
- Divide the students into groups. A group of students on each bench makes a group.
- Let them discuss in groups and then share their experience about their visit to a public library.

- d. Some students might not have this experience. Ask the students who have visited the public library to share their experiences with the class.
- e. Conclude this activity by sharing your own experience of visiting a public library.

### **3.7 Reading II**

This is the second reading text in Unit 3. The reading is about library rules.

#### **Objectives**

- a. Learn the words: library, rules, valid, borrow, return, take care
- b. Read library rules and answer the questions based on it

#### **Follow these steps:**

##### **Pre-reading activities**

- a. Tell students to look at the pictures given in the pre-reading section.
- b. Ask some questions, such as:  
Where do you see these signs?  
What do these signs mean?
- c. Elicit responses such as:  
At public places like libraries, examination halls, and museums.  
No noise, please.
- d. Ask if they can think of any rules that must be followed in public places.
- e. Show that you are listening and paying attention to your students. Make eye contact and nod your head. This will let students know that you are interested in what they are saying.
- f. Now, tell them that they are going to read the rules in a library.
- g. Write these words on the board: library, rules, valid, borrow, return, take care.
- h. Ask them to scan the text to find these words.
- i. Tell them to look up the words and their meanings in a dictionary or in the glossary at the end of the book.
- j. Help them find the right meaning. Ask them to make their own sentences using the words.

##### **While-reading activities**

- a. Read the text for the first time at a normal speed and ask students to point to the lines with their fingers.
- b. Write the 7 rules given in the text on 7 slips of paper. Select 7 students and distribute the slips to them.
- c. Tell the students that they will take turns reading the rules in order. The teacher will read the details about the library's opening hours.
- d. First, read the initial part of the text. Then, the students with slips will read the rules in order.
- e. The students without slips will point to the lines with their fingers. This encourages students to be attentive and provides them with reading practice.
- f. Ask the students to read the statements given in Activity A.
- g. Then, have them read the text again to find the missing words.
- h. Have one student read aloud his or her answers.
- i. If the answer is incorrect, provide the correct answer and explain why the original answer was incorrect.
- j. Tell the other students to correct their answers.



- k. Tell them to read the statements given in Activity B and decide whether the given statements are true or false.
- l. Let them compare their answers with their partners sitting next to them.
- m. Tell the answers and instruct students to correct their work.

<b>A. Answers</b>				
a. library	b. six	c. closed	d. two	e. take
<b>B. Answers</b>				
a. False	b. True	c. True	d. False	e. True

**Post-reading activity**

- a. Have students read the instructions given in Activity C.
- b. Divide the class into two groups: the students sitting on the left and the students sitting on the right.
- c. Ask them to work on two different tasks. The students sitting on the left will write the things they are allowed to do in their school library, and the students sitting on the right will write the things they are not allowed to do in the school library.
- d. Let students read the rules they have written in turn.
- e. Write their responses on the board.
- f. Correct the grammar and content in their answers if necessary.

<b>Things you are allowed to do in the library</b>	<b>Things you are not allowed to do in the library</b>
Use computers for school work only. Borrow two books at a time. Bring homemade food items.	Eat food in the library. Run and shout. Use mobile phones.

**3.8 Pronunciation II**

This is a pronunciation task where students will identify and learn how the vowel sounds /ʊ/ and /u:/ are pronounced in the words.

**Objective**

Identify sounds /ʊ/ and /u:/ in the words and pronounce the given words correctly

**Materials**

Word chart with /ʊ/ and /u:/ sounds

**Follow these steps:**

- a. Present a word chart with a list of words with /ʊ/ and /u:/ sounds given in the exercise or display the list of words on the board.
- b. Pronounce the words aloud at a normal pace or play the recorded pronunciation of the words and let students listen.
- c. Pronounce the words for the second time and ask students to follow you.
- d. Ask them to find other words with /ʊ/ and /u:/ sounds from their textbooks.

### 3.9 Writing II

Students are required to punctuate the given sentences and later write a set of classroom rules in this section.

#### Objectives

- a. Learn how to punctuate sentences with question marks and full stops
- b. Develop a set of rules for the classroom

#### Follow these steps:

##### A. Choose the correct expression from the box and complete the dialogue.

- a. Ask students the following questions:  
What subject are you studying?  
Where are you now?  
Are you all listening to me or not?
- b. Write the questions on the board, each with a question mark.
- c. Ask students to respond to the questions.
- d. Write their responses on the board, making sure to distinguish between questions and responses.
- e. Ask students what they notice about the two sets of sentences.
- f. Listen to their answers and make sure they understand that questions are used to ask for information, while responses or statements are used to give information.
- g. Provide additional examples if necessary.
- h. Ask students to read the instructions for Activity A and complete the task individually.
- i. Check their written work and provide individual feedback.

#### Answers

- a. Where do you live?
- b. Yes, I can play the Madal.
- c. Do you like rice pudding?
- d. What is your favourite food?
- e. It is Meena's birthday today.
- f. How do you travel to school?
- g. When do you get up in the morning?
- h. I exercise everyday.
- i. Can you jump over the wall?
- j. Are we going swimming this evening?

**B. Work in groups of five. Discuss the rules and regulations you have to follow in your classroom. Talk about what you can and can't do in the classroom. Prepare rules for your class.**

#### Follow these steps:

- a. Write the modal verbs like 'must/ must not / can't / have to' used for writing rules on the board.
- b. Ask students to copy the words.

- c. Divide the class into two groups: students having odd roll number and students having even roll number.
- d. Ask them to work on two different tasks. Students having odd roll number will write the things they are allowed to do in their classroom, and students having even roll number will write the things they are not allowed to do in their classroom.
- e. Make sure that they have used the modal verbs.
- f. Let students read the rules they have written in turn.
- g. Write their responses on the board and correct the sentences if necessary.

### 3.10 Speaking

This speaking exercise focuses on the language function: asking and answering for information.

#### Objective

Ask and answer the questions

#### Follow these steps:

##### A. Act out the following conversations.

- a. Pair up with one of the students. Take the role of a librarian and let your student take the role of a student.
- b. Read aloud the conversation between a librarian and a student.
- c. Next, switch the role and let the student take the role of the librarian.
- d. Now, ask students to act out the conversation with their partners.
- e. Then tell students to study the structures of the questions as well as the responses. Ask questions such as:  
What do the questions start with?  
What do the questions end with?  
What do the responses end with?
- f. Ask students to list out the questions used in the conversation and read them aloud to their partners.
- g. Instruct the students to study the calendar given in Activity B.
- h. Have them work in pairs. Student A will ask the questions from 'a to g' and student B will answer them. Next, they will switch the role. Student B will ask the questions and student A will answer them.
- i. Go around the class and monitor whether all the students are involved in the assigned task.

#### Answers

- a. 2077 B.S. is shown in the calendar.
- b. There are 30 days in the month.
- c. Mangsir 6 is Saturday.
- d. There are 4 Fridays in the month.
- e. There are four weekends.
- f. It is December 12.
- g. Yes, it is.

### 3.11 Grammar II

This section makes students practice the use of question words in sentences. There are two subtasks: sentence completion and question formation.

#### Objective

Use question words to form wh-questions

#### Follow these steps:

##### A. Complete the sentences with correct question words from the brackets.

- Get some strips of paper with question words written on each.
- Distribute the strips to groups of students sitting on different benches.
- Tell students to discuss the use of particular question word.
- Have students present their understanding of the question word with an example to the class in turn.
- Present the following chart on the board and summarize the use of wh-words with examples.

Question Word	Meaning	Example Sentence
1. Who	asking for information about a person	Who buys books for you?
2. What	asking for information about something	What do you want to eat at lunch?
3. When	asking for information about the time period in which an action occurs	When do you get up?
4. Where	asking for information about the location of a person or thing	Where do you want to visit in your free time?
5. Which	asking for information in order to make a comparison between two or more similar things or people	Which book do you like most, English or Nepali?
6. Why	asking for information about the reason something happens	Why do we brush our teeth?
7. Whose	Asking for information about who something belongs to	Whose book is on the table?
8. How	asking for information about the way something happens, or the manner, or way somebody behaves or does something	How did you finish your work?

- Tell students to do Activity A and B based on the information presented in the chart above.
- Go around the classroom to see if any students need extra support to complete the task. Provide them with additional examples and explanations as needed.
- Have some students read aloud their answers.
- Write the correct answers on the board so that students can compare and correct their answers.

#### A. Answers

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

**B. Answers**

- a. What time does Robert go to bed?
- b. Where did Tom go last Sunday?
- c. What are they watching on TV?
- d. Who is reading a drama now?
- e. Where does she like to have dinner?
- f. What is she wearing now?
- g. When does the first bus arrive?

**3.12 Do it by yourself**

This is an extended activity where the students collect different types of English and Nepali calendars and design a page of a calendar for an English month.

**Objective**

Design a page of a calendar

**Materials**

Chart paper, scale, pencil, colour pencils, a calendar, etc.

**Follow these steps:**

- a. Ask students to read the instruction carefully. Make sure that they are familiar with what they are supposed to do. (You could also assign this task as homework.)
- b. Show them a sample calendar.
- c. Let the students work in a pair to design a page of a calendar. Help them if necessary.
- d. Instruct the students to demonstrate their design to the class.

## Unit 4: Requests

### Introduction

This unit deals with the language and skills related to making requests and responding to requests. Teachers are expected to present the language and skills around this theme. They can also adapt the tasks and activities presented here as per the need of their students and specific learning context. The table below gives a short overview of Unit 4.

S. N.	Topics	Tasks
1	Getting started: Making Requests	Make requests and respond to them Listen and sing Find the rhyming words
2	Reading I: An Email	Read an email Complete the sentences Answer the questions Learn the parts of an email
3	Pronunciation	Identify the sound /eɪ/ in the given words
4	Writing I	Write a reply to an email
5	Grammar I	Study the examples. Make negative sentences Change the sentences into negative
6	Listening: Making Requests and Responding	Talk about the picture and questions Listen and tick Make requests in one's own language
7	Speaking: Making Requests and Responding	Act out the conversations Practice the conversation in pairs
8	Reading II Story: A Clever Fox in the Forest	Pre-reading activities Solve crossword puzzle Rearrange the sentences in the correct order Retell the story
9	Pronunciation II	Identify the sound /v/ in the given words
10	Writing	Punctuate the sentences Complete the story
11	Grammar II	Study the sentences in the past tense Make sentences in past tense Complete the sentences
12	Do it by Yourself	Write a story
<b>Total time for the unit</b>		<b>10 hours</b>

Detailed classroom procedures for each task under various topics are presented below. Teachers can conduct the following classroom activities and procedures to facilitate language learning and/or design their own activities. There are still possibilities for creativity to make language learning even more interesting. In addition to the activities presented here, teachers can add some

other tasks to assess language skills and aspects throughout the unit. Creating opportunities for students to collaborate and share ideas often in pairs and groups ensures better language learning.

#### 4.1 Getting started

This is the first task of the lesson. There are two subtasks. Follow the procedures given below to facilitate these tasks. Learn the tune of the song for task B before the class starts.

##### Objectives

- a. Identify the situations in the pictures and make suitable requests for them
- b. Sing the song and find the rhyming words

##### Follow these steps:

##### A. Look at the pictures. How do you make requests in these situations?

- a. Tell students to look at the pictures given in Activity A. Ask them to describe what they see in the pictures. This will help to get everyone involved in the discussion and to build a shared understanding of the text.
- b. Next, ask them what they would say in the given situation.
- c. Elicit the following responses from students:  
Would you turn the volume down? It's too loud.  
Could you drive slowly? You are overspeeding.  
There is a fly in the food. Can I have another item?  
May I close the window? I'm feeling cold.  
Is it alright if I turn the light on? It's too dark to see.  
Could you give me a lift, please?
- d. Listen to students' responses. Don't interrupt or correct them, even if you disagree with what they're saying. This will encourage them to speak freely.
- e. List the sentences on the board and involve the students in oral practice for a while.

##### B. Listen and sing

- a. Have students share how they request a favor politely.
- b. Ask them to guess what the person might be requesting in the picture.
- c. Sing the song in a familiar simple tune and clap along, pausing at commas and using a rising tone at the question mark.
- d. Have students follow you to build up fluency in singing.
- e. Have the students sing the song in the whole class and then in groups of four or five.
- f. Once they learn the tune, sing the song together for fun.
- g. Ask and discuss how they felt listening to and singing the song.
- h. Let them find the rhyming words from the song.

##### Rhyming words

one -children    one- begun    children- begun    two- glue

#### 4.2 Reading I

The first reading text familiarises the students with the format and language of an email.

## Objectives

- a. Learn the words: enjoying, vacation, train, inform
- b. Read the text and do the comprehension tasks
- c. Identify the language used to make requests

## Follow these steps:

### Pre-reading activities

- a. Introduce the reading lesson by asking questions about email like:  
What is an email?  
Have you written an email?  
What is it for?
- b. Ask students to identify the format and layout of an email. Talk about different parts of an email such as sender, receiver, subject line, and body.
- c. Point out the different signs that are used in emails, such as the @ symbol.
- d. Ask questions about the sender, receiver, and email address in the email.
- e. Write these words on the board: enjoying, vacation, train, inform.
- f. Tell the students to copy these words in their notebooks.
- g. Ask them to guess the meanings of the words and check their meanings in the glossary.
- h. Make sentences with each of these words.
- i. Ask students to spell the words without looking at them.

### While-reading activities

- a. Tell students that the given email is about a basketball practice session. Samyak is informing Nitesh about the basketball practice session.
- b. Ask students to find out different requests that Samyak makes in the email. Let them underline the requests in their textbooks.
- c. Now, read the text at a normal speed and ask the students to point to the lines with their fingers.
- d. Ask students to read the email on their own. Identify struggling readers and provide them with individualized reading practice while others read independently.
- e. Ask some oral comprehension questions to check understanding. For example:  
What game are they going to practise?  
Where will they practise?  
Who is their new coach?  
When is the competition being held?
- f. Elicit the following responses from students:  
They are going to practise basketball.  
They will practise the game at the school basketball court.  
Mr. Suraj is their new coach.  
The competition is going to be held in November.
- g. Ask students to read the email once again and do Activity A and Activity B. Let them work in pairs to find the answers to the questions in Activity B.
- h. Go around the class and check whether all the students are involved in the assigned task. Identify struggling pairs and provide them with support. Help them locate the answers in the text and organize the information to form a complete answer.



- i. Have some students read aloud their answers. If a student's answer is incorrect, provide the correct answer and explain why the original answer was incorrect.
- j. Display/write the correct answers on the board so that students can compare and correct their answers.

**A. Answers**

- a. Nitesh            b. basketball            c. Mr. Suraj Chhetri

**B. Answers**

- a. Samyak is the sender of this email.
- b. He has written the email to inform Nitesh about the basketball practice session.
- c. The basketball practice session begins at 2 pm on Sunday next week.
- d. Samyak asks Nitesh to bring his ball.
- e. The Inter-School basketball competition is going to be held in November.

**Post-reading activity**

- a. Tell students to read the instruction given in Activity C.
- b. Bring a sample email copy from the internet and present it to the class.
- c. Ask students to label the parts with colorful sticky cards.

**4.3 Pronunciation**

This is a pronunciation task in which students will identify the sound /eɪ/ in the given words and practise the pronunciation of those words.

**Objective**

Identify the sound /eɪ/ in the given words and pronounce the given words correctly

**Materials**

Audio recording of the given words

**Follow these steps:**

- a. Ask students to pronounce the words given in the exercise. Tell them to pay attention to the letters in red in each of the words.
- b. Provide a correct model of pronunciation. Or, play the audio recording of the given words. Ask the students to follow.
- c. Students will follow till they grasp the correct pronunciation of the words.
- d. Pair up students and let them practise pronouncing the words.
- e. Ask them to find other words with the sound /eɪ/ and add them to the list.

**4.4 Writing**

Students will practise writing a reply to an email in this exercise.

**Objectives**

- a. Learn email layout
- b. Write a reply to an email

**Follow these steps:**

- a. Ask students to read the email written by Samyak and note what Samyak wants to tell Nitish.
- b. Collect students' responses.
- c. Now, ask them what Nitish would reply.
- d. Take their responses and write the keywords on the board.
- e. Provide a template of an email and let students write a reply email to Samyak including the following points:

**Points to be included in the email**

- 1. Thank Samyak for the information
- 2. Tell him the time and date is noted
- 3. Tell him that you are ready to bring an extra ball
- 4. Express your feeling of excitement about the new coach
- 5. Tell him that you will inform Dipesh about it and also request him to bring some water bottles for your team

**Email Template**

Dear Samyak,

Thank you very much for the ..... . I have noted ..... I am ready to bring ..... We are lucky to have Mr. Suraj Chhetri as our..... .  
I will inform..... and also.....

Thank you again.

Your friend,  
Nitish

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

**4.5 Grammar I**

Students will practise making negative sentences in this grammar section.

**Objective**

Change affirmative sentences into negative sentences

**Follow these steps:**

- a. Have students read the text in Activity A.
- b. Write the words highlighted in red on the board and ask students about the role of these words in the sentences.
- c. Elicit the response that these words change the sentences into negative.

- d. Remind students which words go together and which words do not combine while forming negative sentences. Talk about the agreement of subject and verb with sufficient examples.
- e. Now, ask students to make as many negative sentences as possible from the table in Activity B. This task allows students to freely create negative sentences out of the given form and information.
- f. Let them freely decide to join the parts of the sentences.
- g. Have students work in pairs and change the sentences given in Activity C into negative ones.
- h. Go around the classroom to see if any students need extra support to complete the task. Provide them with additional examples and explanations as needed.
- i. Have some students read aloud their answers.
- j. Write the correct answers on the board so that students can compare and correct their answers.

#### **A. Answers**

1. I don't know what the capital city of Japan is.
2. I don't like riding bumper cars.
3. I can't be at home at his time.
4. I won't be at home at this time.
5. I didn't like riding bumper cars.
6. I haven't finished working on the project.
7. I wasn't waiting for the reply.
8. I wasn't studying for the test.

[Deal with we, you, he, she, it, they in a similar way.]

#### **B. Answers**

- a. I don't play football on Tuesday and Thursday.
- b. The rooms aren't tidy.
- c. He hasn't got a bike.
- d. Hari can't swim underwater for two minutes.
- e. They won't complete the race.
- f. He doesn't like playing games.
- g. The students aren't going for a picnic next week.
- h. He isn't working hard.
- i. They didn't go to the cinema yesterday.
- j. The students haven't got a lot of homework.

### **4.6 Listening**

In this section, students will listen to a conversation between a boy and a girl.

#### **Objective**

Listen to a conversation and complete the comprehension tasks

## Materials

Audio file and audio player

### Follow these steps:

#### A. Look at the picture and answer these questions.

- Ask the students to look at the picture and answer the questions.
- Elicit the responses such as: I think they are brother and sister. I think they are talking about their studies, etc.
- Listen to students' responses. Do not interrupt or correct them, even if you disagree with their opinions.

#### B. Listen to the recording/audio and tick (✓) for what the boy can do and cross (X) what he can't.

- Tell students that they are going to listen to a conversation in which a girl is making requests with a boy.
- Tell them to go through the table in Activity B. Allow them 1-2 minutes to read the information.
- Inform students that the audio will be played more than once. Provide a transcript if anyone has hearing difficulty.
- Play the audio and tell them to mark the given phrases with tick or cross signs on the right.
- Go around the class and check whether all the students are doing it right.
- Play the audio again and let students review their answers.
- Ensure that all the students have the correct answers.

#### Answers

- |    |                                  |   |
|----|----------------------------------|---|
| a. | can borrow a pen now             | X |
| b. | can borrow a pen later           | ✓ |
| c. | can read the magazine            | ✓ |
| d. | can use the phone                | X |
| e. | can listen to music on the radio | ✓ |

#### C. How do you make requests in your own language? Discuss.

- Start by sharing how you make requests in your language.
- Write some expressions used for making requests in your language on the board.
- Next, ask students what expressions they use to make requests in their languages.
- Write their responses on the board.
- Let students practice making requests in each other's languages.

### 4.7 Speaking

This speaking activity focuses on the language function of requesting and responding to requests. There are two activities. Students will act out a conversation work in pairs to make and respond to requests.

#### Objective

Make a request to someone and respond to a request made by others

## Materials

Textbook, sentence cards

### Follow these steps:

#### A. Act out the conversation.

- a. Ask students to describe what is going on in each picture.
- b. Pair up students and assign different conversations to each pair.
- c. Have students study the conversation and act it out in front of the class.
- d. Ask students which expression is used most often to make requests.
- e. Ask them if they know any other expressions for making requests.
- f. Collect their oral responses and provide them with feedback.

#### B. Work in pairs. Take turns to request and respond as in the example.

- a. Have students work in pairs.
- b. Ask one of the pairs to read the conversation given in the example:  
get me a biscuit  
A: Can you get me a biscuit please?  
B: Yes, of course. /Sorry, I'm busy with my homework.
- c. Display the sentence cards with the structures of requests and responses such as:  
Will you.....?  
Can you.....?  
....., please.  
Yes, sure.  
I'm sorry.  
I am busy now.
- d. Tell students to read the situations given in Activity B. Ask them to practise making requests and responding to the requests using the given structures they just learned.

## 4.8 Reading II

This is the second reading text in Unit 4. It is a story about a clever fox.

### Objectives

- a. Learn the words: hungry, piece, cheese, beak, clever, holding lovely, shining, voice
- b. Read and show an understanding of the character, plot, and setting of the story

### Follow these steps:

#### Pre-reading activities

- a. Discuss the answers to the pre-reading questions.
- b. Ask students to read the title and guess the story.
- c. Ask them to preview the given text quickly and find out which characters are involved in the story.
- d. Write these words on the board: hungry, piece, cheese, beak, clever, holding lovely, shining, voice.
- e. Pronounce the words correctly and ask students to repeat after you.

- f. Read the sentences with these words from the textbook and ask students to guess the meanings of the words.
- g. Help students find the meanings of these words in the glossary.
- h. Provide visual aids, examples, and definitions to help them understand the meaning of these words.

### While-reading activities

- a. Model the reading: Read the text aloud with proper pauses, fluency, and expressions.
- b. Ask students to point to the lines as you read. This will help them to follow along and learn the pronunciation of the words.
- c. Have 3-4 students read the text aloud turn by turn. This will help them to practise reading aloud and to improve their fluency.
- d. Make the text clear to the students with simplified language and explanation of key points. Ask them self-made questions for ensuring understanding of the text and identifying the areas where students need further clarification. Here is an example of a self-made question that you could ask, “What did the fox love?”. This question requires students to identify a key point in the text.
- e. Ask students to read the text in pairs and do Activity A. This will help them to practice working together and to learn from each other.
- f. Have some students read aloud their answers. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- g. For Activity B, print the sentences and cut them into 6 single sentences.
- h. Have students work in groups to arrange them in a logical order.
- i. Display/write the answers on the board and tell the students to correct their answers

#### A. Answers

##### Down

- 1. very beautiful - lovely
- 3. quick to understand - clever

##### Across

- 2. sound - voice
- 4. a small part of an object- piece
- 5. a bird's horny projecting jaws- beak
- 6. feeling or showing the need for food- hungry

##### Answers

- 1. The crow picked up the piece of cheese.
- 2. She flew up into a tree.
- 3. The fox said that the crow had a beautiful voice.
- 4. The crow opened her beak to sing.
- 5. The cheese fell.
- 6. The fox ate the piece of cheese.

### Post-reading activities

#### C. Retell the story in your own words. This time, the fox is female and the crow is male.

- a. Ask students to tell the pronouns used to refer to a female and a male.

- b. Ask them to underline the pronouns used to refer to the fox and the crow in the story. (he, she, him, and her.)
- c. Tell them to change the pronouns to make the fox female and the crow male.
- d. Now, instruct students to work with their partners and practice retelling the story to each other, using the changed pronouns.

#### **4.9 Pronunciation II**

This is a pronunciation task in which students will identify the sound ‘/v/ in the given words and practice pronouncing the words with this sound.

##### **Objective**

Identify /v/ sound in the given words and pronounce the words correctly

##### **Materials**

Recorded pronunciation of the given words

##### **Follow these steps:**

- a. Ask students to pronounce the words and pay attention to the red letters in the given words.
- b. Play the recording of the pronunciation of the given words or read them aloud so as to provide the correct modelling.  
Words: fox, on, pot, top, dog, hospital, hot, sock, boss, watch
- c. Students will follow along till they grasp the correct pronunciation of the words.
- d. Ask them to find other words with the /v/ sound in the reading text.

#### **4.10 Writing**

Students will be involved in two tasks in this section: punctuating the sentences and using the simple past form of the verbs.

##### **Objectives**

- a. Use writing mechanics like question marks, capital letters, and full stops appropriately
- b. Make simple sentences in the simple past tense

##### **Follow these steps:**

##### **A. Put a question mark (?) or a full stop (.) wherever necessary.**

- a. Remind students of the punctuation marks (question mark and full stop) and their function in a sentence.
- b. Write a few sentences using these marks on the board and ask the students to read them.
- c. Ask students to read the sentences in the dialogue in Activity A.
- d. Have students work in pairs to supply the missing punctuation marks in the dialogue.
- e. Observe students’ written work.
- f. Write the sentences with appropriate punctuation marks on the board and let students correct their work.

##### **B. The following is a story. Use the simple past form of the verbs in the brackets to complete the story.**

- Present a list of regular and irregular verbs and their past forms on the board.
- Ask the students to learn the verbs and their past forms.
- Tell them to supply the past forms of the given verbs and complete the story in Activity B.
- Have some students read aloud their answers.
- If a student's answer is incorrect, provide the correct answer and explain why the original answer was incorrect.
- Write the answers on the board and tell students to correct their work.

### Answers

There was (is) a fierce lion in a forest. One day, he was walking through the forest when stepped (step) on a thorn. He hurt himself a lot and cried (cry) in pain. He limped along the forest when he saw (see) a shepherd. He went (go) to the shepherd. The shepherd saw (see) that the lion was limping. He examined (examine) his paw. He found (find) the thorn and pulled (pull) it out. The lion wagged (wag) his tail to thank him. Some people did (do) not like the shepherd.

They said (say) that he was (is) a thief. One day, the shepherd was looking after his sheep when the king's soldiers came (come) to arrest him. They took (take) him to the king. The king ordered (order) them to throw the shepherd into a lion's cage. The lion roared (roar) loudly seeing the man, but when it came (come) to him, he at once recognized (recognize) the shepherd. He was (is) the same lion the shepherd had helped in the forest. When the king knew (know) why the lion would not kill the shepherd, he gave (give) orders to free both of them.

## 4.11 Grammar II

This is the second grammar task. It is about the use of the verbs "was", "were", "wasn't", and "weren't".

### Objective

Use "was/were" and "wasn't/weren't" to talk about past states and facts

### Follow these steps:

#### A. Study the examples.

- Ask students to study the sentences and notice the words in red colour.
- Ask each student to make two sentences with "was" and "were" in their notebooks.
- Let them read their sentences aloud.
- Now, ask them to change their sentences into negative ones.
- Check their understanding of forming the negative of the verbs "was" and "were" and their contracted forms. Then, explain the formation of negation of "was" and "were" and their contracted forms with sufficient examples.

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



- a. Tell students to look at the table.
- b. Make a couple of sentences from the table and write them on the board.  
Examples:  
I was on holiday last week. I wasn't on holiday last week.  
Rojina was ill yesterday. Rojina wasn't ill yesterday.  
You were at home last Saturday. You weren't at home last Saturday.  
My parents were ill last week. My parents weren't ill last week.
- c. Now, tell students to make as many sentences as possible from the table by matching the subjects to their verbs and objects.

**C. Complete the sentences with was, were, wasn't, or weren't.**

- a. Ask the students to do this activity in pairs.
- b. Go around the classroom to see if any students need extra support to complete the task.
- c. Provide them with additional examples and explanations.

**Answers**

- a. Ravi was at school yesterday. He wasn't at the movies.
- b. Was it sunny yesterday? No, it wasn't. It was cloudy.
- c. Were they at the library yesterday? No, they weren't.
- d. Was there a volleyball match yesterday? Yes, there was.
- e. Rama wasn't at the library yesterday. She was at home.
- f. Was Milan sad yesterday? No, he wasn't.

**D. Complete the story with was, were, wasn't or weren't.**

- a. Ask the students to do this task individually.
- b. Provide extra support with additional examples and explanation to the needy students.

**Answers**

A long time ago, there was a castle in a village. The castle was small but beautiful. A pretty girl lived in the castle. Anne was her name. She was the princess. There weren't any other children in the castle. She didn't have any friends. She wasn't a happy princess. She cried every day. One day, a boy came to the castle. His name was John. He had many animals. They were good animals. Princess Anne and John played with the animals in the garden. She wasn't sad anymore. They were happy together.

**4.12 Do it by yourself.**

**Ask your parents to tell you a short story. Write it down in English to share with your class.**

**Objective**

Narrate the past events in written form

**Follow these steps:**

- a. This activity can be assigned as homework.
- b. Clarify the question and make sure students understand what they are expected to do.
- c. Instruct the students to talk to their parents and have their parents tell them a short story.
- d. Tell students to write the story in their notebooks.
- e. Remind them to use the past form of verbs while narrating past events.
- f. Later, have students read their stories in class.
- g. Listen to students' stories and provide them with individual feedback.

## Unit 5: Talking about Quantity

### Introduction

The fifth unit presents the language function ‘Expressing Quantity’. There are twelve tasks in this unit. Teachers can try out the techniques and strategies suggested here to involve their students in language learning. They can also make changes to the techniques and strategies presented here to address the specific classroom context and learning needs of their students. The table below presents an outline of the unit.

S.N.	Topics	Tasks
1	Getting Started	Ask and answer questions for talking about quantity Listen and sing Talk about the quantity of the belongings
2	Reading I: At a Shop	Discuss pre-reading questions Complete the sentences Answer the questions Act out the conversation
3	Pronunciation I	Identify the vowel sound /ɜ:/ in the given words
4	Writing I	Make a shopping list
5	Grammar I	Study the examples Choose the best options Put the words in the correct column Decide countable and uncountable nouns List countable nouns Supply singular or plural forms of nouns
6	Listening: Conversation between a Man and a Little Boy, Tom	Picture based pre-listening questions Supply keywords Take turns to ask and answer questions
7	Reading II: The Lost Donkey	Discuss pre-reading questions Complete the sentences Answer the questions Retell the story
8	Pronunciation II	Pronounce the words ending with letters ‘s’ and ‘es’
9	Speaking	Question and answer Act out the given conversation Question and answer
10	Grammar II	Complete the sentences Study the given sentences Complete the sentences with ‘a/an’
11	Writing II	Learn an exclamation mark Put an exclamation mark in the sentences

		Punctuate the sentences Write a paragraph about the things to buy
12.	Do it by Yourself	Make a list of things available at the shop with their price
<b>Total time for the unit</b>		<b>10 hours</b>

Teachers can follow the given activities to facilitate language learning, or they can design their own activities to make learning even more contextual and exciting. They should assess language learning throughout the learning process. Detailed classroom procedures for each topic and task are presented below.

### 5.1 Getting started

This is the first task of the unit. There are two subtasks: Talking about the pictures and singing a song.

#### Objectives

- a. Talk about the pictures using ‘how much’ and ‘how many’
- b. Sing the song in a tune

#### Materials

Enlarged images of the pictures from the textbook

#### Follow these steps:

##### A. Study the pictures below and ask and answer about them.

- a. Tell students to look at the given pictures and have a discussion on the number and quantity of the objects. Encourage students to ask questions using "how much" and "how many".
- b. Ask them to identify the number and quantity of objects in the pictures. Take some classroom examples such as the board, benches, dust particles, and their hair.
- c. Ask the questions like:  
How many benches do we have in our class?  
How much rice did you have for breakfast this morning?  
How many pictures are there in our classroom?  
Can you count the dust particles on the ground?  
How much dust is there on the ground?
- d. Make sure that students use the quantity words in their responses.

##### B. Listen and sing.

- a. Ask students if they have ever sung English songs.
- b. Sing the song in a tune. Ask students to follow you when you sing the song for the second time. Pause at the end of each line so that they can repeat after you.
- c. Next, ask students to sing along with you.
- d. Ask students to work in pairs. Have them take turns asking and answering questions about their belongings using the quantity words "how much" and "how many".

### 5.2. Reading I

This is the first reading text in Unit 5, a conversation between a shopkeeper and a woman who is looking for a shirt to gift her son on his birthday.

### Objectives

- a. Learn the words: stripes, collar, gift-wrap, stuck
- b. Do the comprehension tasks based on the information from the reading text

### Materials

- a. A chart with the clues
- b. Real objects: stripes, collar, clothes

### Follow these steps:

#### Pre-reading activities

- a. Show the real objects: stripes, collar, etc. Ask students what these objects are. Help them if necessary.
- b. Explain the meaning of unfamiliar words. There are some words like cotton and synthetics. Students may not know them. Explain that these are textures of clothes. Show them the texture of the clothes.
- c. Discuss the pre-reading questions: Where do you think these people are? Who do you think they are? What does the woman want to buy?
- d. Provide background information. Tell students that they are reading a conversation between a shopkeeper and a woman who is looking for a shirt to gift her son on his birthday.
- e. Provide the following information in a chart or on the board to facilitate understanding:

Woman	Shopkeeper
1. Greets 'good afternoon'	1. Greets 'good afternoon'
2. Looks for a shirt (Material: cotton & synthetic, asks for cotton one)	2. Asks about the material
3. Asks for blue ones with red stripes	3. States that he has an excellent range of shirts in cottons
4. Needs the color-size with fifteen inches	4. Shows the shirt with the size needed
5. Asks him to gift-wrap	5. Gift-wraps it and sticks a little card saying 'Happy Birthday'
6. Thanks him	6. Bids her goodbye

#### While-reading activities

- a. Ask students to read the above chart and make sure they understand how the conversation moves ahead.
- b. Give them choices to volunteer to act either as the shopkeeper or the woman.
- c. Now, act out the conversation with one of the students, and give him/her the choice to act either as the shopkeeper or the woman.
- d. Later, you could ask one more pair to perform the conversation voluntarily.
- e. Have students work in pairs to complete Activity A and Activity B.
- b. Go around the classroom to see if any students need extra support to complete the task. Help them locate answers from the text and organize the answers in the correct way.
- c. When they complete the task, ask some students to read aloud their answers.
- d. Write the answers on the board and tell students to correct their work.

**A. Answers**

a. stripes. b. stuck. c. collar. d. range. e. gift-wrap. f. call

**B. Answers**

- a. The woman visited the shop in the afternoon.
- b. The woman liked cotton-shirts.
- c. The price of the shirt is 550 rupees.
- d. The woman did not try on the shirt because it was a gift to her son on his birthday.

**Post –reading activity**

- a. Have students work in pairs to act out the roles of the shopkeeper and the woman once again.
- b. Show them the previous chart to facilitate the conversation.

**5.3 Pronunciation I**

This is a pronunciation task in which students will identify the vowel sound /ɜ:/ in the given words and pronounce them correctly.

**Objective**

Identify the vowel sound /ɜ:/ in the given words and pronounce them correctly

**Materials**

Audio recording of the given words

**Follow these steps:**

- a. Tell students to look at the words given in the exercise and pay attention to the red letters in those words.
- b. Play the recording of the pronunciation of these words or read them aloud yourself, providing the correct modelling.  
Words: fox, on, pot, top, dog, hospital, hot, sock, boss, watch
- b. Tell students to follow you. They will follow along till they grasp the correct pronunciation of the words.
- c. Ask them to find other words with the /ɒ/ sound from the reading text “At a Shop”.

**5.4 Writing I**

In this activity, students will write a list of things they wish to buy from the market.

**Objective**

Make a list of things to buy from the market

**Follow these steps:**

- a. Ask the students to think and decide what they wish to buy from the market.
- b. Tell them that they need to add at least three more items to the given list. If they wish, they can write more than that (maximum 8 in total).
- c. While they are writing, copy the list given in the book on the board.
- d. Ask them to share their list with their partners next to them.
- e. Ask 3 or 4 students to read aloud their list to the class.

### My Shopping List

1. Ball point pen	2 pieces
2. Sugar	1 kg
3. Eraser	3 pieces
4. Biscuits	2 packets
5. ....	.....

### 5.5 Grammar I

This grammar task helps students to make correct use of quantity phrases such as ‘how much’ and ‘how many’ in questions. There are six subtasks.

#### Objective

Ask questions using the quantity phrases

#### Materials

Word cards

#### Follow these steps:

- Begin by presenting a list of countable and uncountable nouns on the board. Ask students what differences they found between them. Explain the concepts of countable and uncountable nouns with sufficient examples.
- If students are able to find the differences, ask them if they know the difference between "much" and "many." Present some examples from their everyday life such as milk, pencil, book, ink, stationery box, glass, water bottle, etc.
- Get two word cards with the phrases "How much" and "How many" written on them. Stick the word cards on the board. Now supply some words on your own to make the concept clear, for example: "how much milk, sugar, tea dust.", and "how many pencils, books, copies".
- Ask students to compare the two sets of examples. Explain that "How much" is used to ask the quantity of uncountable nouns and "How many" is used to ask the number of countable nouns.
- Ask the whole class to study the examples given in Activity A.
- Divide the class into five groups for Activities B, C, D, E, and F. Assign one activity to each group. Make sure that they have understood what they are supposed to do.
- Encourage them to do the task on their own. Go around the classroom to see if any students need extra support to complete the task. Provide them with additional examples and explanations as needed.
- Once they are done, write the correct answers on the board so that students can check their work.

#### B. Answers

a. How many b. How many c. How many d. How many e. How much f. How much

#### C. Answers

How many- pens, mangoes, tables, notes, computers

How much- water, sugar, tea, money, oil, milk

#### D. Answers

- a. countable    b. uncountable.    c. uncountable.    d. uncountable  
 e. countable.    f. countable    g. countable    h. countable

**E. Answers**

Countable nouns: children, windows, waiters, police officers, bottles  
 Singular forms of the nouns: child, window, waiter, police officer, bottle

**F. Answers**

Singular	Plural	Singular	Plural
driver	drivers	dress	dresses
dish	dishes	banana	bananas
watch	watches	mirror	mirrors
house	houses	egg	eggs
ox	oxen	cow	cows
bus	buses	tree	trees
window	windows	sofa	sofas
branch	branches	star	stars
sparrow	sparrows	knife	knives
thief	thieves	wife	wives
toy	toys	country	countries
kite	kites	baby	babies
family	families	man	men
tooth	teeth	goose	geese

**5.6 Listening**

In this section, students will listen to a conversation between a man and a little boy named Tom.

**Objective**

Listen to the conversation and complete the blank spaces with the required information

**Materials**

Audio file and audio player

**Follow these steps:**

- a. Begin by showing the picture in the pre-reading section to students. Ask them to describe it. Elicit the following responses from students: The two people seem like strangers. They are on the street. The boy is holding a crutch to help the man.
- b. Offer positive reinforcement when students speak freely. This will encourage them to continue speaking in class.
- c. Next, tell students that they are going to listen to a conversation between a man and a little boy. Ask them to study the questions given in Activity B. Make sure that they understand what they are supposed to do. Let them know that they need to answer in a word or a number.
- d. Play the audio and tell them to do the task. Go around the class and check if they have completed the task.
- e. Play the audio again and let students review their answers.
- f. Let 1 or 2 students read out their answers to the class. Correct their answers if necessary.



- g. Ask students to work in pairs to ask and answer the questions like the ones in the listening text. Go around the class and help students in forming questions.

**Answers**

a. 6.    b. 8.    c. Sue    d. 16 numbers

### 5.7 Reading II

This is the second reading text in this unit. It is a story about a funny man who is happy even after losing one of his belongings.

#### Objectives

- Learn the words: funny, country, enough, counted, lose, reach, party, hiding, riding
- Read the story and answer the comprehension questions

#### Follow these steps:

##### Pre-reading activities

- Tell students to answer the given pre-questions. Elicit the responses such as: donkey, the man is riding a donkey, and so on.
- Tell students that they are going to read a story about a funny man who is happy even after losing one of his donkeys.
- Write these words on the board: introduce funny, country, enough, counted, lose, reach, party, hiding, riding
- Ask students if they know any of these words.
- Tell them to look for the meanings of these words in a dictionary or the glossary at the end of the book.

##### While-reading activities

- Read the text aloud with proper pauses and fluency, and ask students to point to the lines as you read. This will help them to follow along.
- Have 10 students read the text aloud turn by turn. Since there are 10 paragraphs in the text, each student will read one paragraph.
- Ask students self-made questions for ensuring understanding of the text. This will help them to check their understanding of the text and to identify any areas for further clarification.
- Tell them to complete the sentences in Activity A choosing the given words.
- Read aloud the complete sentences from a-i and ask students to correct their answers.

**Answers**

a. laugh    b. donkeys    c. kind    d. party    e. food  
f. happy    g. anything.    h. funny    i. story

- Now, have students work in pairs to answer the questions in Activity B.
- Go around the class and check whether all the students are involved in the assigned task. Identify struggling pairs and provide them with support. Help them locate the answers in the text and organize the information to form a complete answer.
- Once they complete the task, ask a few students to read their answers. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

- i. Write the answers on the board and tell students to check their work by referring to the correct answers on the board.

**Answers**

- a. Jeha was a funny man.
- b. He had five donkeys.
- c. No, he did not want to sell his donkeys because he liked them very much and they were the best ones.
- d. He took his donkeys to a nice field in the country.
- e. The donkeys ate tall green grass there.
- f. Jeha lost one donkey.
- g. Jeha's friends came to his party.
- h. He was not sad about losing a donkey because he thought that he was not riding on the horse. If he had been on the horse, he would have been lost too.

**Post-reading activities**

- a. Move around the class and ask the interested students to retell the story to the class.
- b. Then encourage them to retell the story in the same way at their home.

**5.8 Pronunciation II**

In this section, students will practise the pronunciation of plural suffixes -s and -es.

**Objective**

Pronounce the words ending with suffixes -s and -es

**Follow these steps:**

- a. Tell students to pronounce the words given in the exercise.
- b. Explain that the letters in red make three different sounds /s/, /z/, and /ɪz/.
- c. Take the reference of the chart given below. Explain the rule with more examples.

Desks- /s/	Dogs-/z/	Benches-/ɪz/
Cats- /s/	Pens-/z/	Classes- /ɪz/
Caps- /s/	Fingers- /z/	Gases- /ɪz/
Kites- /s/	Hands-/z/	Watches- /ɪz/

**5.9 Speaking**

In this section, students will practise asking and answering questions using 'how much' and 'how many'. There are three activities in this section.

**Objective**

Ask and answer questions using 'how much' and 'how many'

**Follow these steps**

- a. Tell the students to read the questions in Activity A and notice the kind of nouns used.

- b. Remind them that 'how much' goes with uncountable nouns and 'how many' goes with countable nouns as they have already learned this concept in the previous lesson of this same unit.
- c. Ask students to work in pairs to ask and answer the questions from a-d.
- d. Next, ask students to read the conversation in Activity B silently and then act it out with their partners. Later, ask some pairs to volunteer to act out their conversation for the class.
- e. Write 10 sentences given in Activity C on ten strips of paper. Divide the class into ten groups or pairs. Give one strip of paper to each group/pair. Ask each group or pair to work together to make a question from the statement given on the strip of paper.
- f. Ask each group or pair to share their question with the class and take turns to ask and answer the question.

**Answers**

- a. How many pens do you have?
- b. How many bottles are there?
- c. How much meat do you have for dinner?
- d. How many bananas do you have?
- e. How many pens do you have in your bag?
- f. How much money have you got?
- g. How many bicycles are there in the garden?
- h. How much milk do you have?
- i. How much time does she need to finish her homework?
- j. How many friends did you invite to your party?

## 5.10 Grammar

This grammar section is about the use of indefinite articles 'a' and 'an'.

### Objective

Use indefinite articles 'a' and 'an' correctly

### Follow these steps:

#### Activity A

- a. Ask students to read the incomplete sentences given in activity A.
- b. Now, ask them to find the words from the story to complete them.
- c. Make sure that they have the following answers.

**Answers**

- a. a very funny man
- b. a nice field
- c. a long time
- d. a party
- e. a very funny man

- a. Ask students to read the sentences given in Activity B. Explain that the indefinite articles "a" and "an" are used before countable singular nouns. "A" is used before singular countable nouns that start with consonant sounds, and "an" is used before singular countable nouns that start with vowel sounds.

- b. Point out that the words "tiger," "book," and "mango" are countable singular nouns that start with consonant sounds, so they should be preceded by "a." The words "house" and "apple" are also count nouns, but they are preceded by adjectives that start with vowel sounds, so they should be preceded by "an."
- c. For Activity C, ask the class to work individually.
- d. Once they are done, get them to compare their responses with one another.
- e. Later, ask students to volunteer to dictate their responses. Do mass correction.

**Answers**

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

### 5.11 Writing

In this section, students will learn to use exclamation marks in the exclamatory sentences and question marks in the questions. There are four tasks.

#### Objective

Make correct use of exclamation marks and question marks in the sentences

#### Follow these steps:

##### Activity A

Make some real or imaginary sentences that demand the use of exclamatory sentences.

**Examples**

1. We could tell some students that they have well-ironed their clothes. ‘Wow! Your clothes are so well ironed.’
2. We could also say ‘Oh! Well, cleaned uniform’ for well cleaned uniform.
3. ‘Wow! Beautiful handwriting!’ for nice handwriting.
4. We could pretend that our shoulder or leg or other body parts got hit on the wall and say ‘Ouch! I have hit my .....’

- a. Ask students how these sentences are different from other sentences. Let them know that they are sudden unplanned expressions. They end with exclamation marks (!). ‘Hurray, ouch, wow, oh my God, whoa, oh, etc. are interjection words that are used in exclamatory sentences. They could also start with ‘what/how’. Explain with examples how ‘what/how’ are different in questions and exclamatory sentences.
- b. Now read the sentences in Activity A with expressions and ask students to follow you.
- c. For Activity B and Activity C, divide the class into two groups, students on the left make Group A and students on the right make Group B. Instruct Group A to do Activity B and Group B to do Activity C.
- d. Ask them to go to the board and write the answers in turn. Correct the answers if necessary.

**B. Answers**

- a. Alas! His father is dead.
- b. How beautifully you sing!
- c. What a rude guy!
- d. What a pleasant surprise!

e. What lovely weather!

**C. Answers**

a. What time is the game?

b. We are so happy. We won the game!

c. I am so happy to see you!

d. What day is today?

e. What a sunny day!

**5.12 Do it yourself**

This is an extended activity where students make a list of any ten items available at a shop along with their prices.

**Objective**

Make a list of items available at the nearest shop

**Follow these steps:**

- a. Ask students to work individually and decide beforehand which item's price they want to know from the nearest shop.
- b. Now, ask them to visit the nearest shop to know the price of the items mentioned.
- c. Instruct them to take notes, fill in the table as instructed in the book.

## Unit 6: Comparison

### Introduction

This unit introduces language used for comparing places, people, and things. Teachers are expected to present the language and skills around the theme. They can modify the tasks and activities suggested here as needed to fit the specific classroom context. The table below provides a brief overview of the sixth unit.

S. N.	Topics	Tasks
1	Getting Started	Make comparison Listen and sing Read the words with the letters ‘-er’ in the poem
2	Reading I: Nepal and Switzerland	Pre-reading discussion Match words with pictures Write true or false Complete a comparison table
3	Pronunciation	Identify the sounds with the letters -er in the words and practise pronouncing them
4	Speaking: Making Comparison	Complete the sentences Complete the comparative table Working in pairs to compare given items Compare items shown in the pictures
5	Grammar I	Study the comparative-superlative table Complete sentences with comparatives and superlatives Use ‘-er’ or ‘more’ in the given words Compare things in the classroom
6	Listening: Description of a Place	Talk about pictures and questions Listen and complete the sentences Talk about the advantages/disadvantages of village life
7	Writing I	Use comparatives to compare the pictures given
8	Reading II: City Life	Pre-reading discussion Write the words in different boxes Answer the questions Talk about preference
9	Writing II	Complete the conversations Write a short paragraph comparing two places
10	Do it by Yourself	Make a comparison between families
<b>Total time for the unit</b>		<b>9 hours</b>

The following topics are discussed with detailed classroom activities and procedures. Teachers can follow the given activities to facilitate language learning, or they can design their own activities to make learning even more contextual. Teachers should assess language learning throughout the learning process.

## 6.1 Getting started

This is the first task of the unit. There are two subtasks. Follow the procedures given below to facilitate these tasks. Learn the tune of the song for task B before the class starts.

### Objectives

- a. Identify the shape and size of the objects in the pictures and make comparisons
- b. Sing the song and identify the words ending in -er

### Follow these steps:

#### A. Look at the pictures and talk about them. The questions are below the pictures.

- a. Show students the given pictures and ask these questions:
  - What do these pictures state?
  - How do you describe these pictures?
  - How are they different from each other?
  - Who is tall/short?
  - Which one is bigger/smaller/thicker?
- b. Elicit the responses like:
  - There are pictures of people, cars, and books.
  - The boy in the blue T-shirt is shorter than the other boy.
  - The silver car is bigger than the purple car.
  - There is a man who is thinner than the next man.
  - The book on the top is thicker than the other.
- c. Encourage students to respond. This will help everyone get involved in the pre-reading discussion.

#### B. Listen and sing.

##### Follow these steps:

- a. Sing the song slowly in a familiar tune and clap along.
- b. Next, sing the song line by line and have students follow you.
- c. When they get the tune, let students sing the song on their own.
- d. Let them read out the words ending in '-er' in the song.

Words ending in '-er': better, happier, higher
--

## 6.2 Reading I

The first reading text compares two places. It suggests using comparative adjectives to show similarities and differences between places.

### Objectives

- a. Learn the words: tourists, lakes, unique, triangular, square, cross, factories, population
- b. Read the text and do the comprehension task
- c. Compare two different places

## Materials

Maps of Nepal and Switzerland, world map

### Follow these steps:

#### Pre-reading activities

- a. Introduce the reading lesson with pre-reading questions like:  
Do you know other countries which have mountains like Nepal?  
What is our highest mountain? What are the popular lakes in Nepal?  
What two countries are shown in the picture?  
Which country has a square-shaped flag?  
Which country is bigger?
- b. Elicit the responses such as:  
Other mountainous countries are Pakistan, China, Switzerland, Newzealand, etc.  
Our tallest mountain is Mt. Everest.  
We have lakes like Fewa and Rara Lake.  
The two countries shown in the pictures are Nepal and Switzerland.  
Switzerland has a square-shaped flag.  
Nepal is bigger than Switzerland.

#### While-reading activities

- a. Read the text aloud for the first time.
- b. Write these words on the board: tourists, lakes, unique, triangular, square, cross, factories, population.
- c. Read the sentences with these words from the text and ask students to guess the meanings of these words.
- d. Teach the words with pictures, definitions, examples, synonyms, antonyms, or real objects. Focus on their meanings, pronunciation, and spelling.
- e. Have three students read three different paragraphs of the text, each student reading one paragraph.
- f. Write some descriptive words, such as "big," "large," "beautiful," and "small," on the board.
- g. Draw a table with two columns, and label the columns "Switzerland" and "Nepal."
- h. Ask students to read the text silently and make comparisons between the two countries using the keywords on the board as shown below. They can also take help from the maps of Nepal and Switzerland, and the world map.

<b>Nepal</b>	<b>Switzerland</b>
smaller lakes	larger lakes
taller mountains	closer to sea
bigger in size	smaller in size

- i. Ask students to choose the words given in Activity A with the correct pictures.
- j. Read out the correct words for the pictures and ask the students to check their answers.



- k. Have students read the text again and write true or false for the statements given in Activity B.
- l. Have 2-3 students read aloud their answers. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

<b>A. Answers</b>				
1. tourists	2. lake	3. triangular		
4. square	5. Factories	6. Cross		
<b>B. Answers</b>				
a. True	b. false	c. true.	d true.	e. false

### Post-reading activity

- a. Have students work in groups to complete the table given in Activity C.
- b. Ask students to read the instruction for Activity C. Have them work in groups/pairs and complete the table One example has been given.
- c. Once they complete the task, present the table below on the board and ask the students to compare their answers to yours.

<b>Nepal and Switzerland are similar because</b>	<b>Nepal and Switzerland are different because</b>
1. They are both small countries.	1. Nepal is bigger.
2. They have mountains.	2. Nepal has the highest mountains.
3. Both countries have lakes.	3. Switzerland has many bigger lakes.
4. Both countries have unique flags.	4. Switzerland has a square flag but Nepal has a triangular flag.
5. Both countries are not touched by the sea.	5. Switzerland is closer to the sea.

### 6.3 Pronunciation

In this section, students will identify the sound of the letters ‘er’ in the given words.

#### Objective

Pronounce the words (comparative forms of adjectives) ending with ‘er’ correctly

#### Follow these steps:

- a. Ask the students to pronounce the given words and pay attention to the letters in red in each word.
- b. Provide the correct model of pronunciation of these words: bigger, smaller, closer, friendlier, taller, richer, higher, happier.

- b. Tell students to listen carefully. They will follow you until they grasp the correct pronunciation of the words.
- c. Ask students to find other words ending in ‘er’ and pronounce them with their partners.

### 6.4 Speaking

This section focuses on the language function of making comparisons. There are three activities: completing sentences, working in pairs, and comparing given pictures.

#### Objective

- a. Learn comparative and superlative forms of some frequently used adjectives
- b. Make comparisons of things to show similarities and differences

#### Materials

Textbook, pictures/cards

#### Follow these steps:

##### A. Complete the sentences and read them to your friends.

- a. Ask students to read the incomplete sentences given in the exercise. Instruct them to go back to the text to find the appropriate words to complete the sentences.
- b. Have 5 students read the completed sentences aloud to the class, one student reading one sentence at a time.
- c. If a student's answer is incorrect, correct the answer and explain why the answer is wrong.
- d. Next, present some examples of comparative and superlative forms of adjectives. Explain with examples that most comparative forms of adjectives are formed with ‘er’ at the end and the superlatives forms are formed with ‘est’ at the end.
- e. Have students work in pairs and supply the missing forms of adjectives in the given table.
- f. Write the correct answers on the board so that students can check their work.

#### Answers

- a. Nepal is bigger than Switzerland.
- b. The lakes in Nepal are smaller.
- c. Mr. Everest is taller than Monte Rosa.
- d. Switzerland is a richer country.
- e. Mr. Everest is the tallest mountain in the world.

#### Positive, comparative, and superlative forms of adjectives

Positive	Comparative	Superlative
small	smaller	smallest
tall	taller	tallest
rich	richer	richest
high	higher	higher

big	bigger	biggest
-----	--------	---------

**B. Work in pairs. Ask and answer the questions.**

- Have students work in pairs.
- Ask them to practice the conversation. For example:  
Which is lighter? 1 kg or 5 kg?  
A: Which is lighter? 1 kg or 5 kg?  
B: 1 kg is lighter than 5 kg.
- Ask students to take turns to ask and answer.

**C. Look at the pictures and compare them.**

- Ask the students to look at the example sentences and the picture.
- Provide them with more similar examples orally.
- Ask them to tell the names of all the pictures in the exercise.
- Write some adjectives such as heavy, thick, tall, happy, etc. on the board.
- Now, let students work in pairs to describe the pictures with the comparative forms of the adjectives given on the board.
- Go around the classroom to see if any students need extra support to complete the task. Provide them with additional examples and explanations.

**6.5 Grammar I**

This section presents the comparative and superlative forms of adjectives.

**Objective**

Use comparative and superlative forms of adjectives in the sentences

**Follow these steps:**

**A. Study the following.**

- Have students read the words given in three columns. The words indicate different forms of adjectives for showing degrees of comparison.
- Explain with sufficient examples the three things that generally apply as a rule:
  - Adjectives ending in ‘er’ and ‘est’ make comparative and superlative forms.
  - There are exceptions to Rule 1. There are adjectives like bad, far, good, and little.
  - Adjectives longer than two syllables take ‘more’ and ‘most’ to make comparatives and superlatives.
- Present the following list to show the examples.

Positive	Comparative	Superlative
hard	harder	hardest
bad	worse	worst
important	more important	most important
beautiful	more beautiful	most beautiful

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

- a. Ask students to read sentences from a-f.
- b. Remind them that if two similar things are mentioned in a sentence in this exercise, it most likely requires the comparative form of the adjective. However, if only one thing is mentioned with the article "the" in a sentence, it probably requires the superlative form of the adjective. For example, in sentence (c), crocodiles and dolphins are mentioned, so the comparative form of the adjective is required. However, in sentence (d), only "Ram" is mentioned. Therefore, a superlative form of the adjective is required to describe "Ram."
- c. Ask the whole class for the correct answers. Give your feedback for any incorrect response.

**Answers**

- a. I think Kathmandu is **more expensive** than Nuwakot.
- b. My dad is funny but your dad is **funnier** than mine.
- c. Crocodiles are **more dangerous** than dolphins.
- d. Ram is the **tallest** boy in the class.
- e. The Karnali is the **longest** river in Nepal.
- f. Birgunj is **hotter** than Mustang.

**C. Complete the sentences. Use the words in the brackets. Use ‘...er’ or ‘more...’**

- a. Have students work in groups and do the task together.
- b. Provide the answer key on the board and ask them to correct their work.
- c. Encourage students to ask questions if they are unsure about a particular answer.

**Answers**

- a. Dogs are **more intelligent** than rabbits.
- b. My mother is **older** than me.
- c. Russia is far **larger** than Nepal.
- d. Kathmandu is **busier** than Dhading.
- e. Julie is **quieter** than her sister.
- f. Nitu is **more ambitious** than Neeru.
- g. My garden is **more colourful** than this park.
- h. His house is a bit **more comfortable** than a hotel.

**D. Talk about different things in your classroom. Make comparisons between them.**

- a. Divide the class into four groups.
- b. Ask students to tell the name of different objects in their classroom and then write the name of those objects on the board.
- c. Write the words such as big, small, light, heavy, expensive, new, tall, etc. on the board.
- d. Next, tell students to work in groups and make comparisons between the objects in the classroom using the words given on the board. For example: The bag is heavier than the duster.
- e. Move around the class to monitor the engagement of students in the assigned task.

## 6.6 Listening

In this section, students will listen to a conversation in which the speakers compare village and city life.

### Objective

Listen to the conversation and complete the comprehension tasks

### Materials

Audio file and audio player

### Follow these steps:

#### A. Look at the picture and answer these questions.

- a. Ask the students to look at the picture and answer the pre-listening questions.
- b. Seek answers to these questions:
  - What do you think you see in the first picture?
  - What do you think you see in the second picture?
  - Where do you want to live: in a village or in a city? Why?
- c. Elicit the responses such as:
  - I think that is a village in the first picture because I can see cows and village houses.
  - I think a city is shown in the second picture because I can see many people walking on the footpath.
- d. Encourage students to respond. This will help everyone get involved in the pre-listening discussion.

#### B. Listen to the audio and complete the sentences.

- a. Tell the students that they are going to listen to the comparison of village and city life.
- b. Ask them to read the incomplete sentences given in activity B and make some guesses about the possible answers.
- c. Tell them the audio will be played three times.
- d. Play the audio and tell them to get the gist from the first listening.
- e. Play the audio for the second time and tell them to fill in the blanks with possible answers.
- f. Go around the class and check whether all the students are doing it right.
- g. Play the audio for the last time. Tell students to make corrections where necessary.
- h. Ensure that all the students have the correct answers.

#### Answers

- a. Kathmandu, Pokhara, and Biratnagar are **bigger** cities.
- b. Cities have **better** schools.
- c. Nowadays, **fewer** people live in villages.
- d. Cities are **more** polluted than villages.
- e. The air is **cleaner** in villages.
- f. The villages are more **beautiful**. We can enjoy the views there.

#### C. Talk about the advantages and disadvantages of living in a village.

- a. Get the whole class divided into two groups: Group A and Group B.

- b. Group A discusses the advantages of village life and Group B discusses the disadvantages of village life.
- c. Let one student from each group present their views to the whole class.
- d. Switch the topic and hold the discussion for a few more minutes.
- e. Summarize the discussion at the end to ensure that students have a clear understanding of the key points that were discussed.

### 6.7 Writing

In this section, students will write about the things shown in the picture using comparative forms of adjectives.

#### Objectives

Compare two objects/places/animals/people using comparative forms of adjectives

#### Follow these steps:

- a. Ask the students to read the sentences given in the example and notice how the same fact has been expressed in two different ways.
- b. Tell them the sentences in the example compare the bicycles in the first picture.
- c. Ask them to name the pictures. Elicit names like: bicycles, helicopter and aeroplane, dog and cheetah, boy and girl, cotton, and rock.
- d. Have them write similar sentences to describe these pictures but with different adjectives.
- e. Help them with some useful adjectives like small, happy, fast, large, comfortable, etc.
- f. Check students' written work and provide them with feedback.

#### Answers

1. A helicopter is smaller than an aeroplane. An aeroplane is bigger than a helicopter.
2. Cheetahs are faster than dogs. Dogs are slower than cheetahs.
3. The girl is taller than the boy. The boy is shorter than the girl.
4. Cotton is lighter than rocks. Rocks are heavier than cotton.

### 6.8 Reading II

This is the second reading text in Unit 6. The text describes the good and bad aspects of city life.

#### Objectives

- a. Learn the words: difficult, secure, countryside, pollution, crowded, easier, boring, fun, harder
- b. Read and extract the required information from the text

#### Follow these steps:

##### Pre-reading activities

- a. Talk about the picture and title of the story.
- b. Ask these pre-reading questions:
  - What do you see in the picture?
  - Where do you think people like to live, in a city or in a village?
  - What are the good things about living in a village or town?
- c. Elicit the responses like:

These are pictures of a city and a village.

I think people would like to live in a city/village.

The good thing about living in a city is that there are many facilities.

The good thing about living in a village is that there is fresh air.

- d. Write these words on the board: difficult, secure, countryside, pollution, crowded, easier, boring, fun, harder.
- e. Clarify their meanings with definitions, gestures, cards, pictures, actions, synonyms, or antonyms.
- f. Have students copy the words in their notebooks with their closest meanings.

### While-reading activities

- a. Model the reading with proper fluency and speed.
- b. Ask 3-5 students to read the text aloud.
- c. Let students read the text silently and find out the points that describe city life.
- d. Identify struggling readers and provide them with individualized reading practice while others read independently.
- e. Instruct students to do Activity A.
- f. Display/write the correct answers on the board so that students can compare and correct their answers.

City	Village
crowded, busy, difficult, go to cinema, go to the shopping centre	easy, boring, difficult to travel, hard, less pollution

### B. Answer these questions.

- a. Have students work in groups of three to find the answers to the questions.
- b. Instruct them to read the text again and write answers to the questions.
- c. Go around the class and check whether all the students are involved in the assigned task. Identify struggling groups and provide them with support. Help them locate the answers in the text and organize the information to form a complete answer.
- d. Have some students read aloud their answers. If a student's answer is incorrect, provide the correct answer and explain why the original answer was incorrect.

#### Answers

- a. Vehicles and factories cause pollution in cities.
- b. City people have less time for their family because city life is busier.
- c. No. Villages do not have cinema halls.
- d. It is difficult to travel from one place to another in villages because there are no good roads.

### Post-reading activities:

#### C. What would you like to have in your city or village? Talk to your friends.

- a. Have students work in pairs.
- b. Write the structure "I would like to have....." on the board.

- c. Now, tell the students to talk about what they would like to have in their city or village. Remind them to use the structure given on the board.

## 6.9 Writing II

There are two tasks in this section. First, students will complete the conversation with given phrases. Next, they will write a paragraph comparing two pictures.

### Objectives

- a. Complete dialogues with the correct interjections
- b. Write a short paragraph comparing two pictures

### Materials

Sentence cards

### Follow these steps:

#### A. Complete the conversations with the given phrases.

- a. Prepare sentence cards with different expressions of interjections such as Hurrah!, Oh, no!, No problem!, Thanks!
- b. Show the cards one by one with their meaning through pictures and gestures.
- c. Make sure that students have understood the meaning of these expressions.
- d. Now, ask them to complete the conversations with the given phrases.

#### Answers

- a. A: Please take this gift.  
B: Thanks.
- b. A: You're late for practice.  
B: Oh, no!
- c. A: There's a spider on the table!  
B: Oh, no!
- d. A: Sorry! I am late.  
B: No problem!

#### B. Look at the pictures. Write a short paragraph to compare them.

- a. Ask the student to observe two pictures carefully and find the differences between them.
- b. Encourage students to respond. This will help everyone get involved in the discussion.
- c. Collect their oral responses and write them on the board.
- d. Have students write a paragraph in their notebooks. Remind them to use the comparative forms of the adjectives while making comparisons between the pictures.
- e. Check their written work and provide them with individual feedback.



### **Sample Paragraph**

There are two pictures. The first one looks dirty. The second one is cleaner than the first one. There are smaller benches in the first classroom. The second classroom has bigger benches and a bigger window. The second classroom is brighter and more peaceful than the first one.

### **6.10 Do it by yourself.**

This task is to be completed by students independently. In this task, students are required to interview their neighbors about their family, house, and land, and then write a paragraph.

### **Objective**

Compare families based on their size, type of houses, and other factors

### **Follow these steps:**

- a. Simplify the instructions given in the book and make the task clear for students.
- b. Ask students to copy the questions about family members, type of house, etc. in their notebooks so that it would be easier to collect the answers from their neighbours.
- c. Assign this task as homework.
- d. The next day, check students' work and provide them feedback on their written work.

## Unit 7: Location

### Introduction

The seventh unit on the language function ‘Describing location’ covers eleven different activities. The table below provides a brief overview of Unit 7. It includes the topics and activities presented in the textbook.

S. N.	Topics	Tasks
1	Getting Started	Describe the location Listen and sing Underline the phrases with ‘on, in, under’
2	Reading I: Our Lovely House	Discuss pictures and pre-reading questions Identify the pictures Complete the sentences Write true or false Describe living room
3	Pronunciation I	Identify the vowel sound /au/ in the given words
4	Listening: A Conversation	Discuss picture and pre-listening questions Complete the sentences Describe a place using prepositions
5	Grammar	Put correct prepositions under the pictures Choose the correct answer Rewrite the sentences choosing correct answer
6	Writing I	Complete a text using the prepositions Describe a picture
7	Reading II: A Film Shoot	Discuss pre-reading questions Match given words with meanings Complete the sentences Choose the correct item Fill in the table Retell the story
8	Pronunciation II	Pronounce words with the vowel sounds /æ/ and /ɔɪ/ in the given words.
9	Speaking	Describe the picture with correct prepositions Observe the picture to describe its location using the given words Tell the location of different objects in the classroom
10	Writing II	Make correct use of capital letters, small letters, and exclamation marks Make notes of a place recently visited
11	Do it by Yourself	Draw a map of the neighborhood and describe it
<b>Total time for the unit</b>		<b>9 hours</b>

Detailed classroom procedures for each task under various topics are presented below. Teachers can conduct the suggested classroom activities and procedures to facilitate language learning and/or design their own activities. There are still possibilities for creativity to make language learning even better and more interesting. Creating opportunities for students to collaborate and share ideas often in pairs and groups ensures better language learning.

### 7.1 Getting started

This is the first task of the lesson. There are two subtasks. Learn the tune of the song for activity B beforehand.

#### Objectives

- a. Describe the pictures with location prepositions
- b. Sing a song that includes location prepositions

#### Materials

Enlarged pictures from the textbook

#### Follow these steps:

##### A. Look at the pictures and point and say where the cat is.

- a. Get a little box. Take an object that can fit inside it, such as a toy cat, a sharpener, or an eraser.
- b. Now place the object in different locations that require the use of the prepositions 'in', 'under', 'on', and 'between'.
- c. Ask students in turn about the location of the object.
- d. Write the descriptions on the board.
- e. You can also do a similar activity with the pictures given in Activity A in the textbook. Show the enlarged pictures.
- f. Ask the students in turn about the location of the cat.
- g. Write the following descriptions on the board:

The cat is in the box. It is under the chair. It is on the table. It is between two dogs.
--

##### B. Listen and sing

- a. Ask students whether they are ready to sing a song.
- b. Sing the song given in Activity B. You can choose any tune you like. Or you can also find the song on YouTube and play it. Visit: <https://youtu.be/idJYhjGyWTU>
- c. When you sing the song for the first time, ask students to point to the lines. For the second time, wait at the end of each line for students to repeat. For the third time, both you and the students sing the song together. Focus on the location prepositions: under, in, and on.
- d. While singing or playing the song, show the correct pictures and act out along.

### 7.2 Reading I

This is the first reading text of this unit. It is a descriptive text about the writer's house.

## Objectives

- Learn the words: two-storey, fridge, comfortable, arm-chairs, carpet, round table, wardrobe, surrounded fence, branches
- Read the text and do the comprehension tasks

## Materials

A chart paper with a list of things at Nita's house

## Follow these steps:

### Pre-reading activities

- Discuss the pre-reading questions given in the pre-reading section:  
What do you see in the picture below?  
Do you like the house? Why?  
Where is the girl?
- Stick the chart paper with a list of things to the front of the classroom so that the students can observe it easily.
- Show them the chart and ask them to read aloud the list of the things that they are supposed to find in the text.

### While-reading activities

- Read the text aloud for the first time at a normal speed and ask students to point to the lines.
- Tell them to underline unfamiliar words in the text as you read. Write the words on the board.
- Teach the meaning and pronunciation of the words. Focus these words: two-storey, fridge, comfortable, armchairs, carpet, round table, wardrobe, surrounded fence, and branches.
- Go through the text using an inquiry-based approach to discuss where the things are located, for example, where is the fridge, cupboards, cooker, etc.
- Ask students to underline the sentences in the text that show the position of the things.
- For Activity A, ask students to write the words under the correct pictures individually in their textbooks. After they are done, let them share their answers with their partners next to them.
- Ask students to complete Activity B and Activity C individually.
- Display/write the correct answers on the board so that students can compare and correct their answers.

#### A. Answers

From top left to right and bottom left to right  
chair, wardrobe, branch, two-storey  
fence, carpet, roundtable, fridge

#### B. Answers

a. roundtable    b. two-storey    c. fridge    d. branch    e. wardrobe  
f. carpet    g. surrounded..... fence    h.comfortable    i. chair

#### C. Answers

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

### **Post-reading activity**

#### **G. What is your living room like? Describe it to your friend.**

- a. Start by describing your own living room to the class. You can help students understand by drawing simple pictures on the board.
- b. Ask students to work in groups to describe their own living rooms.
- c. You can ask one of the students to volunteer to describe their living room to the whole class.

### **7.3 Pronunciation I**

In this section, students will identify the vowel sound /aʊ/ in the given words and pronounce the words correctly

#### **Objective**

identify the vowel sound /aʊ/ in the given words and pronounce the words correctly

#### **Materials**

Word chart with the words that have the vowel sound /aʊ/

#### **Follow these steps:**

- a. Present a word chart with the words given in the textbook. Alternatively, ask students to look at the words given in the pronunciation section.
- b. Pronounce the words aloud at a normal speed and let students listen to you carefully for the first time. Ask them to notice the shape of your mouth.
- c. Explain that the red letters in the words make the /aʊ/ sound, which is a vowel sound in English. Present some more examples of words with this sound.

### **7.4 Listening**

In this section, students will listen to a conversation between a man and a lady who is asking the man about his hometown.

#### **Objective**

Listen to the audio and do the comprehension tasks

#### **Materials**

Audio file and an audio player

#### **Follow these steps:**

##### **A. Look at the picture and answer these questions.**

- a. Ask the students to look at the picture given in the pre-listening section of the textbook. Ask them the following questions:  
Who do you think these people are?  
Where do you think they are?  
What do you think the boy is holding in his hand?
- b. Elicit the responses such as:  
Perhaps they are friends or colleagues.  
Maybe they are at their workplace.

Perhaps the boy is holding a laptop or a file in his hand.

**B. Listen to the audio and complete the sentences.**

- a. Tell students that they are going to listen to a conversation between a man and a lady who is asking him about his hometown.
- b. Tell students to go through the questions given in Activity B. Make sure that they understand all the questions.
- c. Play the audio and tell them to fill in the blanks with suitable words. Play the audio for the second, or third time as required.
- d. Check and ensure that all the students have correct answers.

<b>Answers</b>				
a. whole	b. Wednesday	c. hotel	d. hotel	e. street

**For Activity C,**

- a. Ask students to mention the places that are found in their village/town. Write their responses on the board.
- b. Now instruct students to work in groups to tell their friends about the location of those places. Make sure that students use the location prepositions.
- c. Go around the class, monitor their performance, and help them if necessary.
- d. Ask a couple of students to present their answers to the whole class.

**7.5 Grammar**

This section helps students use prepositions correctly in sentences. There are three subtasks:

- 1. Putting correct prepositions under the pictures
- 2. Choosing the correct answers
- 3. Choosing correct answers and rewriting the sentences.

**Objective**

Use the following prepositions correctly in the sentences: on, in, above, under, behind, in front of, next to, between

**Follow these steps:**

**A. Put these words under the correct picture.**

- a. Write the following prepositions on the board: above, under, behind, in front of, next to, between.
- b. Get a small box or a cup and a small toy cat (or any other object that fits inside the box/cup) that fits inside the box/cup.
- c. Ask one of the students to tell the location of the object. Keep changing the position of the object so as to cover all of the prepositions written on the board. Ask students to tell the location of the object.

<b>Answers (From top left to right and bottom left to right)</b>		
in front of	above	next to
between	under	behind

**For Activity B and Activity C,**

- a. Divide the class into two groups: students sitting in the front half of the class form Group A, and students sitting in the back half of the class form Group B.
- b. Assign Activity B to Group A and Activity C to Group B.
- c. Invite one student from each group to share their answers with the class.
- d. Write the correct answers on the board and let all students correct their work.

**B. Answers**

- a. They are in the toy box.
- b. It's on the shelf.
- c. It's next to the shelf.
- d. It's between the wardrobe and the window.

**C. Answers**

- |            |          |                |           |
|------------|----------|----------------|-----------|
| a. in.     | b. in    | c. in front of | d. behind |
| e. between | f. under | g. in          |           |

**7.6 Writing I**

In this section, students will complete the description of a picture using different prepositions.

**Objective**

Use correct prepositions to describe a given picture

**Follow these steps:**

**For Activity A,**

- a. Ask students to observe the picture given in the textbook carefully. You can also show the enlarged image if it is available.
- b. Read the description aloud.
- c. Write all the given prepositions on the board.
- d. Encourage students to write correct prepositions in the given spaces.
- e. Let one of the students read the answers to the class.
- f. Write the complete text with correct answers on the board and tell students to check their answers.

**Answers (in a sequence)**

On ... in ... On ... on ... behind ... in front of ... between ... On ... Next to ...  
on ... on ... in ... in ... over ... under... Beside... above ...on ... In...

**For activity B,**

- a. Ask all the students to draw a picture of one of the rooms in their house.
- b. Ask them to work in pairs and describe the location of maximum of five things in the room to their partners.
- c. Move around the class to monitor their engagement in the pair work. Provide them feedback if necessary.

**7.7 Reading II**

This is the second reading text in Unit 7. It is a humorous story about a film shoot.

### Objectives

- a. Learn the words: shivered, floating, taking off, dived into, dragging, wrapped, spoilt
- b. Answer the questions based on the text

### Follow these steps:

#### Pre-reading activities

- a. Tell students to look at the pictures in the textbook carefully and ask them the pre-reading questions. Elicit the responses such as: The weather is cloudy. The boy is sailing a boat.
- b. Tell students that they are going to read a funny story.
- c. Write these words on the board: shivered, floating, taking off, dived into, dragging, wrapped, spoilt.
- d. Tell them to look for the words and their meanings in a dictionary or in the glossary given at the end of the book. Help them understand the right meaning of those target words by using those words in contextual sentences.
- e. Next, ask the students to make their own sentences using these words.

#### While reading activities

- a. Read the text aloud for the first time at a normal speed and ask students to point to the lines you are reading with their fingers.
- b. Tell students that there are some characters in the story: Robert, a boy who asks for help, and a group of people with a camera on a boat. Ask if any students are interested in playing the roles of these characters.
- c. Assign roles to students as they wish. Then, ask one student to read the story aloud to the whole class.
- d. As the student reads the story aloud, mime the role of Robert and ask other students to mime the roles of the other characters.

#### For Activities A, B, and C,

- a. Divide the class into three different groups: Group A, Group B, and Group C.
- b. Assign Activity A to Group A, Activity B to Group B, and Activity C to Group C.
- c. Instruct the students to do the task individually in their textbook.
- d. Move around the class to monitor whether all the students are involved in the assigned task. Identify struggling pairs and provide them with support.
- e. Once they complete the task, ask a few students to read their answers. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- f. Write the answers on the board and tell students to check their answers by referring to the correct answers on the board.

#### **A. Answers**

- a. moment: a very short period of time
- b. shivered: shook slightly because of the cold
- c. floating: moving slowly and lightly on water or in the air
- d. taking off: removing clothes from body
- e. dived into: jumped into water



- f. dragging: pulling something
- g. wrapped: covered in something
- h. spoilt: damaged something

**B. Answers**

- a. wrapped    b. spoilt    c. moment    d. floating
- e. taking off    f. dived into    g. dragging    h. shivered

**C. Answers**

- a. still on the bridge
- b. to save the boy
- c. were angry with Robert

**D. Put these words/expressions in the correct rows.**

- a. Draw the table given in the textbook on the board.
- b. Ask the students to select the words/expressions from the list for each category: places, people, events
- c. Fill up the table with their responses.
- d. Correct the answers if required.
- e. Ask the students to copy the answers in their notebook/textbook.

**Answers**

Time of Day: afternoon

Time of Year: winter

Places: a bridge, a river

People: Robert, a boy

Events: Robert dragged the boy. He spoilt the film.

**7.8 Pronunciation II**

In this section, students will identify the vowel sounds /æ/ and /ɔɪ/ in the given words and pronounce the words correctly.

**Objective**

identify the vowel sounds /æ/ and /ɔɪ/ in the given words and pronounce the words correctly

**Materials**

Wordchart with the words listed in the exercise

**Follow these steps:**

- a. Present the list of words or a word chart with the words given in the exercise.
- b. Provide correct modeling: Pronounce the words at a normal pace and let students notice the pronunciation of the words.
- c. Ask students to pay attention to the letters in red in each word.
- d. Pronounce the words for the second time and let students observe you as you pronounce the words.

- e. Ask students to follow you in groups and individually. Make sure that they pronounce the words correctly.
- f. Ask students to find other words with /æ/ and /ɔɪ/ sounds from the text.

### 7.9 Speaking

This section focuses on the language function: describing location. There are three activities:

1. Ask and answer questions related to the given picture
2. Describe the given picture
3. Describe the classroom.

### Objective

Learn the uses of location prepositions

### Follow these steps:

#### For Activity A,

- a. Ask students to read the instructions given in Activity A.
- b. Pair up students and tell them to take turns asking and answering questions about the given pictures using location prepositions.
- c. Move around the class and monitor the performance of the pairs.
- d. Ask 2 to 3 pairs to perform in front of the whole class.
- e. Correct them if necessary.

#### Answers (the top row, from left to right)

A: Where is the marble/.....?

B: It is above the box.

It is behind the box.

It is between two boxes.

It is in the box.

It is in front of the box.

#### Answers (the bottom row, from left to right)

A: Where is the marble/.....?

B: It is beside the box.

It is on the box.

It is beside the box.

It is next to the box.

It is under the box.

### For Activity B,

- a. Get students to work in the same pairs again. Instruct them to observe the picture carefully.
- b. Ask them to ask and respond about the location of different objects that are highlighted in blue.
- c. Make sure that they have the following responses:

#### Answers

Ball: It is on the sofa.

Umbrella: It is on the carpet.

Picture: It is on the wall.  
Bicycle: It is on the carpet/ in front of a little sofa.  
Vase: It is on the shelf.  
Flower: It is in the vase.  
Chair: It is at the side of the table.  
Lamp: It is between the sofas.  
Mouse: It is in front of the shelf.  
Window: It is beside the sofa/ behind the curtain.

**For Activity C,**

- a. Get the students to work in groups. The students sitting on the same bench make a group.
- b. Ask each group to ask questions and respond about the location of the objects available in the classroom.
- c. Provide oral feedback if required.

**7.10 Writing II**

This is a writing task where the students are first required to rewrite the given text appropriately using capital letters, full stops, small letters, and exclamation marks. Later, they are required to make notes about a recently visited place in the given table.

**Objectives**

- a. Learn punctuating sentences
- b. Make notes in the given table

**Follow these steps:**

**For Activity A,**

- a. Ask students to read the given text silently.
- b. Next, ask them what they know about the uses of capital letters, full stops, small letters, and exclamation marks.
- c. Explain the use of capital letters, full stops, and exclamation marks with examples.
- d. Then, ask students to rewrite the text individually.
- e. Once they have finished, write the text on the board and let students correct their work.

**Answer**

Just then, he heard a cry 'Help! Help!'. The cry was coming from the river. Robert looked down. The boy was in the water and his boat was floating away. 'Help! Help!' he called again.

**For Activity B,**

- a. Make the table given in the textbook on the board.
- b. Think of a place you recently visited and fill up the table with the required information in the given columns.
- c. Ask students to recall their recent visit to a place.
- d. Let them discuss the questions in a group first and later make notes in the table individually.
- e. Move around the classroom, monitor the students' written work, and correct their work.

### **7.11 Do it by yourself**

It is an extended activity where the students draw a map of their neighbourhood and talk about where different things are located.

#### **Objective**

Draw and describe a map of a neighbourhood

#### **Materials**

Sheet of paper, pencils, a scale, an eraser, etc.

#### **Follow these steps:**

- a. Ask the students to read the instruction carefully and make sure they are familiar with what they are supposed to do.
- b. Now ask them to work individually to draw a map of their neighbourhood and locate the places on the map.
- c. Ask them to mention different places like shops, houses, roads, hospital, park, etc. on the map.
- d. Let them demonstrate their map to the class and describe it individually in turn.

## Unit 8: Getting Information

### Introduction

This unit focuses on the language related to stating facts. Teachers are expected to present the language and skills around the theme, though they can modify the suggested tasks and activities as needed. The table below provides a brief overview of Unit 8.

S. N.	Topics	Tasks
1	Getting Started	State facts with the given questions and pictures. Listen and sing
2	Reading I: Solar System	Word meanings and short answer questions
3	Pronunciation	Pronounce words with ‘-s’ or ‘-es’
4	Grammar I: Simple Present Tense	Complete the sentences Choose correct answer Use the correct form of a verb
5	Listening: Description of Football	Discussion on pre-listening questions Complete the sentences Discussion on the post-listening question
6	Writing I	Read a diagram Write a paragraph
7	Reading II: Materials	Fill in the blanks Choose correct answer Short answer questions
8	Pronunciation II	Pronounce the words with /ɔ:/ sound
9	Speaking: Describing Daily routine	Make sentences from the pictures and phrases Describe a daily routine of a friend
10	Grammar II: Negatives of Sentences in Simple Present Tense	Study the table Match the sentences Complete the sentences Use negative forms
11	Writing II: Punctuation Marks	Rewrite the sentences Write a paragraph
12	Do it by Yourself	Prepare a mind map about an animal
<b>Total time for the unit</b>		<b>10 hours</b>

Detailed classroom procedures for each task within Unit 8 are presented below. Creating opportunities for students to collaborate and share ideas often in pairs and groups ensures better language learning.

### 8.1 Getting started

This is the first task of the unit. It has two subtasks. Learn the tune of the song for Task B before the class begins.

### Objectives

- a. Identify the pictures and state the facts in simple present tense

- b. Sing the song in a tune

**A. Look at the pictures and the questions below them. Take turns to ask and answer the questions in pairs.**

**Follow these steps:**

- a. Ask students to look at the pictures and have them answer the questions such as:  
Where does the sun rise?  
Which is the highest mountain in the world?  
Is the snake a mammal?  
What colour is the milk?
- b. Elicit the responses such as:  
The sun rises in the east.  
The highest mountain in the world is Mount Everest.  
No, the snake is not a mammal.  
The colour of milk is white.
- c. Let the students take turns to ask and answer the questions in pairs.

**B. Listen and sing.**

- a. Ask students if they have heard of the solar system.
- b. Discuss some planets nearby the Earth.
- c. Learn a familiar tune and sing the song to the students.
- d. Once they have learned the tune, sing the song together for fun. Ask and discuss how they felt listening to and singing the song.
- e. Divide students into pairs. Instruct them to discuss the answers to the following questions in pairs: What is the Sun? Where can you see the Sun? What does the Sun look like?
- f. Elicit the responses such as: The Sun is a star. We can see the Sun in the sky. The Sun looks like a pie/ circle/ball.

## **8.2 Reading I**

The first reading text in this unit is about the solar system. It states the facts about the planets in the solar family.

### **Objectives**

- a. Learn the words: massive, give off, planets, closet, Mercury, farthest, Neptune, Jupiter, Mercury, rotate, orbit
- b. Read the text and do the comprehension tasks

### **Follow these steps:**

#### **Pre-reading activities**

- a. Show the picture of the solar system from the textbook or a larger picture from outside the textbook and describe the picture.
- b. Draw the picture of the planets on the board by their relative sizes and tell the students to identify the biggest and the smallest planet.
- c. Ask them to tell whether the Sun goes around the Earth or vice versa. Elicit the answers like: There are eight planets in the solar system. The Sun is the only star near us. All the planets go around the Sun. The Sun stays in the same place.

- d. Ask the students to preview the words in red in the text. Write these words on the board: massive, give off, planets, closet, Mercury, farthest, Neptune, Jupiter, Mercury, rotate, orbit.
- e. Ask if there are any other words that are new to the students.
- f. Teach all these words. Focus on their meanings, spellings, and pronunciations.

**While-reading activities**

- a. Read the text for the first time at a normal pace and ask students to follow along by pointing to the lines with their fingers.
- b. Invite a couple of students in front of the class and ask them to read aloud the facts about the solar system given in the text.
- c. Have students work in pairs to find one interesting fact from the text.
- d. Have them share their finding with the class. You may add any missed information or facts from the text.
- e. Ask students individually to share what they know from the text. Ask questions such as: What is the Sun? How many planets are there? Which is the closest/farthest planet from the Earth? Which is the biggest planet? How much time does the Earth take to complete a rotation?
- f. Show that you are listening and paying attention to your students. Make eye contact and nod your head. This will let students know that you are interested in what they are saying.
- g. Ask students to read task A. Tell them to find the words for the given meanings.
- h. Write the correct answers on the board and let the students correct their work.

**Answers**

- a. moves around - orbits
- b. produces - gives off
- c. large and heavy - massive
- d. animals and humans - creatures
- e. strength or energy - force

**For Activity B,**

- a. Tell students that they are going to read the text again to answer the given questions.
- b. Ask students to work in pairs and discuss the answers to the questions. Assign 1 question to each pair.
- c. Go around the class and monitor whether all the students are involved in the assigned task. Identify struggling pairs and provide them with support. Help them locate the answers in the text and organize the information to form a complete answer.
- d. Let each pair read aloud their answer to the class in turn.
- e. Ask other students whether the answer is right or wrong.
- f. Make corrections to their answers if necessary.

**Answers**

- a. The Sun is made of hot gas.
- b. There are eight planets in our solar system.
- c. Mercury is the nearest planet to the Sun.
- d. Jupiter is the largest planet in our solar system.
- e. The special thing about the Earth is that it is the only planet that we know that

- has creatures living on it.
- f. It takes one day for the Earth to spin around.
- g. The force that prevents us from floating is called gravity.

### Post-reading activity

- Design five to seven questions from this reading text.
- Organize a quiz to give to your class.

### 8.3 Pronunciation I

This is a pronunciation task where the students will learn to pronounce the words with the suffix ‘-s’ or ‘-es’.

#### Objective

Identify and pronounce the sounds /z/, /s/, and /iz/ in the words with ‘-s’ or ‘-es’

#### Materials

Recorded pronunciation of the given words

#### Follow these steps:

- Ask students to look at the word list and ask what sounds the letters in red might make.
- Read these words aloud to provide students with a correct model of pronunciation. You can also play the recorded pronunciation of the given words. Ask students to listen carefully and follow along.
- Allow students to continue practising until they have mastered the correct pronunciation of the words.
- Pair up students and ask them to practise pronouncing the words in pairs.
- Ask students to place the words in the right column as follows:

Words ending in /z/	Words ending in /Iz/	Words ending in /s/
gives, plays, sings,	dances, changes, buzzes, pinches	sinks, sleeps, hits, takes

### 8.4 Grammar I

This section focuses on the use of the simple present tense.

#### Objective

Use the correct form of verbs to make sentences in simple present tense

#### Follow these steps:

##### A. Complete the sentences with the words from the reading text above.

- Present a list of verbs in simple present tense on the board and use them in sentences.
- Show students how verbs get their present form with -s and -es, and provide sufficient examples. For example, play+s=plays, go+es=goes
- Ask students to read the text again and complete the sentences given in the exercise.
- Ask one of the students to read aloud the complete sentences.



- e. Correct the answers if necessary, and let the rest of the students correct their work.

**Answers**

- a. The Sun is a star.
- b. The Sun gives light and heat.
- c. The planets orbit around the Sun.
- d. The Earth has creatures on it.

**B. Look at the pictures and read the sentences below them.**

- a. Have students talk about the pictures and read the sentences.
- b. Ask them to notice the verbs in red.
- c. Ask them to change the verbs and make more similar sentences.

**Example**

Samir drives a bus. Samir moves a bus. Samir needs a bus. Samir likes a bus.

**C. Tick the correct form of the verbs for each sentence. Then, listen to your teacher and check.**

- a. Make several sentences in simple present tense. Present the following structure on the board:  
I/we/you/they+ base form of the verb  
It/singular noun+ singular verb i.e., verb with -s/-es
- b. Ask students to work in pairs to check the correct form of verbs in the sentences in Activity C.
- c. Ask students to make changes to their answers from the provided structures if required.

**Answers**

You want.....it seems.....You feel..... you feel .....I have..... you want..... The ball hits..... it hits..... it hits.....it hits..... You put.....

**D. Choose the correct form of the verbs from the brackets to complete the sentences.**

- a. Ask students to complete the sentences with the correct verb forms.
- b. Ask them why they have chosen the word. Elicit the responses such as:  
My father/she/my mother/ Neil/ Sophia/ Martin are singular nouns so they take singular verbs. Singular verbs are verbs that end in -s/-es.  
Water is an uncountable noun, it takes singular verb.  
Plural nouns take plural verbs.
- c. Tell the correct answers and ask students to check their answers.

**Answers**

- a. My father (work/**works**) at a bank.

- b. She (live/**lives**) with her parents.
- c. Water (change/**changes**) into vapour due to sunlight.
- d. Cows (**feed**/feeds) on grass.
- e. My mother (earn/**earns**) a good amount of money every month.
- f. I (**want**/wants) to be a teacher.
- g. Neil cook/**cooks**) delicious food.
- h. Aarati and her husband (**live**/lives) in Kathmandu.
- i. Sophia (speak/**speaks**) English very well.
- j. Martin (go/**goes**) for a morning walk every day.

**E. Complete the following sentences with the correct form of the verbs given in brackets.**

For this task, follow the same procedure as described in Activity C.

**Answers**

- a. Frank likes dogs.
- b. My parents do the shopping in the evening.
- c. We sometimes meet in front of the cinema.
- d. Our friends play football in the park.
- e. He rides his bike every day.
- f. She is the best singer in our class.
- g. The children eat hamburgers.
- h. Bill has got two notebooks.
- i. I am at home.

**8.5 Listening**

In this section, students will listen to an audio text about football and do the exercises that follow.

**Objective**

Listen to the audio text and complete the comprehension tasks

**Materials**

Audio file and audio player

**Follow these steps:**

**A. Look at the picture and answer these questions.**

- a. Ask the students to look at the picture and answer the pre-listening questions.
- b. Elicit the responses like:  
They are playing football.  
Football is a popular game in the world.  
I like to play football because it makes me active.

- c. Encourage students to explain their answers. This will help to get everyone on the same page.

**B. Listen to the audio and complete the sentences using the correct words. Use ONE WORD only.**

- a. Tell students that they are going to listen to an audio text about a game.
- b. Inform them that they will listen to the audio three times. During the first listening, they are supposed to get the gist of the information.
- c. Make sure that they understand the instructions. Tell them to review the questions in Exercise B. Allow them about 2 minutes to read the questions.
- d. Play the audio for the second time and ask them to fill in the blanks with one word only.
- e. Walk around the class and monitor whether all the students are doing it correctly.
- f. Play the audio one more time.
- g. Allow one minute for students to correct their answers.

**Answers**

- a. Football is the biggest and best sport in the world.
- b. The Football World Cup is the biggest event on Earth.
- c. More people watch the final on TV than any other event.
- d. Football is played for 90 minutes.
- e. A famous coach once said: “Football isn’t a matter of life and death; it’s more important.”

**C. Do girls play football? Talk to your friends.**

- a. Get students into pairs and ask them the question: Do girls play football?
- b. Have them think and share their ideas and opinions in pairs based on their observations and experiences.
- c. Ask two of the students to express their opinion on the topic to the whole class.
- d. Summarize the discussion at the end to ensure that everyone has a clear understanding of the key points that were discussed.

**8.6 Writing I**

This task involves students in writing a paragraph based on the information given in the diagram.

**Objectives**

Compose a short paragraph based on the given outlines

**Follow these steps:**

- a. Present the diagram about water in the book, and explain how we get water on the Earth.
- b. Ask students to write a short paragraph about water based on the given outlines.
- c. Once the students have written their paragraphs, have them exchange their work with their partners.
- d. Instruct them to read their partner’s paragraph and provide feedback on each other’s work.
- e. Ask a few students to read aloud their paragraphs to the class.
- f. Correct the written work of the students and provide them feedback.

### **Sample Paragraph**

#### **Water**

Water can be found all over the Earth. It is in the ocean, on land, and in the atmosphere. There are three forms of water. They are: liquid, solid, and vapour. The liquid form of water is found in oceans, rivers, lakes, and even underground. The solid form of water or ice is found in glaciers and snow. The vapour is present in the Earth's atmosphere.

### **8.7 Reading II**

This is the second reading text in Unit 8. It gives information about some basic materials.

#### **Objectives**

- a. Learn the words: material, metal, forks, glass, heavy, through, wood, lighter, cloth, soft, plastic, helmets
- b. Read the text and complete the comprehension tasks

#### **Materials**

Pictures of the objects mentioned in the text, real objects

#### **Follow these steps:**

##### **Pre-reading activities:**

- a. Ask the students to look at the pictures in the text and ask them questions like:  
Can you name the materials in the picture?  
What objects in your classroom are made of them?  
Why are these things important to us?  
What do you think this reading passage is about?
- b. Write these words on the board: material, metal, forks, glass, heavy, though, wood, lighter, cloth, soft, plastic, helmets.
- c. Instruct students to look up the meanings of these words in a dictionary or in the glossary at the end of the textbook.
- d. Teach the words with pictures and real objects. Focus on their meanings, pronunciation, spelling, and synonyms.

##### **While-reading activities**

- a. Read aloud the entire text to the class.
- b. Ask 6 students to read the text loudly. There are 6 paragraphs in the text. Each student will read only one paragraph.
- c. Tell the rest of the students to point out the words while their friends are reading aloud.
- d. Ask students to quickly scan the text and find out at least one fact about one material given in the text.
- e. Note the facts mentioned by students on the board and discuss other facts mentioned in the text.
- f. Have students read the text again and do Activity A.
- g. Before the students start doing the task, help them with a few examples.
- h. Provide the following chart on the board and let the students check their answers.

- i. Students may come up with words other than those mentioned in this table. Accept all the correct answers.

<b>Material</b>	<b>Things</b>
metal	spade, <u>fork knives</u> , <u>keys</u>
glass	mirror, <u>cup</u> , <u>glasses</u> , <u>window</u>
wood	table, <u>chairs</u> , <u>pencils</u>
cloth	shirt, <u>blankets</u> , <u>pants</u>
plastic	bag, <u>can</u> , <u>helmets</u>

**For Activity B,**

- Ask students to work in pairs. Have them read the questions from exercise B and find the correct answers.
- Walk around the class and monitor whether any students are struggling to find the answers.
- Ask one student to read aloud the answer to question (a). If the answer is wrong, correct him/her.
- Let two other students read aloud the answers to questions (b) and (c) respectively. Correct their answers if required.

<p><b>Answers</b>  a. Wood      b. smooth and cool      c. plastic</p>
--

**For Activity C,**

- Instruct the students to work in pairs again (but with a different partner this time).
- Let them read the text again and find the answers to questions a-e.
- Move around the classroom and monitor whether the students are struggling to find the answers.
- Help them find the answers from the text if required.
- Have 5 students read aloud their answers in turn. One student will read the answer to one question.
- Write the correct answers on the board and tell the students to check their answers.

<p><b>Answers</b>  a. Yes, there are other materials like soil, stone, leather, rubber, concrete, fiber, etc.  b. Metal is used to make cars because they are strong and hard.  c. People use glass for windows because they can see through glass.  d. No, wood is not as strong as metal.  e. A blanket is made of cloth.</p>
---

**Post-reading activities**

- a. Ask the following questions to students:  
Which of these five materials do you think is the best? Why?
- b. Allow them a couple of minutes to think and write the answers.
- c. Ask the students to read aloud their answers in turn.
- d. Listen to students' responses. Don't interrupt or correct them, even if you disagree with what they're saying. This will encourage them to speak freely. Make eye contact and nod your head. This will let students know that you are interested in what they are saying.
- e. Summarize the discussion at the end to ensure that everyone has a clear understanding of the key points that were discussed.

### 8.8 Pronunciation II

In this section, the students will learn to pronounce the words with vowel sounds /ɒ/ and /ɔ:/>

#### Objective

Identify the words with the sounds /ɒ/ and /ɔ:/ and pronounce the words

#### Materials

Word chart and recorded pronunciation of the words with /ɒ/ and /ɔ:/ sounds

#### Follow these steps:

1. Ask students to look at the words in the word chart or in the textbook, and ask them what sounds the red letters might make.
2. Model the pronunciation of these words: cloth, law, body, stop, shop, want, fork, door, pork, war, four, course.
3. If available, play the recording of the pronunciation of the words with the /ɒ/ and /ɔ:/ sounds.
4. Instruct students to listen carefully.
5. Let them follow along with you until they grasp the correct pronunciation of the words.
6. Pair up students and tell them to practice pronouncing the words in pairs.
7. Ask students if they know any other words with these two sounds.
8. Draw a table on the board and present the words in two categories according to the sounds they make.

/ɒ/	/ɔ:/
cloth, body, stop, shop, want,	law, fork, door, pork, war, four, course

### 8.9 Speaking

In this section, students will describe their daily routine using simple present tense.

#### Objectives

- a. Learn simple present forms of verbs
- b. Use simple present forms of verbs to describe daily habits

#### Materials

Action cards for the given activities (Prepare the cards beforehand.)

**Follow these steps:**

**A. Look at the pictures. What does the girl do on any one day? Point to the pictures and say one sentence for each.**

- a. Ask students what they do every day.
- b. Talk about the pictures and ask students to tell what is happening in each picture with the help of the words/phrases given above each picture.
- c. Have each student describe one picture in turn.
- d. Write the given sentences on the board and ask the students to read them out loud.

**Answers**

1. Nita gets up early in the morning.
2. Nita has her breakfast at 7 am in the morning.
3. Nita takes a shower in the morning.
4. She gets dressed at 9 am.
5. She brushes her teeth early in the morning.
6. She goes to school.
7. She does exercise every morning.
8. She does her homework every day.

**B. Talk to three of your friends. Ask the questions and write their answers in the table below.**

- a. Divide the students into groups of four.
- b. Ask each of them to complete the table with information about their 3 friends.
- c. Have them talk to each other and ask questions to get information about their friends' daily routine.
- d. Ask them to read the example sentences given in the exercise and talk about their friends in a similar way.

**8.10 Grammar II**

This is the second grammar task. It consists of 4 different tasks: studying the sentences, matchings sentences with their negatives, completing the sentences, and using negative forms.

**Objective**

Use the negative forms of simple present verbs

**Follow these steps:**

**A. Study the table.**

- a. Ask students to study the sentences given in the chart. Tell them to notice the use of simple present verbs like is, am, are, do, walk, etc., and their negative forms.
- b. Explain with examples the negative forms of these verbs and contractions. For example, is becomes isn't, am becomes aren't, are becomes aren't, and do becomes don't.
- c. Write some sentences on the board and ask students to change them into contracted and negative forms. For example, the sentence I study in grade 4 can be changed to I don't study in grade 4.
- d. If you find that students have not still understood the concept, explain it with more examples of negation and contraction.

**B. Match the sentences in the left column with their negatives from the right column.**

- a. Tell students to read the sentences in each column.
- b. Ask them to match the affirmative sentences on the left with their negative forms on the right.
- c. Tell 2 or 3 students to read aloud their answers.
- d. Provide correct answers with explanation if necessary.

**Answers**

a. v    b. iv    c. vi    d. ii    e. i    f. iii

**C. Complete the sentences with don't or doesn't.**

- a. Write 5 sentences with 'don't' and 5 sentences with 'doesn't' on the board.
- b. Tell students to read the sentences.
- c. Explain that 'don't' takes plural subjects (Except the pronoun 'I') and 'doesn't' takes singular subjects.
- d. Ask students to complete the sentences from a-i with don't or doesn't.
- e. Once they complete the task, have a few students read their answers to the class.
- f. Correct the errors if any.

**Answers**

- a. I **don't** like meat.
- b. My sister **doesn't** eat bread.
- c. You **don't** buy apples.
- d. This dog **doesn't** bark.
- e. My mum **doesn't** read stories.
- f. Anna and I **don't** go to the cinema.
- g. Cows **don't** live in the sea.
- h. They **don't** play football.
- i. My cat **doesn't** chase mice.

**Task: D. Use negative forms: am not/is not/ are not/ do not/ does not to make sentences.**

- a. Write some simple affirmative sentences with their negative forms on the board.
- b. Tell students to read the sentences.
- c. Discuss the subject and the verb it takes in each sentence.
- d. Explain with sufficient examples how each verb is changed into negative and then contracted.
- e. Ask them to transform the sentences given in the exercise in a similar way.
- f. Write the correct answers on the board and let students correct their answers.
- g. Explain with more examples if you find that students still need support.

**Answers**

- a. I **don't** like coffee.



- b. I **am not a** teacher.
- c. John **doesn't** work in a bank.
- d. They **don't** get up at six o'clock.
- e. We **don't** go to the cinema every Friday.
- f. We **don't** watch TV in the evening.
- g. I **don't** have a shower in the morning.
- h. She **doesn't** drink tea every afternoon.
- i. It **doesn't** rain here in the summer.
- j. The Sun **doesn't** go round the Earth.

### 8.11 Writing II

This section includes two tasks: punctuating the sentences and writing a short paragraph to describe an animal.

#### Objectives

- a. Use capital letters, full stops (.), question marks (?), and exclamation marks (!) appropriately
- b. Write a short paragraph about an elephant using the given facts

#### Follow these steps:

**A. Rewrite the following sentences. Use capital letters, small letters, full stops (.), question marks (?) and exclamation marks (!) where appropriate.**

- a. Explain the uses of capital letters, full stop, question mark, and exclamation mark with examples.
- b. Write the sentences given in Exercise A on the board.
- c. Ask students what is wrong with the given sentences.
- d. Rewrite the sentences correctly.
- e. Ask students to write the corrected sentences on their notebooks.

#### Corrected Sentences

**"Hello, is anyone there?" He** called but again, there was no reply. **Suddenly,** a creature appeared in front of the light.

**B. Look at the facts about elephants. Write a short paragraph.**

- a. Ask students to read the instructions and facts about elephants given in the boxes.
- b. Divide students into groups of four.
- c. Have one student in each group tell a couple of sentences about elephants using the facts provided in the first box.
- d. The second student in each group tells a couple of sentences using the facts given in the second box.

- e. The third and fourth students in each group tell a couple of sentences in a similar way using the facts given in the third box and the fourth box, respectively.
- f. Now, ask students to recall the sentences told by each of them in the group and write a paragraph about elephants individually in their notebooks.
- g. Ask students to read their paragraphs.
- h. Correct their written work.

### 8.12 Do it by yourself.

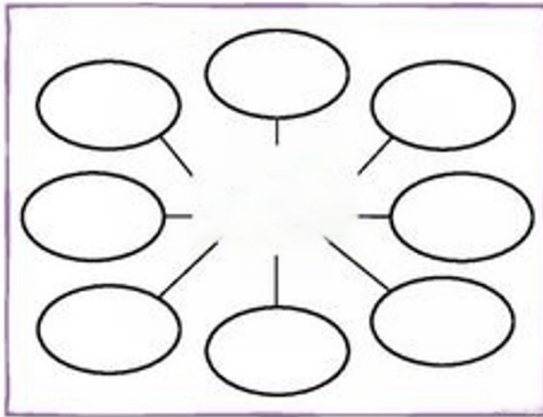
This is a project where students work individually to collect information and create a mind map similar to the one given in the writing exercise above. You can assign this activity as homework.

#### Objective

Prepare a mind map about a favourite animal

#### Follow these steps:

- a. Provide a proper mapping format or table, such as the one given below, so that students can collect and fill up the information clearly.



- b. Make sure that the students understood the instructions clearly.
- c. Remind them to be creative in designing the map, use different colours, and fill up the map with collected information in good handwriting.
- d. You can assign this task as homework.
- e. Instruct them to display the mind map in the classroom the next day.
- f. Let them observe each other's work.
- g. Observe students' work and provide them with necessary feedback.

## Unit 9: Directions

### Introduction

The ninth unit is on the language function ‘Giving directions. It covers eleven different activities. Teachers can adopt various techniques and strategies for their effective delivery. The table below gives a brief overview of Unit 9. It includes topics and activities as presented in the textbook.

S. N.	Topics	Tasks
1	Getting Started	Describe the pictures that show different traffic signs Listen and sing Talk about personal experience
2	Reading I: A Street Map	Practise using the expressions for giving directions Read a street map Match places with locations Write true or false Draw a map and write the directions
3	Writing I	Mark a route from one place to another Write a set of directions to get from one place to another
4	Grammar	Study the sentences used for giving direction Complete the sentences Complete the sentences with the affirmative or negative form of the verbs Write instructions based on the given pictures
5	Listening: A Conversation between Mother and Daughter	Answer the questions Choose correct answers Rewrite instructions
6	Reading II: A Guide to Bandipur	Complete the sentences Match the items Answer the questions Share information about tourist destinations
7	Pronunciation	Pronounce the words with vowel sound /ʊə/
8	Speaking	Act out conversation Give directions
9	Writing II	Complete the dialogue
10	Grammar II: Prepositions	Study the given sentences Complete the sentences with prepositions
11	Do it by Yourself	Talk about a cultural/historical place
<b>Total time for the unit</b>		<b>11 hours</b>

The following topics are discussed with detailed classroom activities and procedures. Teachers can follow the given activities to facilitate language learning, or they can design their own activities to make learning even more contextual. They should assess language learning throughout the learning process.

## 9.1 Getting started

This is the first task of the unit. There are three subtasks: describing the pictures that show different traffic signs, listening and singing, and talking about personal travel experiences. Learn the tune of the song for Activity B beforehand.

### Objectives

Ask and answer questions based on the given pictures

Sing a song in tune

Talk about travel experiences

### Materials

Enlarged images of the traffic signs given in the textbook

### Follow these steps:

#### A. Look at the traffic signs and ask and say what they mean.

- Demonstrate the enlarged images of traffic signs or instruct the students to look at the pictures of traffic signs given in their textbook.
- Ask whether they have seen these traffic signs and what they mean.
- Encourage all the students to share their ideas.

#### Meaning of the traffic signs given in Activity A

Two-way	Right Turn Ahead	One way
No Parking	Left Turn Ahead	Work in Progress

#### B. Listen and sing.

- Tell students that they are going to learn to sing a song.
- 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, sing the song together with the students.
- Ask them to read the words in red in the song.
- Help students find the words in the glossary or explain the words in simple language using them in sentences.
- Share your experience of travelling along a windy road. This encourages the students to share their experiences too.
- Ask them to share their similar travel experience in turn.

## 9.2 Reading I

This is the first reading text that presents information in a visual form. The map shows different places in a city and the routes to those places.

### Objectives

- Learn the expressions used to give instructions
- Study the map and do the comprehension tasks

## Materials

- a. An enlarged image of the street map given in the textbook
- b. Thirteen strips of paper with names of thirteen places that are given on the map

## Follow these steps:

### Pre-reading activities

- a. Show the enlarged image of the street map or the map in the textbook to the students and ask them the following questions:  
What is this called?  
Have you ever used a street map?  
Have you ever seen foreigners using a street map?  
Have you heard about Google Maps?  
Have you ever given directions to tourists for their destinations? If so, how?
- b. Wait for the answers to each question. Encourage students to respond. This will help to get everyone involved in the pre-reading discussion.
- c. Read out the set of instructions used for giving directions from the textbook.
- d. Show the direction with finger movement on the map. Make sure all the students can see you moving your fingers clearly.
- e. Get students to read aloud the set of instructions and practise giving instructions in pairs.
- f. Add some more instructions to the list. Again, show the direction with finger movement on the map. For example:  
Take the first turning on your left.  
Take the second turn on your right.  
In 50 meters, turn left/right.
- g. Ask students to follow you.
- h. Now stick the map on the side of the board.

### While-reading activities

- a. Get thirteen strips of paper with the names of thirteen places mentioned on the map.
- b. Fold the stripes and put them in a box.
- c. Tell students to look at the street map.
- d. Let one of the students pick up one strip from the box. Suppose the paper has the place 'hotel' along with the direction 'Go straight along the road. Turn right on the junction. Go straight along New Road. Turn left on East Road. Walk straight. You will see the hotel on your right.'
- e. Take the paper from the student and unfold it. Show the paper and ask the student where the place is located on the map. Let him/her read the direction written in the strip.
- f. Ask the rest of the students to show the direction as you did with your finger.
- g. Have other students pick up other strips of paper in turn.
- h. Let the students have some more practice in a similar way.
- i. Move around the class and monitor their performance as they practise.

### For Activity A and Activity B,

- a. Ask students to read the instructions for Activity A and Activity B.
- b. For Activity A, let them read all the places and locations mentioned in the questions.
- c. Ask them to read the map once again and then match the places with their locations.

- d. For Activity B, ask them to decide whether the statements are true or false referring back to the map.
- e. Write the correct answers on the board and let the students check their answers.

**A. Answers**

- a. the school: opposite the bus park
- b. the hotel: to the east of East Road
- c. the post office: to the west of West Road
- d. the stadium: next to the cinema hall
- e. the bank: to the north of fun park

**B. Answers**

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

**Post-reading activities**

**C. One of your friends who lives close to you wants to visit your home. Briefly, draw a map and write the directions to go to your home from school.**

- a. Discuss the situation in Activity C.
- b. Ask students to use a scale and pencils to draw a map showing the directions to get to their home from school.
- c. Ask them to take a reference from the reading text and write the directions as well.
- d. Move around the class, monitor their work, and help them if needed.
- e. Have them share their map and directions with the class.
- f. Provide individual feedback to the students.

**9.3 Writing**

In this section, students will mark a route to a place and write a set of directions on their own.

**Objectives**

- a. Mark the route to a specific place on the map
- b. Write a set of directions to reach that place

**Materials**

An enlarged image of a street map given in the textbook

**Follow these steps:**

**A. Study the text and mark the route to the theatre from the airport.**

- a. Show the enlarged image of the street map to students. You can also ask them to look at the map in their textbook.
- b. Get them to observe the map carefully and study it in detail. You can do this by asking questions such as:
  - How many places are shown on the map?
  - What are they?
  - How many roads are shown on the map?
  - What are they? And so on.
- c. Make sure that they understand what they are supposed to do.

- d. Ask them to use a pencil to mark the route individually in their textbook.
- e. Read the text. After they mark the route, ask them to compare their responses with their partners.
- f. Now, invite one of the students to the front and ask him/her to mark the route from the airport to the theatre on the map. Make sure that the rest of the students can clearly observe the route that s/he marked on the map.
- g. Correct the work if necessary.
- h. You can follow the same procedure to make students practice marking the routes from place A to place B on the map.

**B. How can a person get to the shopping mall from the theatre? Write a set of directions.**

- a. Present the same enlarged map that you used in Activity A to students.
- b. Divide the students into pairs.
- c. First, ask them to write the directions to get to the shopping mall from the theatre, individually.
- d. Praise everyone for their effort.
- e. Next, encourage them to compare their answer with their partners.
- f. Write the correct answer on the board.
- g. Ask one of the students to read it aloud.
- h. Let the students correct their written work if necessary.

**Answer**

Come out of the theatre and turn right. Go along New Road and take the second turning on your right. Keep walking. After a short walk, you will see the shopping mall on your right.

## 9.4 Grammar I

In this section, students will learn to make imperative sentences.

### Objectives

Use correct verbs to form imperative sentences

### Follow these steps:

#### A. Study the following sentences.

- a. Write the sentences from a-e on the board.
- b. Ask students to read the sentences aloud in turn.
- c. Ask them in which situation we use these types of sentences.
- d. Elicit responses like: We use this sort of sentence to give directions to someone.
- e. Explain with more examples that directions are given using affirmative or negative sentences. For example: Affirmative: Keep quiet. Negative: Don't make a noise.
- f. Ask students what similarities they found in the structure of the sentences used to give directions.
- g. Provide more examples if required.
- h. Now, ask students if they would like to make more sentences like these.
- i. Write the sentences made by students on the board and ask them whether these are affirmative or negative sentences.

**B. Choose the words/phrases from the box and complete the sentences.**

- Ask students to read the question carefully and make sure that they understood what they are supposed to do.
- Ask them to choose the correct words/ phrases from the box and complete the imperative sentences.
- While they are doing the task, move around the class and help the students.
- Have some students read aloud their answers.
- Tell the right answers and ask the students to correct their work.

**Answers**

a. press      b. lend      c. turn on      d. make      e. use      f. complete  
g. give      h. clean      i. sit      j. hurry

**C. Complete the sentences with the affirmative or negative form of the verbs.**

- Show a chart paper with a set of some simple affirmative and negative imperative sentences as given below.

<b>Affirmative Imperative Sentences</b>	<b>Negative Imperative Sentences</b>
1. Shut the door	1. Don't shut the door.
2. Copy the notes.	2. Don't copy the notes.
3. Show your teeth.	3. Don't show your teeth.
4. Smile.	4. Don't smile.

- Ask students to read the sentences carefully.
- Now, ask them to tell the differences between the two sets of sentences.
- Explain the concepts of affirmative and negative imperative sentences focusing on the structures of both.
- Supply some more example sentences on the board. Underline the keywords so that they will learn the concepts of affirmative and negative imperative sentences.
- Ask them to work individually to do the task in Activity C.
- Ask a couple of students to share their answers with the class.
- Correct their answers if required.
- Ask the rest of the students to correct their answers.

**Answers**

a. Stop      b. Don't make      c. Don't write      d. Don't forget

**D. Look at the pictures and write appropriate instructions.**

- Tell students that they will be observing some pictures and writing appropriate instructions for them.
- Show them the first picture and read aloud the instruction.
- Ask them how the imperative sentence 'Turn off the mobile phone' is formed. Talk about the structure of an imperative sentence with more examples.
- Divide students into four groups as there are four pictures remaining. Assign one picture to each group and let them make an imperative sentence for the picture.
- Tell them to show the picture to the other groups and read aloud their sentence in turn.



- f. Ask the other groups whether the answer is right or wrong. If they tell the answer is wrong, ask them to tell the right answer.
- g. Help students if they are unable to form proper imperative sentences for the given pictures.

**Answers**

1. Keep silence.
2. Wash your hands.
3. Turn the page.
4. Raise your left hand/ Raise your hand before you speak.

## 9.5 Listening

In this section, students will listen to a conversation between a mother and a daughter.

### Objective

Listen to the conversation and do the comprehension tasks

### Materials

Audio file and audio player

### Follow these steps:

#### A. Look at the pictures and answer these questions.

- a. Ask students to look at the pictures given in the pre-listening section and ask them the questions such as:  
Who do you think they are?  
What do you think they are doing?
- b. Encourage students to respond. This will help everyone get involved in the pre-listening discussion.

#### B. Listen to the audio and circle the correct answer.

- a. Tell students that they are going to listen to a conversation between a mother and a daughter in which the mother asks the daughter for a document that she has left at home.
- b. Tell students to go through the questions a-d. Allow them 2-3 minutes to read the questions and the choices in the answers. Make sure they understand what they are supposed to do.
- c. Play the audio and ask them to circle the correct answer for each question.
- d. Go around the class and monitor whether all the students have circled the answers or not.
- e. Play the audio again. Let students check their answers.
- f. Ask whether they would want to listen to the audio once again. If so, play the audio and ask them to check their answers one more time.
- g. Write the correct answers on the board and tell the students to check their answers.

**Answers**

- i. Sophia
- iii. in the table
- ii. 200 m
- iv. next to the traffic lights

**C. Recall the instruction the mother gave to her daughter in the audio. Write any three of them.**

- a. Make sure that students have clearly understood what they are supposed to do.
- b. Ask them to get ready to write the answer in their notebooks.
- c. Play the audio once more and tell them to write any three instructions from the audio.
- d. Go around the class and check whether they have completed the task.
- e. Ask them to read aloud their answers in turn.
- f. Provide them feedback if necessary.

**Answers**

1. Enter my room.
2. Keep your phone like this and follow my steps.
3. Remember to carefully lock the door.
4. Go straight ahead about 200 hundred meters.
5. Turn left.
6. Be careful when you cross the street.

**9.6 Reading II**

This is the second reading text in Unit 9. It is about one of the most beautiful places in Nepal, Bandipur.

**Objectives**

- a. Learn the words: destination, museum, cafes, lodges, outdoor, traditional, pagoda style, half way, historical, century, architecture, gateway, entrance
- b. Read the text and answer the questions based on it

**Follow these steps:**

**Pre-reading activities**

- a. Tell students to look at the picture in the text carefully and answer some pre-reading questions:  
Why do tourists visit different places?  
Name some places in Nepal that you would like to visit.  
Why would you like to visit those places?
- b. Tell students that they are going to read a text about Bandipur.
- c. Ask them if they have visited the place. If yes, get them to share their experiences of visiting the place.
- d. Share your experience if you have visited the place. And give a short introduction about Bandipur.
- e. Write the words in red on the board: destination, museum, cafes, lodges, outdoor, traditional, pagoda style, half way, historical, century, architecture, gateway, entrance.
- f. Help students look up the meaning of these words in a dictionary or the glossary at the end of the book.
- g. Explain the meaning of the words with definitions and pictures along with their pronunciation and spelling.

**While-reading activities**

- First, read aloud the text at a normal pace.
- Now divide the class into four groups as there are four paragraphs in the text.
- Number the paragraphs and take four strips of paper with the numbers written on each paper.
- Fold the papers separately and keep them in a box. Ask one of the members from each group to pick up a paper from the box.
- Ask each group to read the paragraph that they get. Give them some time to discuss the content given in the paragraph.
- Next, ask one of the students from a group to read aloud the paragraph and the other from the same group to explain to the whole class what the paragraph is about.
- Repeat the process for the rest of the groups. Help them with the meaning and pronunciation of words if they need.

**For Activity A and Activity B,**

- Tell the students to read the instructions for Activity A and Activity B.
- Students will do this task individually.
- Tell them to read the text again to find the answers to the questions.
- Once they complete the tasks, select a couple of students and ask them to read aloud their answers.
- Write the correct answers on the board and tell students to check their answers.

**A. Answers**

- a. living museum.   b. traditional   c. destination   d. historical  
e. lodge                      f. architecture.   g. Pagoda style

**B. Answers**

- a. a living museum of Newari culture : Bandipur  
b. a style of houses: Pagoda  
c. the temples: 18<sup>th</sup> century architecture in Bandipur  
d. Dumre Bazar: a gateway to Bandipur

**For Activity C,**

- Divide students into 5 groups. Assign one question to each group.
- One of the group members from each group reads aloud the answer to their question.
- After one group reads the answer, ask the other groups whether the answer from the group is right or wrong. If they say the answer is wrong, ask them to tell the right answer.
- Help students if they are unable to tell the right answer.
- Repeat this same procedure for the remaining groups.

**Answers**

- a. Bandipur is famous for outdoor dining.  
b. Bandipur is 120 km west of Kathmandu.  
c. The Marsyangdi River lies about 700 meters below Bandipur.  
d. They are: Bindabasini temple, Siddha Cave, Tundikhel, and Tin Dhara.  
e. A visitor should walk in Bandipur because no vehicles are allowed there.

**For Activity D,**

- a. Ask students from the same district to sit together.
- b. Tell them to discuss and list all the popular tourist destinations in their district.
- c. Then ask them to write briefly about what those places are famous for.
- d. When they complete the task, get them to share their answers with other friends.

### **9.7 Pronunciation**

The students will learn the pronunciation of the vowel /ʊə/ in this section.

#### **Objective**

Identify the vowel sound /ʊə/ in the given words and pronounce the words correctly

#### **Materials**

Word chart with the words given in the textbook

#### **Follow these steps:**

- a. Ask students to look at the words in the chart and have them pronounce them.
- b. Pronounce the words and tell students to repeat them after you.
- c. Ask them to pay attention to the red letters in each word.
- d. Explain that the letters in red 'ou', 'u', and 'ua' make /ʊə/ sound in the words.
- e. Now, let students pronounce the words on their own. Ask students if they know some other words with /ʊə/ sound in English.

### **9.8 Speaking**

Students will practise using the expressions for giving directions in this speaking activity.

#### **Objective**

Ask for directions and give directions in simple sentences

#### **Follow these steps:**

- a. Tell students that they are going to act out the conversation given in Activity A.
- b. Ask one student to pair up with you. You and the student act out the conversation between the tourist and Lakpa with appropriate expressions and gestures.
- c. Invite any two interested students to act out the roles of the tourist and Lakpa in front of the class.
- d. Now, ask the rest of other students to perform the conversation in pairs.
- e. Move around the class to make sure that they are all involved in the assigned task.
- f. Tell students to work in the same pairs for Activity B.
- g. Tell them to bring variety in their expressions.
- h. Student A asks a question and Student B gives directions. Next, they switch roles.
- i. Monitor students' performance and provide them feedback.

### **9.9 Writing II**

This section requires students to choose the correct expressions to bring coherence to an interrupted dialogue.

#### **Objectives**

Complete the interrupted dialogue

**Follow these steps:**

**A. Choose the correct expressions below and complete the dialogue.**

- a. Tell students to study the expressions given in the box.
- b. Ask them to study the complete dialogue and stop at the interrupted points.
- c. Then get them to think about what the prior or preceding sentences or questions mean. It helps them to see the link with the expressions given in the box and choose the correct expressions.
- d. Ask them to work individually and later share their work with their friends.
- e. Ask one of the students to read aloud the complete dialogue.
- f. Correct their answers if necessary.

### 9.10 Grammar II

This grammar section is about the use of prepositions while giving directions.

#### Objective

Give directions using appropriate prepositions

**Follow these steps:**

**A. Study the following examples.**

- a. Ask all the students to study the map carefully.
- b. Now, tell them to read the sentences next to the map and notice the use of the words in red.
- c. Explain the meaning of the words/phrases for clear understanding.

<b>Meaning of the prepositions used for describing the location</b>
---

On: used with on the left/ right Next to: beside Opposite: situated on the other side To: in the direction of
--

- d. Show the use of the given prepositions/phrases by making additional sentences with the help of another similar map.

**A. Choose the correct prepositions and fill in the blanks.**

- a. Ask students to read the incomplete sentences given in activity B and the list of prepositions highlighted in blue.
- b. Now, tell them to complete the sentences by choosing the correct prepositions.
- c. Next, ask them to share their answers with the friends sitting next to them.
- d. Make sure that they have the following answers.

<b>Answers</b>
----------------

a. on    b. on    c. opposite    d. to    e. to    f. beside    g. on    h. to
--

### 9.11 Do it by yourself.

This is a project where students choose one of the cultural/historical places in their locality and talk about the place with the help of photos. You can also assign this activity as homework.

**Objective**

Describe one of the cultural/historical places in the locality

**Follow these steps:**

- a. Divide the class into different groups with maximum of five members in each group.
- b. Have the students who reside in the same locality form a group. Name each group.
- c. Ask each group to choose one cultural or historical place from their locality.  
Instruct them to write the name of the cultural/historical place at the top and paste photos of places located there, such as temple, park, etc. along with the names.
- d. Let students talk about that place in their group.
- e. Finally, ask all the groups to display their work to the class and talk about the place in turn.

## Unit 10: Past Events

### Introduction

This unit features the language used for expressing past events. Teachers can either follow these activities to facilitate learning or modify the activities suggested here according to their specific classroom context and need. The table below gives a quick overview of Unit 10.

S. N.	Topics	Tasks
1	Getting Started	Describe past events with the help of pictures Listen and sing
2	Reading I : Dinner with Father	Complete the puzzle Answer the questions Order the information
3	Pronunciation I	Pronounce words ending in -ed
4	Writing I	Order the events of a story
5.	Grammar: Past Simple	Fill up gaps with past forms of verbs
6	Listening: A Story of a Thief	Describe pictures Listen and answer
7	Reading II: Telephones	Make sentences using the given words Complete a table Answer the questions
8	Pronunciation II	Pronounce the words with /eə/ sound
9	Speaking	Ask and answer play board game
10	Writing II: Narrating Past Events	Use commas in sentences Write a paragraph
11	Do it by Yourself	Draw pictures of mobile phones
<b>Total time for the unit</b>		<b>9 hours</b>

Detailed classroom procedures for each topic and tasks included in Unit 10 are presented below. There is still room for teacher's creativity to make language learning more interesting and contextual.

### 10.1 Getting started

This is the first task of the unit. There are two subtasks. Follow the procedures given below to facilitate these tasks. Learn the tune of the song for task B before the class starts.

#### Objectives

- State the facts in simple past tense
- Sing the song in a tune

#### Follow these steps:

**A. Look at the pictures and describe the events of a school picnic you went to yesterday.**

- a. Tell students to look at the pictures and ask the questions such as ‘What do you see in the pictures?’
- b. Tell them to imagine that they went to the school picnic the day before. Ask them to describe the given events in past tense. Elicit the responses such as:  
We gathered everything at 6:00 a.m.  
We left for a picnic at 7:30 a.m.  
We ate, played, sang, and danced.  
We came back at 5:00 p.m.
- c. Emphasize the past form of the given verbs (gathered, left, ate, played, sang, danced, came back).

### **B. Listen and sing.**

- a. Ask students if they have seen or made or heard about snowball/snowman.
- b. Show them a picture of a snowman and tell them to imagine what would happen if they put a snowball in their bed.
- c. Learn a familiar tune or find a similar song about a snowball/snowman on the internet and sing it to the students.
- d. When they get the tune, sing the song together for fun. Ask and discuss how they felt listening to and singing the song.
- e. Ask the questions like:  
What did the girls make with the snow?  
Do you like to play in the snow? Why?
- f. Elicit the responses such as:  
The girl made a perfect snowball.  
Yes, I like to play with snowballs because it feels nice.

## **10.2 Reading I**

The first reading text in this unit is a story about a son and his old father. It narrates different events in the past.

### **Objectives**

- a. Learn the words: dinner, dropped, people, disgust, washroom, wiped, stains, spectacles, dared, paid, lesson
- b. Read the text and do the comprehension tasks

### **Follow these steps:**

#### **Pre-reading activities**

- a. Show the pictures in the text and ask students to describe what the people are doing in the pictures.
- b. Ask students to preview the words in red. Write these words on the board: dinner, dropped, people, disgust, washroom, wiped, stains, spectacles, dared, paid, lesson.
- c. Ask them if there are any other new words in the text.
- d. Explain all these words with their meanings, spellings, and pronunciations. Various games and activities can be used to teach the words.



- e. Ask students if they have been to a restaurant for dinner with their family. Have them share how they would react if their family members dropped food down and spoiled their clothes while eating in the restaurant.

### **While-reading activities**

- a. Read aloud the story for the first time at a normal pace.
- b. Ask students to follow along by pointing to the lines with their fingers.
- c. Ask students to describe what happened in the story. Read the sentences with the new words and ask the students to guess the meanings. Provide the meanings with examples and synonyms if necessary.
- d. Select 3 interested students to read the text aloud. Each student will read only one paragraph.
- e. Have students read the text again silently. Ask them to underline any sentences or phrases that they do not understand.
- f. Focus on the past events in the story and ask questions frequently from most statements.  
For example,  
Statement: A son took his old father to a restaurant.  
Question: Where did the son take his old father?
- g. Ask students to read Activity A. Make sure they understand the instructions. Ask them to find the words for the meanings given in the crossword puzzle.
- h. Once they have completed the task, ask some of them to read aloud their answers.
- i. Provide the answers on the board and let students correct their work.

#### **Answers**

- a. Eyeglasses - spectacles
- b. evening meal - dinner
- c. a toilet - washroom
- d. a dirty mark - stain
- e. pants - trousers

### **For Activity B and Activity C,**

- a. Ask students to read the instruction for Activity B. Tell them that they are going to read the text again to answer the given questions.
- b. Divide the students into pairs and assign 2 questions to each pair.
- c. Have them work together to find the answer to the assigned questions.
- d. Help them locate answers from the text and organize the answers in the correct way.
- e. Once they complete the task, let them read their answers to the class.
- f. Correct the errors if necessary.
- g. Ask students to read instructions for Activity C.
- h. Tell them to read the story again and put the events of the story in the correct order.
- i. Ask them to read their answers to their partner sitting next to them and check each other's answers.
- j. Write the answer on the board and let students compare their answers to the correct answers.

#### **B. Answers**

- a. The son and his father had dinner in a restaurant.
- b. No. The father dropped the food because he was old and weak.

- c. The son took his father to the washroom to wipe away the food particles and the stains from his clothes.
- d. Everyone in the restaurant was silent because they watched the son take such good care of his father.
- e. We should be kind and caring to our parents.

**C. Answers**

- a. A son and his father went to a restaurant.
- b. The father dropped some food down his clothes.
- c. The son helped his father clean the clothes.
- d. Another old man called the son.
- e. The old man told the son that he had given a lesson for every son.

**Post-reading activity**

**A. How should we take care of elderly people? Talk to your friends.**

- a. Talk about an elderly person in your family. If you do not have an elderly person in your family, imagine that you have one. Describe how you take care of him/her.
- b. Ask students if they have elderly people in their family.
- c. Let them describe how they take care of him/her.

**10.3 Pronunciation I**

In this section, students will learn to pronounce the words ending with -ed.

**Objective**

Identify the sounds /t/ and /d/ in the words ending with -ed

**Materials**

Recorded pronunciation of the words ending with -ed.

**Follow these steps:**

- a. Ask students to look at the word list and practise pronouncing the given words.
- b. Provide a correct model of pronunciation of these words: dropped, comment, started, watched, dared, demanded, wiped, called, wanted, asked, replied, visited. You can either pronounce the words yourself or play a recording of the words.
- c. Ask the students to listen carefully.
- d. Students will follow along until they grasp the correct pronunciation of the words.
- e. Pair up students and ask them to practise pronouncing the words.
- f. Ask them to differentiate the words in the correct category of sounds they make.

Words ending with /d/ sound	Words ending with /t/ sound
combed, started, dared, demanded, called, wanted, replied, visited	dropped, watched, wiped, asked

**10.4 Writing I**

Students are required to arrange the given sentences in proper order and rewrite the sentences to make a complete story in this task.

### **Objectives**

Make a story arranging the given sentences in proper order

### **Follow these steps:**

- a. Introduce the story to students. You can read the story or tell it without looking at the script.
- b. Write the sentences from a-l on separate pieces of paper. Make sure there are altogether 12 stripes of paper in total. Each strip should contain one sentence from the story.
- c. Distribute the strips to 12 students in the class. If there are more than 12 students in class, let the remaining students observe the activity and later share their observations. If there are fewer than 12 students in your class, you can reduce the number of sentences by merging two sentences wherever possible so that you can reduce the number of stripes to match the number of students in the class.
- d. Make sure that each student receives a different strip.
- e. Have students read their sentences and then read their friends' sentences.
- f. Students take turns reading their strips aloud, and they work together to figure out the order of the events in the story.
- g. Let them discuss enough to reconstruct the story.
- h. Finally, they develop the story and one of the students reads aloud the complete story.
- i. Ask 1 or 2 students to retell the story.

### **Answer**

1. A villager had a donkey.
2. One day, he loaded his donkey with salt and took his way to the town.
3. There was a stream on the way.
4. While crossing the stream, the donkey fell down.
5. A good deal of salt was washed away and the donkey felt light.
6. Next day, the villager again loaded the donkey with salt.
7. The donkey played the same trick and the load became lighter.
8. The donkey took it as a good trick.
9. The master came to know its trick.
10. On the third day, he loaded the donkey with a bale of cotton.
11. The donkey tried the same trick.
12. The cotton load became heavier.

### **10.5 Grammar**

In this section, students will practise using the past form of verbs to make sentences in the past tense.

### **Objective**

Use correct verb forms to make sentences in past tense

### **Follow these steps:**

**These sentences are from the story ‘Dinner with Father’. Fill in the spaces with missing words.**

- a. Begin with the concept of regular verbs. Explain that verbs form the past tense by adding "ed" to the end of the word. For example, the present tense verb "walk" becomes "walked" in the past tense.
- b. Present a list of verbs and their past forms used in the sentences. Show students some examples of regular and irregular verbs.
- c. Now, ask students to do Activity A. Ensure that they understand the task.
- d. Ask them to read their answers aloud.
- e. Write the answers on the board and allow students to correct their work.

**Answers**

- a. A son **took** his father to a restaurant.
- b. He **dropped** food on his shirt.
- c. He **removed** the stains.
- d. He **combed** his father's hair.
- e. The son **paid** the bill.

**B. Fill in the gaps with the past form of the verbs given in the brackets.**

- a. Present a list of these verbs on the board: receive, give, hear, lose, go, make, fly, tell, come, spend, call.
- b. Have students work with their partners to find the past forms of the verbs.
- c. Now, ask them to fill in the blanks with the past form of the verbs given in the brackets.
- d. Make sure that the students have the following answers:

**Answers**

- a. I **received** (receive) your email this morning.
- b. Purna **gave** (give) a birthday party yesterday.
- c. I **heard** (hear) a new song on the radio an hour ago.
- d. My sister **lost** (lose) a room key last week.
- e. I **went** (go) to bed late last night.
- f. Paras **made** (make) a century in the final match.
- g. Sandeep **flew** (fly) to India yesterday to play cricket.
- h. My dad **told** (tell) them a nice story yesterday evening.
- i. Susan **came** (come) to Kathmandu ten years ago.
- j. We **spent** (spend) the summer holiday in Dhangadi.
- k. He **called** (call) me just an hour ago.

## 10.6 Listening

In this section, students will listen to a story about a thief and will complete the exercises.

### Objective

Listen to the audio text and complete the comprehension tasks

## Materials

Audio file and audio player

### Follow these steps:

#### A. Look at the picture and answer these questions.

- a. Ask students to look at the picture and answer the pre-listening questions given in the textbook. Elicit the responses such as:  
Someone is sleeping in the first picture.  
There is a thief coming in through the window at night.
- b. Ask if students have experienced or witnessed an incident where a thief stole something. Ask them when the incident happened and what objects the thief stole.
- c. Listen to students' responses. Don't interrupt or correct them. This will encourage them to speak freely. Encourage students to share their own experiences. This will help to create a more engaging and interactive discussion.

#### B. Listen to the recording/audio and complete the sentences with the given words.

- a. Tell students that they are going to listen to a story in the audio. Remind them that they will listen to the audio three times.
- b. Play the audio for the first time. Students are expected to get the gist of the story.
- c. Ask the students what they heard in the story.
- d. Tell them to go through the questions given in Activity B. Allow them 1 to 2 minutes to read the questions. Make sure that they understand the questions.
- e. Play the audio for the second time and ask them to write the answers to the questions.
- f. Go around the class and observe whether all the students are doing it right.
- g. Play the audio again. This time, let students correct their answers if required.
- h. Make sure that all the students have got correct answers to the questions.

#### Answers

- a. Emma was sleeping in the bedroom.
- b. The thief came at midnight.
- c. The thief first went into the kitchen
- d. The noise made Emma wake up.
- e. Emma went into the kitchen slowly.

#### C. Have you heard a story like this from either your family, friends or from a movie? Share it with your friends.

- a. Get the students in pairs and ask the question: Have you heard any story like this?
- b. Have them think and share in pairs from their experiences.
- c. Encourage students to respond. This will help everyone get involved in the post-listening discussion.

## 10.7 Reading II

This is the second reading text in Unit 10. It is about the history of telephones.

### Objectives

- a. Learn the words: Mobile phones, invented, interested in, affected, deaf, sound, voice, experimented, workshop, hearing impaired, focused, invention, spoke.
- b. Read the text and complete the comprehension tasks

## Materials

Pictures, real objects

## Follow these steps:

### Pre-reading activities

- a. Ask students the questions given in the pre-reading section.
- b. Tell them to preview the given text.
- c. Ask them what the text is about. Elicit the responses such as: This text is about the history of telephones.
- d. Write/show these words on the board: Mobile phones, invented, interested in, affected, deaf, sound, voice, experimented, workshop, hearing impaired, focused, invention, spoke.
- e. Have students practise the correct pronunciation of these words.
- f. Present the word meanings with the help of real objects, pictures, and definitions. Encourage students to use the words in sentences.

### While-reading activities

- a. Read the text aloud at a normal pace and with clear pronunciation.
- b. Ask any two students to read the text aloud.
- c. Ask the students to quickly scan the text and find out the following facts.  
Who invented the telephone?  
When did he become completely deaf?  
Who was Helen Keller?  
What did he say first on the telephone?
- d. Elicit the responses like:  
Alexander Graham Bell invented the telephone.  
He became deaf after 12 years.  
Hellen Keller was his student.  
His first words were “Mr. Watson, come here. I want to see you.”
- e. Discuss other facts mentioned in the text.
- f. Have students read the text again and do Activity A. For this, let them work in groups.
- g. Once they have completed the task, ask them to read their sentences.
- h. Help them with example sentences such as the following:

#### Example Sentences

**Mobile phones** are used for communication.  
There are more than six **billion** mobile phones in the world.  
Alexander Graham Bell **invented** the telephone.  
He taught **hearing impaired** students in the US.  
We repair bikes in a **workshop**.  
I **experiment** with different types of food for better health.

**For Activity B,**

- a. Tell students to read the question and work in pairs to find the possible answers from the text. Ask them to complete the table with the correct information.
- b. Move around the class and check whether any students are struggling to find the answers.
- c. Identify struggling pairs and provide them with extra support while others work independently.
- d. Make the following table on the board and ask the students to correct their answers.

<b>Events</b>	<b>Year</b>
Moved to Canada	<b>In 1870</b>
<b>Moved to Boston</b>	1871
Focused more on experiment	<b>1873</b>
<b>Invented telephone</b>	1876

**For Activity C,**

- a. Tell students to work in the same pairs to answer the questions from a-e.
- b. Move around the class and monitor their performance.
- c. Help them locate answers from the text and organize the answers in the correct way.
- d. Once they complete the task, let some pairs read their answers to the class.
- e. Write the correct answers on the board and tell students to check their answers.

<b>Answers</b>
a. Alexander Graham Bell was born in Scotland.
b. His childhood interests and hobbies were music, poetry, and art.
c. He built a small workshop to continue his experiment of sounds.
d. He went to Boston to teach hearing impaired students.
e. His first words on the telephone were “ Mr. Watson, come here. I want to see you.”

**Post-reading activities**

**D. Have you or any of your family members or friends ever used a mobile phone? How did you feel?**

- a. Start by sharing your own experience of using a mobile phone. This will help to make the task clear for students and give them an idea of what to expect.

Ask students the following questions:

When did you first use a mobile phone?

Why did you like it?

What are the good things and bad things about using mobile phones?

- b. Allow students a few minutes to think about their answers.
- c. Have students share their experiences in turn.

**10.8 Pronunciation II**

This is a second pronunciation task in this unit where students will learn to pronounce the words with the vowel /e/ in the word medial position.

**Objective**

Pronounce the words with the vowel /e/ in the word medial position

**Materials**

Recorded pronunciation of the given words

**Follow these steps:**

- a. Ask students to look at the list of the words in the exercise and ask them what sounds the red letters might make.
- b. Read these words aloud to provide an appropriate model: there, parents, where, care air, share, chair, pair, rare, wear. You can also play a recording of the words.
- c. Ask students to listen carefully and follow along.
- d. Students will repeat the words several times until they grasp the correct pronunciation.
- e. Pair up students and have them practise pronouncing the words together.
- f. Move around the classroom and observe students while they are practising.
- g. Help students with correct pronunciation if necessary.

**10.9 Speaking**

In this speaking activity, students will practise narrating the past events through a game.

**Objectives**

Ask and answer questions that demand the narration of events in the past

**Materials**

Textbook or enlarged copy of the chart from the book

A dice

[Prepare/collect the materials beforehand]

**Follow these steps:**

**A. Work in pairs and take turns to ask and answer the questions.**

- a. Ask students what they did yesterday.
- b. Write their responses on the board.
- c. Get students into pairs.
- d. Have them ask and answer the questions given in the book to each other.
- e. Walk around the classroom and monitor their performance.

**Example**

Student A: What did you do yesterday?

Student B: I read a story. I found it very interesting.

Student B: Where did you go on your last holiday?

Student A: I didn't go anywhere. I stayed at home.

**B. Work in pairs. Take turns, roll a dice, and answer the questions.**

- a. Divide students into groups of 2-3.
- b. Place the book flat on the desk and make small paper coins with each student's name.
- c. Have students get a dice and take turns to roll a dice.
- d. Let them start from the bottom left corner and move the coins.
- e. The student will answer the question as s/he reaches it.
- f. Coins may move forward or get back to previous steps.



- g. The student who can answer the questions and reach the top right corner first becomes the winner.

## 10.10 Writing II

In this section, students will practice the use of commas and they will also write a short paragraph describing a past event.

### Objectives

Use comma appropriately

Write a short paragraph describing a past event

### Materials

Flash cards with punctuation marks

### Follow these steps:

#### A. Study the following examples. Notice the comma (,).

- a. Ask students to study the examples and notice the use of commas.
- b. Show flash cards with different punctuation marks and ask students to identify them.
- c. Stick a card with 'comma' on the wall/board for explanation with examples.
- d. Tell how commas play a role in listing words, and clauses.
- e. Ask students to write one sentence using a comma in their notebooks and then read the sentence aloud.

#### B. Rewrite the sentences using commas (,).

- a. Have the students work individually to rewrite the sentences with commas in appropriate places.
- b. Write the correct answers on the board and let the students correct their answers.

#### Answers

- a. February, March and April are my favourite months.
- b. Dilip, Ramu, Nabina and Ramlakhan are my best friends.
- c. In the winter, we need warm clothes.
- d. My favourite colours are pink, blue and green.
- e. September 20, 2015 was an important day in the history of Nepal.
- f. Ranjit, my brother, is a teacher.
- g. Excuse me, can you help me?
- h. Yes, you are right.
- i. Hi, how are you?
- j. Without water, life is impossible.

### For Activity C and Activity D,

- a. Ask students to read the given paragraph about a birthday celebration.
- b. Tell them to read the instructions for Activity D.
- c. Tell them to recall their last birthday celebration.
- d. Teach the keywords required to describe a birthday celebration such as: invited, arrived, greeted, prepared, wished.
- e. Write these words on the board.

- f. Ask them the questions like:  
When did you celebrate your birthday?  
Who was invited to the birthday?  
What did you do at the birthday party?
- g. Now, ask them to write a paragraph describing how they celebrated their last birthday.
- h. Check their written work and provide them with individual feedback.

### **10.11 Do it by yourself.**

This is a project in which students work individually to draw pictures of different mobile phones. You can assign this task as homework.

#### **Follow these steps:**

- a. Instruct students to prepare a chart with drawings and pictures of mobile phones.
- b. Remind them about the proper size of a chart and pictures.
- c. Ask them to demonstrate their chart in the classroom.
- d. Let them observe each other's work.

## Unit 11: Giving Reasons

### Introduction

The eleventh unit focuses on language function ‘Giving reasons’. The unit covers eleven different activities. Teachers can follow the procedures suggested in this guide or adapt them to suit the classroom context and learning needs of the learners. The table below gives a brief overview of Unit 11. It includes topics and activities as presented in the textbook.

S. N.	Topics	Tasks
1	Getting Started	Talk about the pictures Listen and sing Find missing letters of the words Talk about dreams
2	Reading I: My Pet	Discuss pictures and pre-reading questions Match words and their meanings Link the phrases Answer the questions Share a story about a pet
3	Pronunciation	Learn the vowel sounds /ɔ:/ and /ɔɪ/
4	Writing I	Write a paragraph
5	Grammar I	Study example sentences Change the tenses Change sentences into negative
6	Listening: Opinion about a Pet	Discuss pre-listening questions Complete the sentences with correct words Talk about dogs
7	Reading II: Message Notes	Discuss pre-reading questions Match sentence halves Answer the questions
8	Speaking	Read and act out Give reasons
9	Writing II	Write a paragraph with reasons
10	Grammar II	Study example sentences Choose correct words
11	Do it by Yourself	Design a thank-you note
<b>Total time for the unit</b>		<b>10 hours</b>

The following topics are discussed with detailed classroom activities and procedures. Teachers can follow the given activities to facilitate language learning, or they can design their own activities to make language learning even more contextual and exciting. Teachers should assess language learning throughout the learning process.

### 11.1 Getting started

This is the first task of the unit. There are two subtasks. Learn the tune of the song for activity B beforehand.

### Objectives

- a. Express views with reasons
- b. Sing a song with a rhythm

### Materials

Enlarged pictures of the animals given in the textbook

### Follow these steps:

#### A. Look at the pictures and discuss the questions below with your friends.

- a. Show students the enlarged pictures of different animals given in the textbook.
- b. Ask them the name of the animals.
- c. Have a discussion on the following question:  
Why do people keep pets at their home?
- d. Elicit the responses such as: pets release stress, stop loneliness, and give companionship.
- e. Talk about your favourite pet.
- f. Now, ask the students to talk about their favourite pet in a similar way. Ask the following question to students:  
Which is your favourite pet? why?
- g. Encourage students to share their own experiences with pets to create a more engaging and interactive discussion.

#### B. Listen and sing.

- a. Tell students that they are going to sing a song.
- b. Sing the given song in a tune you find comfortable. Or, play the video <https://youtu.be/dy7mTORkiho>. Play it more than once.
- c. When you sing for the first time, ask students to follow along and point to the lines.
- d. For the second time, stop at the end of each line and ask students to follow you.
- e. For the third time, sing the song together with students.
- f. Ask students to identify the rhyming words from the song. (Example: day/stay, streams/dreams, me/see, way/day, clear/hear)
- g. Ask them to read the instruction for Activity A and find the missing letters in the words from the song.
- h. Have students share their answers with their partners and see if they are correct.
- i. Ask a couple of students to read out the words with their spellings and correct them if necessary.

<b>Answers</b>
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i. abroad    ii. nod    iii. streams    iv. dream
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- j. Ask students to read the instruction for Activity B.
- k. Let them have a discussion on the things people dream about.
- l. Talk about one of your strange dreams.
- m. Ask students if they too ever have had a strange dream. Encourage them to share their dreams with the class.

## 11.2 Reading I

This is the first reading text in Unit 11. It is a text about a strange pet.

### Objectives

- a. Learn the words: share, pet, scarred, wiggling, nervous, sharpener, opener, licking, scarf, chased.
- b. Read the text and do the comprehension tasks

### Materials

An enlarged picture of a shark (or a picture on your mobile phone)

### Follow these steps:

#### Pre-reading activities

- a. Show the picture of a shark to students. Ask some questions like:  
What do you see in the picture?  
What do you know about sharks?
- b. Ask students to read the pre-reading questions given in the textbook and discuss the answers to those questions with their partners.
- c. Tell them that they are going to read a text about Peter and his pet shark.
- d. Write these words in red on the board: share, pet, scarred, wiggling, nervous, sharpener, opener, licking, scarf, chased.
- e. Ask students to guess their meanings from context.
- f. Clarify the meaning of the words with the help of definitions, pictures, examples, or actions.

#### While-reading activities

- a. Read aloud the text for the first time.
- b. Then, divide the class into four groups as there are four paragraphs in the text. Number the paragraphs 1, 2, 3, and 4.
- c. Get four strips of paper with the numbers 1, 2, 3, and 4 written on them. Fold the papers and ask each group to pick up one.
- d. Now, ask each group to read the paragraph they have been assigned and discuss it.
- e. Then, have one member from each group explain the paragraph to the whole class. Start from paragraph 1.
- f. Once all the groups have explained the paragraphs assigned to them, tell the complete story once again covering the information missed by any of the groups.
- g. Ask the students to read Activity A and Activity B and do the tasks individually. Make sure that they understand the tasks.
- h. When they complete the work, have some students read out their answers to the class.
- i. Write the right answers on the board and let students correct their work.
- j. Have students work in pairs. Ask them to read the questions from a-e given in Activity C.
- k. Assign one question to each pair and tell them to find the answer to the question.
- l. Move around the classroom and monitor whether students need help to find out the answer from the text. If so, help them find the answer from the text and organize the information in a sentence.

m. Let all the pairs read their answers. Correct their answers if necessary.

**A. Answers**

- a. scared: afraid
- b. wiggled: moved from side to side
- c. sharpener: a tool that makes things sharp
- d. scarf: a piece of cloth that is worn around the neck
- e. chased: ran after somebody or something

**B. Answers**

- a. The shark – wiggled his fin.
- b. The neighbours – became nervous.
- c. Rover’s teeth – opened a can by smiling
- d. A scarf– was tied around the neck of Rover.

**C. Answers**

- a. Peter was afraid of the shark because he had many teeth in his mouth.
- b. Peter named him Rover.
- c. Peter and the shark went door to door to share his services as a knife sharpener and a can opener.
- d. Peter tied a red scarf around the neck of the shark so that no one would confuse him with another less friendly shark.
- e. The shark chased the boats because he loved them so much.

**Post-reading activities**

- a. Once again, show the pictures of different animals that you showed in the ‘Getting started’ section to students.
- b. Get them to share any interesting stories about their pet with their friends.
- c. Encourage students to respond. This will help everyone get involved in the post-reading discussion.

**11.4 Writing**

In this section, section will write a paragraph about their favourite pet.

**Objective**

Write a paragraph about a favourite pet

**Follow these steps:**

- a. Tell students to read the paragraph given in the writing section.
- b. Ask them what information about the pet they found in the paragraph.
- c. Write their responses on the board.
- d. Check whether their responses cover the answers to the following questions:
  - What is the pet's name?
  - What kind of pet is it?
  - What does the pet look like?

- What does the pet do?
- What does the writer like about their pet?
- e. Instruct students to write a similar paragraph about their favourite pet.
- f. Provide the following clues:
  - What is the name of the pet?
  - What does it look like?
  - What does it like to eat?
  - Where does it live?
  - How do you take care of it?
  - How do you spend your free time with it?
- g. Now, tell students to write a similar paragraph about their favourite pet using the clues given above.
- h. When they complete the work, ask them to compare their work with their friends and ask a couple of students to read aloud their answers.
- i. Check students' written work and provide them with individual feedback.

### 11.3 Pronunciation

In this section, students will practise pronouncing the vowel sounds /ɔ:/ and /ɔɪ/ in the words.

#### Objective

Identify the vowel sounds /ɔ:/ and /ɔɪ/ in the given words

#### Materials

Word chart with the words given in the book

#### Follow these steps:

- a. First, pronounce the four words in the first row and tell students to repeat them after you. The words have /ɔ:/ sound. Let them follow you until they grasp the correct pronunciation of the words.
- b. Later, pronounce the four words in the second row and tell students to repeat them after you. The words have /ɔɪ/ sound. Let them follow you until they grasp the correct pronunciation of the words.
- c. Pair up students and have them practise pronouncing the words together.
- d. Ask students if they know any other words with these two sounds.

### 11.5 Grammar

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

#### Objectives

- a. Change the sentences from simple present tense into the simple past tense
- b. Change the affirmative sentences in simple present tense into the negative sentences in simple past tense

#### Follow these steps:

##### A. Study the following example sentences.

- a. Ask students to read the set of sentences given in the book.

- b. Then ask them to explain the differences in the structure of two sets of sentences.
- c. Let them remember how they formed the past form of the verbs in the previous unit.
- d. Write some sentences in simple present tense on the board and ask students to transform them into simple past tense. Write their responses on the board.
- e. Correct their responses if necessary.
- f. Give them some more example sentences in simple present tense related to their everyday life. Encourage them to transform them into simple past tense.
- g. Now, instruct them to transform the sentences in Activity B into simple past tense.
- h. When they finish, tell them to exchange their notebook with their partners sitting next to them and compare their answers.
- i. Write the answers on the board and let the students correct their work.

#### Answers

- a. They **completed** their classwork.
- b. They **washed** their hands before lunch.
- c. The boys **performed** on the stage.
- d. Raju **took** a bath after dinner.
- e. An ambulance **took** the patients to hospital.
- f. The girls **went** to the beach on holiday.
- g. Girls **dropped** litter into the dustbin.
- h. The driver **drove** the bus to the station.
- i. Paul **gave** a gift to Durga.

#### C. Change the following into negative sentences.

- a. Make a table on the board. Write a few sentences in simple past tense on the left column and their negative forms on the right column.
- b. Invite some students to the front and ask them to underline the verbs in both types of sentences.
- c. Now, explain with sufficient examples how the negative form of each sentence is made. Focus on the change in the form of verbs and the use of contractions.
- d. Tell them that the first set of sentences are in positive or affirmative form and the second set of sentences are in negative form.
- e. Ask students to work in pairs and change the sentences in Activity C into negative.
- f. Write the answers on the board and let students correct their work.

#### Answers

- a. My parents **didn't take** me to the theatre last Friday.
- b. We **didn't watch** the cricket match yesterday.
- c. They **didn't play** volleyball after school.
- d. My uncle **didn't return** home from India three days ago.
- e. I **didn't see** a tiger in the zoo.



## 11.6 Listening

In this section, students will hear a man's opinion about keeping dogs as pets.

### Objective

Listen to the audio and do the comprehension tasks

### Materials

Audio file and audio player

### Follow these steps:

#### A. Answer these questions.

- a. Ask students to look at the picture and answer the pre-reading questions given in the textbook.
- b. Elicit the responses such as: The dogs safeguard our house. Some people are dog lovers, etc.

#### B. Listen to the audio and fill in the blanks with the correct words.

- a. Tell students that they are going to hear a man's opinion regarding keeping dogs as pets.
- b. Tell them to go through the questions given in Activity B. Allow them 2-3 minutes to read the questions.
- c. Play the audio and ask students to complete the sentences.
- d. Go around the class and check whether all the students have written the answers.
- e. Play the audio again and let them check their answers.
- f. Play the audio for the third time, if required.
- g. Ask 2-3 students to read out their answers to the class.
- h. Make sure that all the students have correct answers.

#### Answers

a. pretty      b. member      c. stranger      d. dangerous      e. children

#### C. Do you know anything else about dogs? Tell your friends.

- a. Let students talk in pairs about dogs.
- b. Move around the class and listen to the students talking to each other.
- c. Appreciate their attempt to speak and encourage them to talk.
- d. Provide them feedback if necessary.

## 11.7 Reading II

This is the second reading text in this unit. It includes three short messages.

### Objectives

- a. Learn the words: begun, sincere, glad, suspended, instead
- b. Learn the template of short messages
- c. Read the text and answer the questions based on it

**Follow these steps:**

**Pre-reading activities**

- a. Ask students to read the pre-reading questions given in the text.
- b. Tell them that they are going to read a text with short messages.
- c. Write these words on the board: begun, sincere, glad, suspended, instead.
- d. Tell students to scan the text and find these words in the text.
- e. Help them find the words in the text and guess their meanings.
- f. Follow the Meaning Form Pronunciation model to teach the words.

**While- reading activities**

- a. Read aloud the first text and ask students what they understood from the text.
- b. Ask them the text related questions such as:  
Who was with Bonu?  
Why is Bonu writing the text?  
Who are the addresser and the addressee?
- c. Likewise, read aloud the second and the third texts followed by text-related questions. Later, ask students to share their understanding of the texts.
- d. Tell them to notice the similarity in the template of the messages.
- e. Ask students to do Activity A. They need to choose and match two parts of the sentences.
- f. Have one student read aloud his/her answers.
- g. Ask the other students whether his/her answers are right or wrong. If they say that the answer is wrong, ask them to tell the right answer.

**Answers**

- a. Bonu – thanks her friend.
- b. Principal – welcomes the students.
- c. Rachana – leaves a message.
- d. Rosy – is Sapana’s friend.

**B. Answer these questions.**

- a. Tell students to look at the questions given in Activity B. Make sure that they understand all the questions.
- b. Find the answer to the first question together. For this, read the question and ask students to find the answer to this question from the text.
- c. Organize the information in sentence/s and write the answer to the question on the board.
- d. Now, ask the students to read the rest of the questions from b-e and find the answers to the questions from the text. Assign this activity as an individual task.
- e. Move around the classroom and identify struggling readers. Provide them with extra support while others work independently.
- f. When students complete the task, write the answers on the board and let students correct their answers.

**Answers**

- a. Yes, Bonu is grateful to Roma because she was always with her when no one was with her.
- b. The principal is feeling happy because all of the students are there.
- c. The principal tells the students not to fear.

- d. The music class was cancelled because the teacher was not well.
- e. The next music class is on Sunday.

**C. Post-reading activities**

Post-reading activity is not given in the textbook. Therefore, think of some situations from our daily life. Ask the students to write short messages. For Example: Imagine that your brother is getting married next month and you have a pre-wedding gathering at home this Saturday. Write a message to your best friend inviting him to the gathering.

**11.8 Speaking**

This section emphasizes the language function: giving reasons. There are two activities: read and act, use speaking cards and take turns to give reasons.

**Objective**

Provide reasons for the given situations

**Follow these steps:**

**A. Read and act.**

Tell students to read the expressions given in the boxes.

Ask them to focus on the words in red, ‘because’ and ‘so’. Write these words on the board.

Ask them the purpose of the words in red in the sentences.

Explain that these are reason connectives.

For clarity, present the given expressions in the following way.

Results	Connectives	Reasons
The school was closed last Sunday	because	it was a public holiday.
I spend most of the time listening to music	because	it is my holiday.
I bought a T-shirt, I took it back to the shop	because	there was a hole on it.
I was absent yesterday.	so	I was at my uncle’s wedding.
We left the movie at the interval	so	The movie was boring

**B. Work in groups. Use the speaking cards and take turns to give reasons.**

- a. Tell students to read the instructions for Activity B. Tell them that they will work in groups or pairs to give reasons.
- b. Prepare nine speaking cards as there are nine sentences reflecting consequences or situations.
- c. Pair up students and tell them to practise giving reasons to the given statements using ‘because’ or ‘so’.
- d. Students will practise giving reasons in pairs and then present in front of the classroom.
- e. Provide feedback to each pair after they present.

**Possible Answers (From top left to right)**

- 1. I got up late today because I didn’t hear the alarm.

2. I missed you a lot because you didn't come to the party yesterday.
3. I love spring season because it time for budding and blooming.
4. I enjoy folk dance so I played folk music.
5. Norbu and Sonam are always together because they are best friends.
6. I wore new clothes because I wanted to try them out.
7. I couldn't sleep last night because I slept a lot during the daytime.
8. My brother and I went to a river last Saturday because it was a holiday.
9. I love sarangi so I bought one yesterday.

## 11.9 Writing II

In this section, students will write a paragraph on their favourite festival.

### Objectives

Write a paragraph about a favourite festival with some reasons

#### Follow these steps:

- a. Ask students to read the instruction first.
- b. Ask students to tell the name of their favourite festivals. List the festivals on the board.
- c. Write these key points on the board:
  - Name of favourite festival
  - The month you celebrate it
  - Things you do during the festival
  - Reason/s you like it
- d. Let students speak about their favourite festivals in groups.
- e. When they finish, tell them to share their work with the whole class and check if they have used the clues and reason connectives.
- f. Now, tell them to write a paragraph about the festival. You can assign this activity as homework.
- g. Provide individual feedback on this written work.

## 11.10 Grammar II

It is the second grammar task in Unit 11. It is about the use of the connectives 'and', 'but', and 'because'.

### Objectives

- a. Make correct use of 'and' for connecting two related ideas
- b. Make correct use of 'but' for connecting two conflicting or opposite ideas
- c. Make correct use of 'because' for connecting reasons and results

#### Follow these steps:

##### A. Study the following example sentences.

- a. Ask students to read all the sentences given in Activity A.
- b. Then ask them to differentiate why the sentences use different connectives 'and', 'but', and 'because' in the sentences.
- c. Listen to their oral responses and correct them if they are wrong.

- d. With sufficient examples, clarify that ‘and’ is used for connecting two related ideas, ‘but’ is used for connecting two conflicting or opposite ideas, and ‘because’ is used for connecting reasons and results.

**B. Choose the correct words from the brackets to make meaningful sentences.**

- a. Ask students to read the sentences from a-j.
- b. Tell them to choose the correct connectives to make meaningful sentences.
- c. Ask them to read their answers in turn.
- d. Write the answers on the board and let the students correct their work.

<b>Answers</b>					
a. and	b. because	c. but	d. because	e. because	
f. but	g. because	h. and	i. but	j. and	

**11.11 Do it by yourself.**

This is a project where students design a thank-you note for their friends.

**Objective**

Design a thank-you note

**Follow these steps:**

- a. Divide the class into different groups of up to five students. Name each group.
- b. Ask each group to think of a reason for designing a thank-you note.
- c. Ask them to read the note written by Bonu in Reading II.
- d. Now, tell them to design a similar thank-you note for their friend
- e. Remind them to include a greeting, a message, and a closing in their note.
- f. Later, ask them to display their work on the activity board and provide feedback if necessary.

## Unit 12: Popular Places and People

### Introduction

Unit 12 features the language function ‘Describing popular places and people’. It covers eleven different activities, which are expected to be delivered effectively in the classroom. The techniques and strategies mentioned here can be modified to suit the specific contexts and need of the learners. The table below provides a brief overview of the unit.

S. N.	Topics	Tasks
1	Getting Started	Talk about popular places Listen and sing Describe festivals
2	Reading I: Namche Bazaar	Discussion on the pre-reading questions Match the words with meanings Match the information Answer the questions
3	Pronunciation	Practice the words with /ɪə/ sound
4	Writing I	Describe the village and town
5	Speaking: Describing People	Describe people based on the pictures
6.	Grammar I	Use of adjectives
7	Listening: Sagarmatha National Park	Answer the pre-listening questions Fill in the blanks Write about a park
8	Reading II: Charlie Chaplin	Picture based pre-reading questions Unjumble the words to make sentences Complete the fact file Share about one of the actors
9	Writing II	Describe a place and person
10	Grammar II	Use of present continuous tense
11	Do it by Yourself	Write a description of a famous place
<b>Total time for the unit</b>		<b>11 hours</b>

Teachers can either follow the given activities to facilitate language learning or design their own activities. They should assess language learning throughout the learning process. Detailed classroom procedures for each topic and task are presented below.

### 12.1 Getting started

This is the first task of the unit. There are two subtasks. Follow the procedures given below. Learn the tune of the song for Activity B before the class starts.

### Objectives

- a. Identify the popular places and describe them

- b. Learn these words: sparkle, chimneys, mince, Santa

**Follow these steps:**

**A. Look at the pictures. How do you make requests in these situations?**

- a. Show the given pictures one by one to students and ask: What place is this?
- b. Elicit the responses: Rara Lake, Bhaktapur Durbar Square, Janaki Temple, and Amar Gadi Fort.
- c. Ask them. What do you see in each picture? Can you guess why these places are popular? Elicit the responses such as: Rara Lake is a naturally beautiful lake. It is the largest lake in Nepal. Bhaktapur Durbar Square is a historical place. Janaki Temple is a historical and religious place. Amar Gadi Fort is a historical place.
- d. Summarize the discussion at the end.

**B. Listen and sing.**

- a. Ask students if they have heard of Christmas and Santa Claus.
- b. Explain that in Christian culture, Santa is said to bring gifts to nice children on Christmas Eve.
- c. Show the picture and ask them to describe Santa's appearance.
- d. Learn a familiar tune or find a similar song on the internet and sing it to the students.
- e. Once they have learned the tune, sing the song together for fun. Ask them how they felt listening to and singing the song.
- f. Ask questions such as: What does Santa do? How is his hair? How do his eyes shine?
- g. Let students discuss the answers to the questions in pairs.
- h. Elicit the responses such as: Santa brings gifts to nice children. His hair is white. His eyes shine like the stars on Christmas night.
- i. Talk about one of the festivals you celebrate.
- j. Now, ask students which festivals they celebrate in a year. Let them talk about the festivals in groups.
- k. Move around the classroom and monitor the students while they are talking. Make sure they include information such as the month in which the festival is celebrated, the food they enjoy, and the activities they perform during the festivals.

## 12.2 Reading I

The first reading text describes Namche Bazar and Sherpa culture.

### Objectives

- a. Learn the words: gateway, slope, encircled, silent, amazing, essentials, museum, artifacts, photographs, architecture, showcase
- b. Read the text and do the comprehension tasks

**Follow these steps:**

**Pre-reading activities**

- a. Tell the students to look at the first picture and ask them "Which place is this?"
- b. Elicit the response: Namche Bazaar.
- c. Tell them to look at the second and third pictures and ask the same question again.
- d. Elicit the responses: "Mount Everest" and "traditional Sherpa items".

- e. Introduce the reading text with questions like: Have you heard about Namche Bazaar? Where is it located? What is it famous for?
- f. List these words on the board: gateway, slope, encircled, silent, amazing, essentials, museum, artifacts, photographs, architecture, showcase.
- g. Ask students to check the meanings in the glossary.
- h. Provide examples and meanings of the words and show the pictures for further clarification.

### **While-reading activities**

- a. Model the reading with proper tone, stress, and fluency. Ask students to follow along by pointing to the lines of the text as you read.
- b. Have 3 students read the text aloud in turn, each reading one paragraph.
- c. Next, ask students to read the text in pairs and do Activity A. When they finish, write the answers on the board and ask students to check their answers.
- d. Ask students to work in the same pairs and match the information in Activity B
- e. Make sure all students are involved in the matching activity.
- f. Let them read their answers aloud and correct them if necessary.

#### **A. Answers**

- a. gateway: a place where you can go through
- b. encircled: surrounded by something
- c. essential: a basic but important thing
- d. ethnic: belonging to people that have a common culture
- e. showcase: to represent the good quality of something
- f. artifact: an object that was made in the past

#### **B. Answers**

- a. Namche Bazaar: a gateway to Mount Everest
- b. The height of Namche Bazaar: 3440 metres
- c. The Sherpa museum: past physical memories
- d. Photographs: the life of Sherpas before tourism

### **For Activity C,**

- a. Tell students to read the questions from a-e in Activity C. Make sure that they understand all the questions.
- b. Find the answer to the first question together. For this, read the question “What can a person see from Namche Bazaar?”
- c. Ask students to look at the first paragraph of the text and find the answer to this question. Once they have identified the information in the text, organize the information into a sentence as “A person can see beautiful views of the Himalayan range from Namche Bazaar.” Write the answer on the board.
- d. Now, have students read the rest of the questions from b-e and find the answers to the questions from the text in a similar way. Assign this activity as an individual task.
- e. Move around the classroom and help students find the answers from the text and organize the information to make meaningful sentences.



- f. When they have finished, write the answers on the board and let students correct their answers.

**Answers**

- a. A person can see beautiful views of the Himalayan range from Namche Bazaar.
- b. It is situated in Khumbu Pasang Lhamu Rural Municipality of Solukhumbu District.
- c. The visitors experience a quiet and silent environment.
- d. The Everest Base Camp goers stay there for two days.
- e. The Sherpa culture museum is one of the attractions for visitors because one can learn about the historical background of the Sherpa ethnic group.

### 12.3 Pronunciation

In this section, students will identify the sound '/ɪə/' in the given words.

#### Objective

Identify /ɪə/ sound in given words and pronounce the words correctly

#### Materials

Recorded pronunciation of the given words

#### Follow these steps:

- a. Tell students to look at the list of words given in the exercise. Let them pronounce the words.
- b. Ask them what sounds the red letters might make.
- c. Model the pronunciation of these words: here, beard, clear, ear, fear, gear, near, tear. You can also play a recording of these words. Tell students to listen carefully. Students should follow along until they have grasped the correct pronunciation of these words.
- d. Pair students up and have them practise pronouncing the words together.
- e. Ask students to identify other words with /ɪə/ sound from the reading text.

### 12.4 Writing I

Students will write a paragraph describing their village or town with the help of the given words and phrases.

#### Objectives

- a. Learn some words used for describing a village or a town
- b. Write a paragraph describing a village or a town

#### Follow these steps:

- a. Write these words and phrases on the board: small, big, beautiful, interesting, temple/monastery, mosque, church school, library, hospital, park, pond, next to, to the south, to the north, to the west, to the east.
- b. Describe your own village or town using some of these words and phrases.
- c. Ask students to write a paragraph describing their town or village using the words in a similar way. You can also assign this task as homework.

- d. Let students read aloud their paragraphs in turn.
- e. Provide individual feedback on their written work.

### Sample Paragraph

#### My Village

I live in a small beautiful village. It is located in a peaceful setting. There is a temple and a school nearby. To the south, there is a beautiful lake. To the north, there is a river. The village is home to many people. I love my village.

## 12.5 Grammar I

In this section, students will learn the use of adjectives to describe nouns and pronouns.

### Objective

Use adjectives to describe nouns and pronouns

### Materials

Flash/word cards

### Follow these steps:

#### A. Study these sentences.

- a. Have students read the sentences and note the words in red.
- b. Ask them to identify the relationship between the words in red and the words that follow them.
- c. Write these phrases on the board: funny story, purple handkerchief, loud music, beautiful house, difficult task.
- d. Explain that the words in red are adjectives. They describe the nouns and pronouns.
- e. Provide sufficient examples to help students understand this concept.
- f. Prepare separate word cards for each adjective and noun pair. Place the cards in a box.
- g. Ask students to take one of the cards. For example, one student takes the word ‘funny’ and the other takes the word ‘story’.
- h. Instruct students to go around the classroom and find their partner to match the adjective with a noun.
- i. Ask each pair to read the adjective and the noun aloud.
- j. Ask students to come up with other adjective-noun pairs.

#### B. Choose appropriate adjectives from below and fill in the gaps.

- a. Read aloud the in blue and explain their meanings.
- b. Ask students to identify the nouns such as boy, dress, accident, etc. in the given sentences.
- c. Ask them to choose the appropriate adjectives to describe those nouns.
- d. Write the answers on the board and let students correct their work if necessary.

### Answers

- a. A **hungry** boy is crying.
- b. My sister wore a **fancy** dress on her birthday.
- c. There was a **terrible** accident on the road.

- d. Priya looks so **beautiful** in that red sari.
- e. Binod is a **successful** businessman.
- f. I love **soft** pillows.
- g. You look so **sad** today. What happened?
- h. We decorated our room with **colourful** balloons.
- i. She has gone to a salon to make her **curly** hair straight.

### C. Study the sentences.

- a. Ask students to read the sentences and notice these words highlighted in red: this, that, these, those.
- b. Ask them to identify which objects in the pictures are nearer and farther from the sentences.
- c. With the help of the given pictures and the sentences, explain the use of these determiners: this, that, these, those.
- d. Remind students to use 'this' for a nearer single object, 'that' for the object that is far, 'these' as a plural of 'this', and 'those' as a plural of 'that'.
- e. Demonstrate the use of these determiners with the help of classroom objects like markers, whiteboard, benches, posters, charts, walls, etc.

### D. Fill in the blanks with this /that/ these/ those.

- a. First, tell students to read all the sentences.
- b. Ask them to fill in the blanks with this/that/these/those.
- c. Tell them to read aloud their answers in turn.
- d. Correct their answers if they are wrong.

#### Answers

a. this   b. these   c. that   d. these   e. those   f. this   g. those   h. that

## 12.6 Listening

In this section, students will listen to a woman describing Sagarmatha National Park.

### Objective

Listen to the conversation and complete the comprehension tasks

### Materials

Audio file and audio player

### Follow these steps:

#### A. Look at the picture and answer these questions.

- a. Ask students to look at the picture.
- b. Ask them the questions in the pre-listening section.
- c. Encourage students to respond. This will help everyone get involved in the pre-listening discussion.
- d. Elicit the answers like: This is a picture of mountains, Mount Everest, the Himalayas, etc.

#### B. Listen to the audio and complete the sentences with the given words.

- a. Tell students that they are going to listen to a description of Sagarmatha National Park.
- b. Tell them to go through the questions from a-e given in Activity B. Allow them 2 -3 minutes to read the questions.
- c. Inform them that the audio will be played more than once.
- d. Play the audio and tell them to complete the sentences with the correct words. Provide a transcript if anyone has hearing difficulty.
- e. Go around the class and monitor whether all the students are involved in the assigned task.
- f. Play the audio again and let them review their answers.
- g. If they are still unable to come up with a correct answer, play the audio for the third time.
- h. Move around the classroom and ensure that all the students have corrected their answers.

**Answers**

a. northeast b. home c. entry d. 60 kilometres e. community

**C. What other information different from the above, have you heard about Sagarmatha National Park? Write as much as you can.**

- a. Divide students into groups.
- b. Instruct them to find out more information about Sagarmatha National Park from different sources such as books, brochures, websites, etc.
- c. Ask students to prepare a presentation including the park's history, location, wildlife, and other details.
- d. Ask them to give a group presentation about what they learned.
- e. Provide feedback on their work.

**12.7 Reading II**

This is the second reading text in Unit 12. It is a biography of a famous person.

**Objectives**

- a. Learn the words: filmmakers, comic, productive, creative, debut, professional, performances, occurred, directed, produced, character
- b. Read and extract the required information from the text

**Follow these steps:**

**Pre-reading activities**

- a. Tell students to look at the first picture and ask them: Who do you think the man in the picture is? Why do you think he is famous?
- b. Elicit the responses: He is an actor/comedian/ Charlie Chaplin.
- c. Introduce the reading text with some common information about Charlie Chaplin. Ask these questions to students: Have you watched his movies? How does he look? What makes you laugh? Where is he from?
- d. Write these words on the board: filmmakers, comic, productive, creative, debut, professional, performances, occurred, directed, produced, character
- e. Pronounce the words correctly and ask students to follow you.
- f. Read the sentences with these words from the textbook and ask students to guess the meanings of the words.

- g. Help students find the meanings of these words in the glossary.
- h. Provide visual aids, examples, and definitions to help learners understand the meaning of these words.

**While-reading activities**

- a. Model the reading: Read the text aloud with proper pause and fluency, and ask students to follow along by pointing to the lines as you read. This will help them to understand the text.
- b. Have 3-5 students read the text aloud turn by turn. This will help them to practice reading aloud and to improve their fluency.
- c. Make the text clear to students with simplified language and with key points to make it easier for students to understand.
- d. Ask students self-made questions to check their understanding of the text. This will help them to identify any areas where they need further clarification. Here is an example of a self-made question that you can ask students: When did Charlie Chaplin go to the United States of America?

**A. The letters of the words below are jumbled. Figure out what the words are and write them.**

- a. Ask the students to read the text once more.
- b. Have them work in pairs or small groups to unscramble the letters to form words. This will help students to collaborate and to learn from each other.
- c. Once students have unscrambled the letters, ask each pair or group to read out the words with their spellings.
- d. Now, ask the students to use each of these words in their own sentences. This will help them understand the meaning of the words and use them correctly.
- e. Students will read their answers aloud to the class.
- f. Provide feedback to students on their work.

**Answers**  
 a. comic      b. occur      c. character      d. professional      e. creative      f. produce

**Example Sentences**

- a. comic - I like to read comic books.
- b. occur - Dashain festival mostly occurs in October.
- c. character - Chaplin is the main character in this movie.
- d. professional - I want to be professional.
- e. creative - Chaplin was a creative person.
- f. produce - Chicken produces eggs.

**B. Read the text again and complete the fact file with information about Charlie Chaplin.**

- a. Explain the concept of a fact file to the students.
- b. Include this information: Fact files are short reports that tell you about something. Fact files can be about people, places, or things. They include important information about the subject, like their name, when they were born, where they are from, and what they do.

Fact files are simple and easy to read and understand. They can be used to share information about a topic quickly and concisely.

- c. Ask the students to read the text about Charlie Chaplin again.
- d. Now, have them complete the fact file with information from the text.
- e. Have some students read aloud their answers. When students read aloud their answers, encourage them to speak clearly and slowly so that everyone can understand.
- f. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- g. Encourage other students to correct their own answers if they find that their answers are wrong.

### Answers

Name: Charlie

Surname: Chaplin

Date of Birth: April 16, 1889

The age when he made his first stage debut: five.

The film he produced in 1940: The Great Dictator.

The character he played most: The Little Tramp.

Died at the age of: 75 in 1977.

### Post-reading activities

#### C. Choose one of the actors in the Nepali film industry. Share what you like about her/him.

- a. Ask students to talk about one of the actors in the Nepali film industry. Tell them to include similar information given in the text above.
- b. Help them with a few clues such as:
  - born in the year.....
  - also known as .....
  - spent the childhood in.....
  - made the first debut in.....
  - became a famous actor in.....
  - most well-regarded movies are.....

### 12.8 Speaking

This speaking section requires students to look at the pictures and describe the people.

#### Objective

Describe people based on their physical appearances

#### Materials

Pictures/drawings or real people

#### Follow these steps:

##### A. Read the description of the girl in the picture.

- a. Have students silently read the description of the girl given in Activity A.
- b. Prepare some questions about the name, age, hair type, colour of the eyes, clothes, and nature of the girl in the picture.
- c. Ask the questions to students.

- d. Tell them to notice the words used to describe the physical appearance, clothes, and nature of the girl.
- e. Now, have them work in pairs. Tell them to take turns to describe the people in the pictures. Remind them to talk about height, body build, age, hair colour, hair length, facial features, clothes, etc.
- f. Move around the classroom and listen to them while they are speaking. Help them if needed.

## 12.9 Grammar II

This grammar section introduces students to the present continuous tense. Students are required to study the examples and complete the exercises.

### Objectives

- a. Learn the structure of the sentences in present continuous tense
- b. Transform the affirmative statements in present continuous tense into negative statements and yes/no questions

### Follow these steps:

#### For Activity A and Activity B,

- a. Ask students to study the sentences given in Activity A. Tell them to pay attention to the words in red in the sentences in the book.
- b. Make more sentences in present continuous tense and let students notice the similarity in the structure of the sentences.
- c. Explain them the structure of sentences in present continuous tense, including the use of “is/are” with different subjects followed by the -ing form of verbs.
- d. Write a few more sentences on the board and show them how verbs are changed into ‘ing’ forms. Show with examples that some verbs such as “travel” get double consonants, while others, such as “move” lose the “e”, (etc.)
- e. Ask students to make sentences about the activities happening right now in the classroom using present continuous tense. For example, “We are learning English”.
- f. Let them read the sentences aloud.
- g. Correct the sentences if necessary.
- h. Now, instruct students to rewrite the sentences in Activity B using the verbs in the brackets.
- i. Write the answers on the board and have students correct their answers.

### Answers

- a. My father **is talking** on the phone right now. (talk)
- b. Mohan **is working** on a project nowadays. (work)
- c. The children **are playing** in the playground now. (play)
- d. Some people **are waiting** outside to meet you. (wait)
- e. Karma and Sipora **are singing** on the stage. (sing)
- f. The kids **are playing** the cartoon now. (watch)
- g. Don’t cross the road. A bus **is coming**. (come)
- h. Look! The old man **is carrying** a heavy bag. (carry)
- i. Pratik **is having** a bath. He can’t receive your call. (have)
- j. It’s a lovely day, the Sun **is shining** (shine)

- k. Please come here, I **am standing** in front of the pond. (stand)
- l. Look! The dog **is chasing** a cat. (chase)

**C. Study the examples below. Write negative sentences and yes/no questions for the following statements.**

- a. Ask students to study the examples given in the book carefully.
- b. On the board, write more sentences in present continuous tense along with their negative forms and yes/no questions.
- c. Let students see how the negative statements and yes/no questions of the affirmative sentences in present continuous tense are formed.
- d. Explain with examples, the basic rules used to transform affirmative sentence in the present continuous tense into negative and yes/no question.
- e. Now, ask them to write the negative sentences and yes/no questions for the statements given in Activity C.
- f. Finally, write the answers on the board and ask students to check their answers.

**Answers**

- a. Jasita is **not** listening to music now.  
**Is** Jasita listening to music now?
- b. You are **not** spending a lot of money nowadays.  
**Are** you spending a lot of money nowadays?
- c. Anupama is **not** flying a kite now.  
**Is** Anupama flying a kite now?
- d. Biraj is **not** drawing a picture.  
**Is** Biraj drawing a picture?
- e. The kids are **not** hiding behind the tree now.  
**Are** the kids hiding behind the tree now?

### 12.10 Writing II

There are three tasks in this writing section. Students are required to study the description of a picture. Later, they are required to write a description of a picture and a person.

#### Objectives

- a. Write a description of a picture using present continuous tense
- b. Write a description of a person

#### Follow these steps:

##### For Activity A, Activity B, and Activity C,

- a. Tell students to look at the picture in Activity A and ask them to describe the activities going on in the picture.
- b. Ask one of the students to read the text aloud.
- c. Ask students to underline the structure 'is/are+verb-ing' in the text. Tell them to pay attention to the underlined structures.
- d. Have them read the instructions given in Activity B.



- e. Tell them to look at the picture and talk about the activities going on. For example, “A man and woman are sitting on a bench”.
- f. Now, ask students to write the sentences on their notebooks. Let them read aloud their sentences. Provide them feedback.
- g. Next, instruct students to draw a picture of a friend or a family member. Then, ask them to write a paragraph to describe him/her.
- h. Provide them with the following clues: He/she is...(name)..... S/he has..... hair/eyes/nose/mouth. S/he is .....
- i. Check their written work and provide them with individual feedback.

### **Sample Paragraph for Activity B**

This is a beautiful children's park. It is a nice place to enjoy the holidays. The children are playing many games. Some children are skipping. Two boys are playing football. A man is walking a dog. A man and woman are sitting on a bench. Some school children are having ice creams. Two children are flying kites. Two kids are playing seesaw.

#### **12.11 Do it by yourself.**

This is a project where students have to draw a picture of a famous place and write a short description of it. You can assign this task as homework.

#### **Objective**

Write a short description of a place

#### **Follow these steps:**

- a. Ask students to read the instructions carefully. Make sure that they understood what they are supposed to do.
- b. Have them do the task themselves with their own effort.
- c. For samples and examples, ask them to go through the internet or take help from their elders.
- d. Students will draw the place and write a short description of it on a chart paper.
- e. The next day, have them display their work to the class.
- f. Instruct students to observe each other's work and provide feedback to each other.

## Unit 13: Hobbies and Interests

### Introduction

The thirteenth unit deals with the language function ‘Expressing likes and dislikes’. It covers ten different activities. Teachers are expected to deliver them effectively in the classroom. However, they can modify the activities as per their specific contexts and need. The table below gives a brief overview of Unit 13. It includes topics and activities as presented in the textbook.

S. N.	Topics	Tasks
1	Getting Started	Describe pictures Listen and sing Fill in the missing words
2	Reading I: Hobbies and Interests	Discuss pictures and pre-reading questions Choose the correct answers List free time activities
3	Pronunciation	Learn the vowel sounds /ɪ/ and /i:/
4	Grammar I	Complete the sentences Choose correct options Change the sentences into negative
5	Listening: A Person’s Opinion on Gardening	Discuss the picture and pre-listening questions Choose correct answers Talk about the positive and negative aspects of gardening
6	Reading II: A Creative Hobby	Discuss the picture and pre-reading questions Complete the sentences Write true or false Answer the questions Talk about hobbies
7	Grammar II	Study the example sentences Complete the sentences Write sentences about oneself
8	Speaking	Describe what people like doing Talk about given situations Write about someone’s likes and dislikes
9	Writing II	Punctuate a passage Read a given passage Write a similar/parallel paragraph
10	Do it by Yourself	Complete a table
<b>Total time for the unit</b>		<b>11 hours</b>

The following topics are discussed with detailed classroom activities and procedures. Teachers should assess language learning throughout the learning process.

### 13.1 Getting started

This is the first task of the unit. There are two subtasks. Learn the tune of the song for Activity B beforehand.

#### Objectives

- a. Guess someone's likes
- b. Sing a song in a tune and extract the required information

#### Follow these steps:

##### A. Look at the pictures and suggest what the people in the picture might like doing.

- a. Show the pictures given in Activity A to students.
- b. Ask them to tell what the people in the picture might like doing.
- c. Listen to students' responses without interrupting or correcting them.
- d. Write their views on the board. Their guesses could be:
  - The girl likes reading.
  - The man loves taking photos.
  - The man loves running.
  - The girl loves cycling.

##### B. Listen and sing.

- a. Share your hobbies with students and ask them about their hobbies.
- b. Tell them that you are going to sing a song.
- c. Sing the given song. You can choose any tune you like, or you can follow the tune your students have already tried. Sing the song with facial expressions and gestures to show the hobbies mentioned in the song.
- d. When you sing for the first time, ask students to point to the lines. For the second time, wait at the end of each line for students to repeat. The third time, sing the song together with your students.
- e. Talk about the hobbies discussed in the poem.
- f. Next, ask students to choose the correct words from the brackets.
- g. Write the answers on the board and ask students to check their answers.

<b>Answers</b>
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a. exciting.	b. everyone	c. watch	d. interesting
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### 13.2 Reading I

This is the first reading text of Unit 13. It is a description of a person's hobbies and interests.

#### Objectives

- a. Learn the words: hobbies, interests, occasionally, stable, concerts, seldom
- b. Read the text and do the comprehension tasks

#### Follow these steps:

##### Pre-reading activities

- a. Discuss the answers to the pre-reading questions given in the textbook.

- b. Tell students that they are going to read about Mary's hobbies and interests. Show them pictures that reflect her hobbies and interests, and ask them what hobbies and interests she might have.
- c. List these words in red on the board: hobbies, interests, occasionally, stable, concerts, seldom.
- d. Pronounce the words correctly and ask students to repeat after you.
- e. Read the sentences with these words from the textbook and ask students to guess the meanings of the words.
- f. Help students find the meanings of these words in the glossary or in a dictionary.
- g. Provide visual aids, examples, and definitions to help learners understand the meaning of these words.

### **While-reading activities**

- a. Read the text aloud at a normal speed to your students. Read with expression, and ask students to point to the lines you are reading with their fingers.
- b. Ask one of the students to read the first paragraph and another student to read the second paragraph.
- c. Now, ask students to close their books.
- d. Write the following initial sentence of the text on the board: Mona has a lot of hobbies and interests.
- e. Ask one of the students to participate by telling the next sentence from the text. Then, ask other students to contribute by telling the remaining sentences from the text.
- f. Continue writing the sentences that students mention.
- g. Make corrections later if necessary.
- h. Ask students to read the instruction for Activity A. Tell them to read the text once again and choose the correct answer.
- i. Have some students read aloud their answers.
- j. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- k. Tell other students to correct their own answers if they find that their answers are wrong.
- l. Encourage students to ask questions if they are unsure about a particular answer.

#### **Answers**

- a. She gets up early to run before work.
- b. She occasionally skis in winter.
- c. She usually goes horseback riding on Sundays.
- d. Rarely
- e. She seldom watches TV.
- f. She goes to the gym.

### **Post-reading activity**

- a. First, tell some activities you love doing during your free time.
- b. Have students work in groups to discuss their free time activities.
- c. Ask them to list at least five activities they do during their free time.
- d. Have them share their activities with the class.

### 13.3 Pronunciation

In this section, students will learn the vowel sounds /ɪ/ and /i:/ in words.

#### Objective

Identify the vowel sounds /ɪ/ and /i:/ in the given words and pronounce the words correctly

#### Materials

Word chart that contains a list of words given in the Pronunciation section

#### Follow these steps:

- Pronounce the words given in the exercise. Tell students to pay attention to the letters in red in each of these words. The words have /ɪ/ and /i:/ sounds.
- Ask students to repeat the words after you.
- Explain the position of the tongue. The /ɪ/ sound is a high-front vowel, which means that the tongue should be positioned high in the mouth, towards the front. Then tell them that /ɪ/ is a short vowel produced without extra effort. Pronounce some words like ‘thin, bin, tin’.
- Tell them that /i:/ is a long vowel that is produced with the mouth spread. Tell them to say ‘cheese’. Help them learn how the sound is pronounced.
- Repetition is key to learning any new sound, so give your students plenty of opportunities to practice pronouncing the sounds.

### 13.4 Grammar I

This grammar section requires students to change the affirmative sentences into negative ones.

#### Objective

Change the affirmative sentences into negative

#### Follow these steps:

##### For Activities A and B,

- Ask students to read the text once again. Let them find the missing words and fill in the blanks.
- Let 2-3 students read the sentences aloud.
- Correct their answers if necessary.
- Write the right answers on the board and let students correct their work.

<b>Answers</b>
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a. doesn't often have.	b. doesn't have	c. isn't
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- Ask students to read the instructions for Activity B. Have them work individually.
- Their answers may vary. Welcome their varied answers, but you could ask for the reason, for example, “Why do you like coffee?” or ‘Why don't you like coffee?’.

##### For Activity C,

- Make a table on the board. Write a few simple affirmative sentences on the left and their negative forms on the right.

- b. Use real-world examples. While teaching grade 4 students about negative sentences, try to use examples that they can relate to. For example, you could talk about things that they are not allowed to do or things that they do not like.
- c. Explain with sufficient examples that negative sentences are formed by adding ‘not’ after auxiliary verbs. And if the sentences lack auxiliary verbs, we add ‘do/does/did’ before not.

**Example sentences**

1. She is working hard. She isn’t working hard.
2. Dina has finished his lunch. Dina hasn’t finished his lunch.
3. Kuber comes late. Kuber doesn’t come late.
4. Hamid wanted water. Hamid didn’t want water.

- d. Now, have the students work in pairs to change the given sentences into negative.
- e. When they finish, have some students read aloud their answers.
- f. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- g. Tell other students to correct their own answers if they find that their answers are wrong.

**Answers**

- a. He doesn’t tell a lie.
- b. They don’t speak Tamang fluently.
- c. They don’t talk to one another.
- d. She didn’t earn a lot of money last month.
- e. Sunita doesn’t have two brothers.
- f. Nitesh didn’t do his homework.
- g. Suvan doesn’t watch TV in the morning.
- h. My mother doesn’t get up early.
- i. Niru didn’t give me a beautiful notebook.

### 13.5 Listening

This is a listening task where students will listen to a person’s opinion about gardening and they will do the exercises that follow.

#### Objective

Listen to a person’s opinion on a topic and do the comprehension tasks

#### Materials

Audio file and audio player, transcript of the recorded material

#### Follow these steps:

##### A. Look at the picture and guess the answers.

- a. Ask students to look at the picture given in the pre-listening section and guess the answers to the given questions.
- b. Ask one or two interested students to describe the pictures to the class.

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

- a. Tell students that they are going to listen to a person's opinion.
- b. Ask them to go through the multiple-choice questions from a-e. Tell them that they will need to listen to the audio and then choose the correct answers.
- c. Play the audio and ask the students to choose the correct answers.
- d. Walk around the classroom and check that all students have chosen the answers.
- e. Play the audio again and let students review their answers.
- f. Go around the classroom and make sure that all the students are doing the task.
- g. If students are still unable to come up with correct answers, play the audio a third time and let them correct their answers.
- h. Move around the classroom and ensure that all students have corrected their answers.

<b>Answers</b>
a. nature    b. Gardening    c. excited    d. practical    e. shops    f. Earth

**C. Do you love planting vegetables and flowers in the garden? Talk about positive and negative things about gardening.**

- a. This is a post-listening activity. Ask students to talk in pairs about the positive and negative aspects of gardening based on the information from the listening text, their own experiences, and their understanding.
- b. Go around the class and monitor whether all the students are involved in the pair work.
- c. Write the positive and negative aspects shared by the students on the board drawing a table.
- d. Summarize the discussion by sharing your own experiences about gardening.

### 13.6 Reading II

This is the second reading text in Unit 13. It is about a girl's hobby.

#### Objectives

- a. Learn the words: creative, typical, weekend, competition, pounds, trip
- b. Read the given text and answer the questions based on it

#### Follow these steps:

##### Pre-reading activities

- a. Discuss the pre-reading questions given in the textbook.
- b. Write these words on the board: typical, weekend, competition, pounds, trip.
- c. Pronounce the words and ask students to follow you.
- d. Read the sentences with these words from the textbook and ask students to guess the meanings of the words.
- e. Tell students to look for the words in a dictionary or the glossary at the end of the book.
- f. Provide visual aids, examples, synonyms, antonyms, and definitions to help students understand the meaning of these words.
- g. Ask them to use these words in their own sentences.

##### While-reading activities

- a. Read aloud the text and ask students to listen carefully.

- b. Divide the class into three groups as there are three paragraphs in the text. Number the paragraphs 1, 2, and 3.
- c. Get three pieces of paper with the numbers (1, 2, 3) written on them. Fold the papers and have each group pick one.
- d. Ask each group to read the paragraph they have been assigned.
- e. Have one member from each group explain the paragraph to the whole class, starting with paragraph 1.
- f. Once all the groups have explained the paragraphs assigned to them, Explain the complete text once again, covering any information that was missed.
- g. Have the students read Activities A, B, and C and do the tasks individually. Make sure that they understand the tasks.
- h. When they have completed the work, have some students read out their answers to the class.
- i. If a student's answer is wrong, correct the answer and explain why it is wrong.
- j. Write the correct answers on the board and let students correct their work.

**A. Answers**

- a. typical
- b. weekend
- c. competition
- d. trip
- e. pound

**B. Answers**

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

**C. Answers**

- a. Megan likes cooking in her free time.
- b. The chefs can spend maximum of 15 pounds on food.
- c. Megan is practising cooking for the competition in the kitchen.
- d. Megan is preparing paella, a Spanish rice dish.

**Post-reading activity**

**D. What do you like doing in your free time? Talk to your friends. Find out whose hobby is the most creative.**

- a. Start by asking students what they like doing during their free time. You can ask them to share their hobbies turn by turn, or you can have them write their hobbies on a piece of paper.
- b. Once you have a list of all the students' hobbies, write them on the board.
- c. Next, ask students to decide which of the activities is the most creative.
- d. Have them discuss this in small groups, or you can have a class discussion.
- e. Or, let students vote for the most creative hobby.
- f. Once students have decided on the most creative hobby, ask them why they think it is the most creative one.

**13.7 Grammar II**

In this section, students will practice using verbs that express likes and dislikes.



## Objective

Make correct use of verbs that express likes and dislikes with the present participle form of verbs

### Follow these steps:

#### For Activity A,

- a. Instruct students to study the sentences in Activity A and pay attention to the verbs in red.
- b. Ask students what they like/dislike, reminding them to respond using the structure:  
like/don't like/love/hate + present participle.
- c. Write students' responses on the board.
- d. Explain with examples that love/like/hate are the verbs of likes and dislikes. These verbs are followed by the -ing form of the verbs.

#### For Activity B,

- a. Instruct students to read the incomplete sentences given in the exercise.
- b. Tell students to complete the sentences individually based on the structure introduced in Activity A.
- c. Have some students read aloud their answers.
- d. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- e. Encourage other students to correct their own answers if they find that their answers are wrong.
- f. Encourage students to ask questions if they are unsure about a particular answer.

#### For Activity C,

- a. Instruct students to read the example given in the exercise.
- b. Tell them to write sentences about themselves using the clues from a-g.
- c. Again, have some students read aloud their answers.
- d. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

#### **B. Answers**

- a. hates walking
- b. loves watching
- c. like/love reading
- d. hate working
- e. likes asking
- f. loves swimming
- g. likes visiting
- h. loves caring

#### **C. Answers**

- a. I like playing marbles/I don't like playing marbles.
- b. I like washing clothes/I don't like washing clothes.
- c. I like getting up early/I don't like getting up early.
- d. I love singing English songs/I don't love singing English songs.
- e. I love being alone/I don't love being alone.
- f. I like doing a lot of homework/I don't like doing much homework.
- g. I like taking a bath/I don't like taking a bath.

### 13.8 Speaking

In this section, students will express their own or someone else's likes and dislikes using the structure they learned in the grammar section.

#### Objective

Express likes/dislikes using the given structure

#### Follow these steps:

##### For activity A,

- a. Ask students to look at the pictures and make guesses about what the people in the pictures like doing.
- b. Appreciate their guesses. Their guesses could be:  
The girl likes anchoring/singing.  
The girls like doing homework together.  
The man loves dancing.

##### For Activity B,

- a. Have students work in pairs and take turns talking about the given situations.
- b. Move around the classroom to make sure that students are engaged in the assigned task.
- c. Provide feedback on their performance.

#### Answers

- a. My sister doesn't like dancing.
- b. I love reading comics.
- c. Ellen hates telling lies.
- d. My friend likes playing football.
- e. Pasang doesn't like painting.
- f. Khushi hates going shopping.
- g. Anjali likes grazing cattle.
- h. Mingma loves listening to old songs.
- i. Sanket hates preparing tea.
- j. Batuk loves going shopping.

##### For Activity C,

- a. Divide students into groups of four.
- b. Instruct each group to make four cards of the same size.
- c. Ask them to write about their likes and dislikes on those cards.
- d. Tell them to stick the cards on the activity board/wall in alphabetical order by their names.
- e. Now, ask one of the students to read out the content written on the cards.

### 13.9 Writing

This section requires students to punctuate a passage. Students will also write a similar paragraph after reading a paragraph on 'My Hobby'.

#### Objectives

- a. Punctuate a paragraph
- b. Write a short paragraph about a hobby

**Follow these steps:**

**A. Punctuate (.,?, !, ,, capital letters) the following passage.**

- a. Have students silently study the given paragraph.
- b. Then, ask them to identify the missing punctuation marks and capital letters in the paragraph.
- c. Now, have them write the paragraph on their notebooks correctly.
- d. Divide them into pairs and have them compare their work with their partner's work.
- e. Have them correct their work on their own.
- f. Write the paragraph on the board with the correct punctuation marks and capital letters.
- g. Have the students correct their answers.

**Answer**

Hi, everyone! I have a sister. Her name is Sindhu. She is 6 years old. She likes eating ice-cream but she doesn't like eating pizza. She loves to watch TV. Her favourite programmes are Motu-Patlu and Lok Dohari. She hates reading books but enjoys listening to stories. Do you have a brother or a sister that is similar?

**B. Read the following paragraph on 'My Hobby'.**

- a. Tell students to read the paragraph on 'My Hobby' given in the exercise.
- b. Ask them to underline the keywords and phrases used to describe the likes and dislikes.
- c. After they are done, write the following questions on the board and ask these questions to students:
  - What is the narrator's hobby?
  - What does s/he want to do?
  - How does s/he do that?
  - What are the impacts of his/her hobby in life?
  - Mention if s/he has other hobbies too, etc.

**C. What is your favourite hobby? Write a similar paragraph about your hobby.**

- a. After students have finished reading the text and the questions as clues, have them compose a paragraph based on the clues.
- b. Make sure that everyone is involved in writing.
- c. Have students read their paragraphs to the class.
- d. Check students' written work and provide them with individual feedback.

**13.10 Do it by yourself.**

This is a project where students ask all of their family members about their hobbies and fill out the table. You can also assign this activity as homework.

- a. Ask students to study the table carefully.
- b. Remind them that they need to express the likes/dislike in present participle form, i.e., the verb-ing form.
- c. Check students' written work and provide them with individual feedback.

**Unit 14: Expressing Ability**

## Introduction

This unit deals with the language used to express ability and inability. Teachers are expected to present the language and skills around the theme. The table below presents a brief overview of Unit 14.

S. N.	Topics	Tasks
1	Getting Started	Make guesses about people's abilities based on the given pictures Listen and sing Make a list of one's own abilities
2	Reading I: Nepal Women's National Football Team	Answer the pre-reading questions based on pictures Discuss the text Match the words with meanings Answer the questions Share ideas about the women football team
3	Pronunciation I	Practise the sound /ɜ:/ in words
4	Writing	Rewrite a paragraph using correct punctuation marks Write a description of a person
5	Grammar I	Express ability/inability using can and can't
6	Listening: A Talk about Tennis	Picture-based pre-listening questions Fill in the blanks Talk about favourite sport
7	Reading II: At a Library	Discuss pictures and pre-reading questions Read a dialogue Complete the sentences Write true or false Talk to the librarian
8	Speaking: Talking about Abilities and Inabilities	Act out the conversation Talk about abilities and inabilities Talk about animals' abilities and inabilities
9	Grammar II	Act out the conversation Complete the sentences with could and couldn't Ask questions about abilities and inabilities
10	Do it by Yourself	Write the abilities and inabilities of the family members
<b>Total time for the unit</b>		<b>11 hours</b>

Detailed classroom procedures for each topic and task are presented below. Teachers can follow these activities to facilitate language learning. There is still room for creativity to make teaching learning more interesting.

### 14.1 Getting started

This is the first task of the unit. There are two subtasks. Learn an appropriate tune of the song for task B before the class starts.

## Objectives

- a. Talk about peoples' abilities looking at the pictures
- b. Sing the given song in tune

### Follow these steps:

**A. Look at the pictures below. What do you think each of these people can do? You can use any name you like.**

- a. Ask students to look at the pictures in their books.
- b. Encourage students to talk about what the people in the pictures can do. Students can give any name to the people in the pictures or they can use pronouns.
- c. Start with the very first picture and ask questions such as:  
Who do you think the man is?  
What do you think he can do?
- d. Encourage students to use the structure 'Subject + can + base form of verb' to talk about people's abilities. Do not give them the structures directly but drive their responses towards the structure by asking questions and providing the initial words of the sentences such as 'He/She can'.
- e. Elicit the responses such as:  
He can cook food.  
He can work in a hotel.
- f. Ask similar questions to the students to talk about other pictures. Let them express their opinions freely.

### B. Listen and sing

- a. Show students a picture of a boy in the textbook and ask them what he is doing.
- b. Sing the song in a tune, clapping or moving your hands as you sing.
- c. Sing the song again and have students follow you.
- d. Encourage students to sing on their own.
- e. Ask students how they felt singing the song and what the speaker can do in the song.
- f. Write students' responses on the board.
- g. Have students make a list of any five activities they can do.
- h. Remind them to use the structure "I can..."
- i. Have them share their abilities with their friends.

## 14.2 Reading I

Reading I in this unit is a text 'Nepal Women's National Football Team'. This is an informative text. Students are expected to read the text and generate their thoughts about women in football.

## Objectives

- a. Learn the words: popular, international, competitions, equal, gender, captain, hat-tricks
- b. Read the text and do the comprehension tasks
- c. Express and share thoughts about women playing football

### Follow these steps:

- a. Introduce the reading text by reading the title. Draw students' attention to the picture given in the pre-reading section and ask the first two signpost questions:  
What are the people in the picture doing?

- Which gender (boys/girls) is playing football?
- Students can answer these questions looking at the picture. Encourage them to speak in response to the questions.
  - Then, ask the third signpost question: Nepal has a women's football team. What are your thoughts about it?
  - Encourage students to express their thoughts freely. You can ask them why they think so. Accept all the responses and thank them for their responses.
  - Ask students to preview the words in red in the text.
  - Write these words on the board: popular, international, competition, equal, gender, captain, hat-tricks.
  - Ask students if there are other words that are unfamiliar to them.
  - Then teach the meaning of the words with their correct pronunciation.

### **While-reading activities**

- Tell students to go through the text quickly to understand what the text is about. Encourage them to understand the theme rather than any specific details in the first reading.
- Ask them to express what they understood about the text in their own words.
- Introduce Activity A, where students should match the words given under column A with their definitions under column B.
- Encourage students to go through the text again and underline the sentences in which the particular words occur.
- After they underline the sentences, encourage them to guess the definitions of the words from the context.
- Write the answers on the board and ask students to correct their work.

#### **Answers**

- popular: liked by many
- competition: a contest between teams
- hat-tricks: three goals scored by the same player in a particular match
- international: between different countries
- equal: the same level or ability
- captain: leader of a team
- gender: girl or boy

### **For Activity B,**

- Students need to go through the reading text again to answer the questions.
- Encourage students to find answers to the questions from a-f and write them in their notebooks.
- Go around the class and help students, if they need, making them read the particular paragraph or even sentence and then write the answers.
- Make sure that all the students have completed the task.
- Have 6 students read the answers aloud in turn, each reading the answer to one question.
- Provide feedback to students on their work.
- Write the following answers on the board and let students correct their work:

**Answers**

- a. Nepali women's football team is also called 'Nepali chelis' or 'Nepali daughters'.
- b. They are practicing a lot because it will help them play in the women's world cup.
- c. Their motto is important for women because it helps boys and girls feel equal when playing football.
- d. They beat Sri Lanka, Afghanistan, Pakistan, and India in the South Asian Games.
- e. Anu Lama scored three hat-tricks.
- f. The name of the first captain of the female team is Rama Singh.

**Post-reading activities**

- a. Introduce task C in which students are required to express their thoughts about women's football.
- b. Encourage them to think about the topic by asking some questions such as:  
Do you think women's football team is necessary? Why?  
What is its importance?
- c. Tell students to write some clues or points in their notebooks.
- d. Select some students to express their thoughts by looking at the clues they have jotted down.
- e. Provide feedback to them. You can also assign this task as homework.

**14.3 Pronunciation**

In this section, students will identify the sound /ɜ:/ in the given words and practice the pronunciation of those words.

**Objective**

Identify /ɜ:/ sound in words and pronounce the words correctly

**Materials**

Recorded pronunciation of the given words

**Follow these steps:**

- a. Ask students to try pronouncing the words: world, earth, work, occur, perfect, murder, bird, earl, herb, superb, nursery, girl.
- b. Ask them to guess what sound the letters in red make.
- c. Either read the words correctly or play the recorded model pronunciation of the words. The students will follow along till they grasp the correct pronunciation.
- d. Ask students to pronounce the words on their own and give feedback.
- e. Finally, ask students to find other words which contain the sound /ɜ:/ from the reading text.

**14.4 Writing**

In this section, students will punctuate a paragraph, read a paragraph about someone's father's abilities, and then write a paragraph about their own mother's abilities.

**Objectives**

- a. Use appropriate mechanics of writing and edit the given paragraph
- b. Write a short paragraph describing mother's abilities

**Follow these steps:**

**A. Write the following passage correctly. Add punctuation marks where necessary.**

- a. Present a sentence that has problems with capitalization, commas, question marks, etc., and ask the students to identify the problems in it.
- b. Remind the use of punctuation and capitalization briefly because they have already learned the use of punctuation marks in the previous lessons.
- c. Ask students to rewrite the paragraph in Activity A adding the punctuation marks and capital letters wherever necessary.
- d. Move around the class and observe how students are doing. Provide help if necessary.
- e. Make sure that all students have completed the task.
- f. Write the answer on the board and let students correct their work.

**Answer**

I have a small brother. His name is Bijay. He is 3 years old. He can do anything he wants. I didn't have such freedom when I was a small child. I didn't tear books which he can. I cannot take money from my father's pocket but he can do it very often. I feel jealous of him. How do you feel about your brother or sister?

**H. Read the following paragraph.**

- a. Tell students that this is a text to read before writing. Inform them that they will produce a similar paragraph after reading this one.
- b. Ask students to read the paragraph slowly, internalizing how each sentence describes the writer's father.
- c. Tell them to be aware of how the writer expresses his/her father's inabilities.

**C. Now, write a similar paragraph about your mother; what she could (n't) do and what she can (n't) do now.**

- a. Tell students that they are going to write a paragraph similar to the one given in Activity B.
- b. Instruct them to write the title 'My mother' and write a paragraph following the format and sentence structures from the paragraph they have just read.
- c. Encourage them to write description of their mother.
- d. Help students with language and vocabulary if needed.
- e. Ask 2-3 students to read aloud their paragraphs.
- f. Check the written work of the students and provide them with individual feedback.

**14.5 Grammar I**

In this section, students will practice the use of "can" and "can't" to talk about people's abilities and inabilities.

**Objective**

Use can and can't to talk about people's abilities and inabilities

**Follow these steps:**

**A. Study the sentences.**

- a. Tell students to look at the pictures given in the exercise and ask students what the people are doing.



- b. Tell them to read four sentences given in the book and relate the sentences with the pictures.
- c. Encourage students to find out the difference between 'can' and 'can't' in terms of their meaning.
- d. Give more examples of the use of 'can' and 'can't' with action verbs. Demonstrate actions related to them. For example: I can close the door (go to the door and close it) but I can't touch the ceiling (stretch your hand towards the ceiling).
- e. Make sure that everybody gets the idea that can is used to show ability and can't is used to show inability.
- f. Make it clear that cannot (i.e., without contraction) and can't (i.e. with contraction) make no difference in meaning.

**B. Fill in the blanks with 'can' and 'can't'.**

- a. Remind students of the difference between can and can't.
- b. Ask them to use can and can't in the blank spaces.
- c. If students find it difficult to supply can or can't in the sentences, you can ask them questions such as: Can you see the moon during daytime? Can a goat climb a mountain? Can you go wherever you like?
- d. Each student should respond to this task by writing in their notebook or in the textbook itself.
- e. Move around the class and monitor the students as they are working on the task.
- f. Help them if they need help and provide feedback when they complete the task.

**Answers**

- |          |          |                 |              |                 |
|----------|----------|-----------------|--------------|-----------------|
| a. can't | b. can't | c. can          | d. can       | e. can... can't |
| f. can't | g. can't | h. can... can't | i. can...can | j. can't        |

**C. Go round the class. Ask and find out what your friends can and cannot do. Then, share with your friends.**

- a. This task encourages students to use the modal verbs "can" and "can't" to talk about their own abilities and inabilities, as well as the abilities and inabilities of others.
- b. Tell half of the students to go to their friends with their notebooks and pens. They should then ask their friends questions about their abilities and inabilities.
- c. When they have written down at least five abilities and inabilities of their friend, they should switch roles and let the other half of the students ask questions.
- d. Choose some of the students to present their friend's abilities and inabilities to the class, and provide them with feedback.

**14.6 Listening**

In this section, students will hear a man talking about tennis and they will complete the comprehension tasks.

**Objective**

Listen to the audio and complete the comprehension tasks

**Materials**

Audio file and audio player

**Follow these steps:**

**A. Look at the picture and answer these questions.**

- a. Ask students to look at the picture and answer the pre-listening questions.
- b. Elicit the responses such as: 'tennis player', 'tennis', 'yes, I have' or 'no, I haven't'.

**B. Now, listen to the audio and fill in the blanks with one of the words given below.**

- a. Tell students that they are going to listen to a man talking about a tennis game.
- b. Ask them to read the words in the box as well as the statements with blank statements given in Activity B. Make sure that they understand the task clearly.
- c. Play the audio and have students complete the sentences as they listen.
- d. Provide a transcript of the listening text if anyone has hearing difficulties.
- e. Go around the class and monitor whether all students are doing it right.
- f. Play the audio again and let students review their answers.
- g. You can play the audio more than twice if needed.
- h. Ensure that all the students have corrected their answers.

<b>Answers</b> a. playing      b. racket      c. good      d. countries      e. tournaments
--

**C. Which sport do you like to play? Do you know how to play it? When did you start playing it? How good do you think you are at playing it? Talk to your friends.**

- a. Get students in pairs. Tell them they are going to ask each other about their favourite sport.
- b. Tell them that they can ask and answer some more questions than the ones given in Activity C.
- c. Allow them a couple of minutes to think about the questions. They can even write some questions before they ask their friends.
- d. Tell them to take turns to ask the questions and answer the questions.
- e. Ensure students' active involvement in the task and monitor their activities.

**14.7 Reading II**

This is the second reading text in Unit 14 where students read a conversation between a student and a librarian and complete the comprehension tasks.

**Objectives**

- a. Learn these words/phrases: borrow, application, fine, switched off
- b. Read the conversation and do the comprehension tasks

**Follow these steps:**

**Pre-reading activities**

- a. Introduce the reading text by reading the title. Draw students' attention to the picture and ask them what they can see in the picture.
- b. Ask the signpost questions. Let students express their opinions freely and ask why they think so.
- c. Ask students to pay attention to the words in red in the text. Write these words/phrases on the board: borrow, application, fine, switched off.

- d. Ask students if there are other words/phrases which are unfamiliar to them.
- e. Pronounce the words/phrases correctly and ask students to follow you.
- f. Read the sentences with these words/phrases from the textbook and ask students to guess the meanings of the words.
- g. Help students find the meanings of these words/phrases in the glossary.
- h. Provide visual aids, examples, and definitions to help learners understand the meaning of these words/phrases.

**While-reading activities**

- a. Take the role of the librarian and assign the role of the student to one of the students and read the conversation.
- b. Select a pair of students and ask them to read the conversation assigning the roles of the librarian and the student.
- c. You can do this with a few more pairs.
- d. Ask them to express what the conversation is about.
- e. Introduce Activity A, where students should find out the appropriate words from the conversation to complete the sentences. Encourage students to go back to the text and read the part of the conversation where the words appear.
- f. You can provide some clues by pointing to the line or paragraph in the text if they find it difficult to get the word.
- g. Make sure that all the students have completed the task.

**Answers**  
 a. borrow    b. application    c. two weeks    d. five    e. switch off    f. food or drink

- h. Introduce Activity B, where students need to go through the conversation again to decide whether the given statements are true or false.
- i. Tell students to go back to the conversation and find the part of the conversation which talks about the given statements.
- j. You can provide some clues by pointing to the line or paragraph if they find it difficult to get the statement.
- k. Make sure that all the students have completed the task.

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

**Post-reading activities**

- a. Introduce Activity C in which students are required to visit their library and talk to the librarian.
- b. Set this task to be completed during their library hour.
- c. Ask them to go to the library and talk to the librarian about the process of borrowing books from their library.

**14.8 Speaking**

This speaking section involves students in three different activities: practising the speech bubbles, asking and answering questions about abilities, and talking about the abilities and inabilities of various animals.

### **Objectives**

- a. Talk about one's own abilities and inabilities
- b. Talk about the abilities and inabilities of others

### **Follow these steps:**

#### **A. Act out these conversations.**

- a. Select three pairs of students randomly to read out the three sets of speech bubbles provided.
- b. Have them perform the conversations in front of the classroom.
- c. Instruct students to pay attention to the structures of the questions and responses used to talk about the abilities and inabilities.
- d. Elicit the following patterns:  
Can you + action verb? (Question)  
Yes, I can. (To show ability)  
No, I can't. (To show inability)
- e. Write these structures on the board.
- f. Have students practise asking about abilities and inabilities in pairs. Encourage them to ask as many questions as possible to their partners.

#### **B. Work in pairs. Take turns to ask and answer questions. Answer using Yes, I can or No, I can't.**

- a. Remind students of the structures for asking questions about abilities, expressing abilities, and expressing inabilities that they learned in Activity A.
- b. You can start by doing the first one as an example, and then ask students to do the same.
- c. You can have students do a chain drill in which they have the opportunity to ask questions and respond to questions. For example:  
Teacher: Can you make furniture?  
Student A: No, I can't. (Turning to their friend) Can you drive a bus?  
Student B: No, I can't. (Turning to their friend) Can you do karate?  
Student C: Yes, I can. (Turning to their friend) Can you read English?  
Student D: Yes, I can. (Turning to their friend) Can you fly a kite?
- d. Continue until all students get the opportunity to ask and respond to at least one question.

#### **C. Talk about the following animals. Try making as many sentences as you can. Use can or can't every time.**

- a. Write the example given in the book on the board.
- b. Elicit some more abilities and inabilities of a horse and add to the example.
- c. Encourage students to talk about abilities and inabilities of the given animals as in the example.
- d. Let them write some clues in their notebook before they speak.
- e. Ask students, in turn, to speak about the abilities and inabilities of the animals given.
- f. Provide feedback on students' expressions.

## 14.9 Grammar II

This is a grammar task in which students learn and practise talking about people's past abilities and inabilities using "could" and "couldn't".

### Objective

Use "could" and "couldn't" to talk about people's past abilities and inabilities

### Follow these steps:

#### A. Act out the following conversations.

- Read aloud three pairs of conversations given in the book with pictures.
- Tell students to read the conversations. Have three pairs of students act out the conversations.
- Encourage students to find out the structures of asking about abilities and responding to them.
- Remind them of the structure they learned in Grammar I and relate it to the one under discussion. Make it clear to students that can/can't and could/couldn't are different only in relation to time (i.e., present and past).
- Give more examples of the use of could and couldn't with action verbs to talk about past abilities and inabilities.
- Make sure that everyone understands that could is used to show ability and couldn't is used to show inability in the past.

#### B. Complete the sentences with could and couldn't and one of the verbs given.

- Remind students the difference between could and couldn't they have worked out in the task before.
- Instruct students to use could or couldn't + one of the verbs/phrases given in the box.
- Help them with some clues to identify whether they should write ability or inability in each of the statements.
- Each student should respond to this task by writing in their notebook or in the textbook itself.
- Monitor the class as students are writing.
- Help them if they need and provide general feedback when they complete the task.

#### Answers

a. couldn't go    b. couldn't catch    c. couldn't get down    d. could lift    e. couldn't eat  
f. couldn't read    g. couldn't sleep    h. couldn't use    i. could climb    j. couldn't ride

#### C. Go round the class with the following form. Ask questions to five of your friends to find out at least two things they could or couldn't do in the past.

This task encourages students to use could and couldn't to talk about their own and others' past abilities and inabilities.

- Tell half of the total students to go to their friends with their notebooks and pens. Have them ask their friends questions about their past abilities and inabilities.
- When they have written at least five past abilities and inabilities of their friend, switch roles and let the other half of the students ask questions to their friends.
- Tell some of the students to present their friend's past abilities and inabilities to the class.

- d. Provide general feedback to the class.

#### **14.10 Do it by yourself**

This is a project where students ask questions about the present and past abilities of their family members and share the information with their friends.

#### **Objective**

Express the present and past abilities and inabilities of one's family members

**Ask four questions to different family members about what they can do/can't do/could do/couldn't do. Write them in the table like the one below and explain it to your friends.**

#### **Follow these steps:**

- a. Clarify the question and make sure students understand what they are supposed to do.
- b. Assign this task as homework.
- c. Ask students to list their family members in the first column and their present abilities, present inabilities, past abilities, and past inabilities in the other columns respectively.
- d. The next day, ask them to share the work with the class.
- e. Provide feedback to students on their work.

## Unit 15: Agreeing and Disagreeing

### Introduction

The fifteenth unit “Agreeing and Disagreeing” covers eleven different tasks. Teachers are expected to deliver the contents of the unit using learner centered techniques in the classroom. They can modify the activities suggested here to suit their specific contexts and needs. The table below presents a brief overview of the unit.

S. N.	Topics	Tasks
1	Getting started	Express agreement or disagreement on the given statements Listen and sing Express agreement or disagreement with the speaker
2	Reading I: A Lump of Gold	Pre-reading discussion Fill in the gaps Mention the moral of the story Answer the questions Agree/Disagree with reasons
3	Pronunciation	Pronunciation of the words with the sound /əʊ/
4	Grammar I	Act out the conversation Match responses with their questions Ask yes/no questions for the given statements
5	Listening: Conversation at a Restaurant	Guess the answers to the pre-listening questions Agree/disagree with the given statements Talk about a visit to a tea shop
6	Reading II: Picnic (Poem)	Find rhyming words Fill in the blanks Write true or false
7	Writing I	Plan and write about a picnic
8	Speaking: Agree/Disagree	Act out the conversation Practise expressing agreement and disagreement
9	Grammar II (Wh-question)	Match statements with wh-questions Form wh-questions
10	Writing II:	Write a paragraph expressing opinion on a topic
11	Do it by Yourself	Project work: Collect community people’s opinions on the given statement
<b>Total time for the unit</b>		<b>10 hours</b>

Detailed classroom procedures for each topic and task within Unit 15 are presented below. Creating opportunities for students to collaborate and share ideas often in pairs and groups ensures better language learning.

### 15.1 Getting started

This unit, like all the previous ones, begins with the activities given under “Getting started”. This is the first task of the unit. There are two subtasks: agreeing and disagreeing on the statements given under the pictures and singing the song.

### Objectives

- a. Express agreement and disagreement and give the reason for it
- b. Sing the given song and express agreement or disagreement with the speaker

### Follow these steps:

**A. Look at the pictures and read the statements. Tick (✓) if you think it's true or cross (X) if you think it's not true. Be ready to explain your answers.**

- a. Tell students to look at the pictures and the statements below the pictures one by one.
- b. Ask students questions such as: Do you think the horse is the fastest animal? If you think so, give it a tick mark (✓). If you don't think so, give it a cross mark (X).
- c. Let students complete the task on their own.
- d. Tell them that their responses may not be the final answers, but they need to write down what they think.
- e. Encourage students to explain why they think so. Do not correct their responses.
- f. First, ask the whole group if they agree or disagree with each statement. Read each statement aloud and ask the class for their responses.
- g. Then, point to a specific student and ask him/her for his/her response.
- h. Repeat this with some other students.
- i. Thank the students for their responses.

### B. Listen and sing.

- a. First, sing the song in a tune.
- b. Let students internalize rhyme and rhythm. You can clap four times in each line while singing. (Eg: I think the world is big and round). Clap while reading the underlined words.
- c. Second, sing the song and have students follow you, clapping along.
- d. Finally, encourage them to sing the song on their own. You can join them and make singing fun.
- e. Ask and discuss how they felt singing the song. Also ask them: “What does the speaker say in the song?”, “What does the speaker think about a bus, milk, bees, seas, and cars?”
- f. Tell students to underline the words or phrases where the speaker talks about a bus, milk, bees, seas, and cars, and then encourage them to answer the questions.
- g. Ask students whether they agree with the speaker’s point of view. Ask them the following questions:  
Do you think there will be a bus that doesn’t make a sound?  
Is milk better than cheese?  
Can there be more bees than other insects and animals?  
Can seas be better than the sky?  
Do you think cars will fly one day?
- h. Let students express their agreement and disagreement freely but keep asking them why they think so. Do not interrupt them while they are speaking.

<b>Answers</b>
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a bus: won’t make a sound
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milk: better than cheese bees: more seas: better than the sky cars: fly
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## 15.2 Reading I

The first reading text in this unit is the story 'A Lump of Gold'. This is a story with a moral. It makes students think critically about the characters and activities.

### Objectives

- d. Learn the words: lump, broke into, loudly, wise, moment
- e. Read the text and do the comprehension tasks

### Follow these steps:

#### Pre-reading activities

- a. Introduce the reading text by reading the title. Draw students' attention to the picture and ask them what they see in the picture.
- b. Show the picture to the students and ask the three signpost questions:  
What is there on the table?  
Does the man look happy? Why?  
Does the man love money? Why?
- c. Accept all the answers from students and encourage them to explain why they think so.
- d. Ask students to pay attention to the words in red. Write the words on the board.
- e. Teach the words with correct pronunciation, meaning in context, and appropriate use.

#### While-reading activities

- a. Read the text at a normal speed and ask students to point to the lines with their fingers.
- b. Tell students to read the first and second paragraphs and ask the questions like:  
Why was the man not happy?  
Why did he need more money?  
What things did he sell to get the money?  
What did he buy with the money?  
What do you think will happen next?
- c. Now, ask them to read the remaining part of the story. Keep asking questions to make the story interactive.
- d. Finally, ask students what lesson the man learned at the end.
- e. Add some more questions such as:  
Do you agree with what the woman suggested?
- f. Let students express their agreement and disagreement.
- g. Introduce Activity A and remind the vocabulary they studied before reading the story. Ask students to fill in the blank spaces with the correct words individually.

Activity B is related to understanding the theme of the story and critical thinking. Students are required to choose one alternative as an answer to the given question.

- a. First, ask students to choose one alternative freely. If they choose alternative ‘a’ or ‘c’, take them back to the last part of the story again and let them realize that alternative ‘b’ is the correct one.
- b. Moving to Activity C, ask the first question (a) and tell them to find the characters mentioned in the story and write answer.
- c. For other questions too, get them back to the story and require them to read the paragraph or part of the story where they find the answer.
- d. Facilitate students to find answers in paragraphs so that they write answers.
- e. When they complete the work, let some students read out their answers to the class.
- f. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- g. Write the correct answers on the board so that students can check their work.

**A. Answers**

- a. moment
- b. lump
- c. loudly
- d. broke into
- e. wise

**B. Answer**

b. Money doesn't make you happy

**C. Answers**

- a. There are three characters in the story. They are: the rich man, the thief, and the wise woman.
- b. The man sold his house, furniture, car, and clothes.
- c. The man put it on the table, looked at it, and became happy.
- d. The thief put the lump of gold into his bag.
- e. The wise woman told the old man to get a big stone.
- f. The old man thought himself very silly.

### Post-reading activity

- a. Ask the question given in Activity D as a post-reading question.
- b. Let the students express their agreements and disagreements freely but ask them why they agree or disagree.
- c. Thank them for their responses.

### 15.3 Pronunciation

In this section, students will practice the pronunciation of the words with /əʊ/ sound

#### Objective

Pronounce the given words with /əʊ/ sound

#### Materials

Recorded pronunciation of the given words or digital dictionary with sound

**Follow these steps:**

- a. Ask students to look at the given words and read them aloud. Activation in the beginning lets you know how students pronounce the words.
- b. Pronounce the words or play the recorded pronunciation of the given words several times and tell the students to follow the pronunciation till they are able to produce acceptable pronunciation. You can also take the help of a digital dictionary.
- c. Tell students to pay attention to the red letters in the words and ask them to find out what various letters are related to the pronunciation of the sound /əʊ/.
- d. Ask a few students to pronounce the words.
- e. Finally, ask students to find other words in their book which contain the sound /əʊ/.

**15.4 Grammar I**

This section consists of the activities related to the formation of yes/no questions and responding to them.

**Objectives**

- a. Form yes/no questions
- b. Respond to yes/no questions

**Follow these steps:**

**A. Act out the following conversations.**

- a. Read aloud the first conversation as a model and try out the public pair technique to read it.
- b. For this, take one role (i.e., asking the question) and ask one of the students to take another role (i.e., responding to the question).
- c. Next, switch the role and let the student ask the question this time.
- d. Act out three other conversations with three other students.
- e. Now, tell students to pay attention to the structures of the questions as well as their responses. Let them find out the structures of wh-questions. To facilitate this process, ask questions such as:  
What do the questions start with? (auxiliary verb)  
What verb is used when there is no auxiliary verb given? (do/does/did)  
What comes after the auxiliary verb? (subject), etc.
- f. Help students find out the structures of responses in a similar way.
- g. Write down the structures of yes/no questions and their responses on the board:

**Structure of yes/no question and the response**

Question: Auxiliary verb+subject+main verb....?

Example: Do you want to improve your English?

Response: Yes + subject + auxiliary verb/ No + subject + auxiliary verb + not.

Example: Yes, I do.

**B. Match the statements with their questions.**

This is a practice exercise where students are expected to match the statements with their corresponding yes/no questions. Based on the structure that they learned in Activity A, students match the items.

- a. Let students complete this task individually.

- b. They can draw lines in books with pencils to match the items or copy the answers in their notebooks.
- c. Write the correct answers on the board.
- d. Give students the opportunity to check their answers by referring to the correct answers on the board.

**Answers**

- |                               |                                     |
|-------------------------------|-------------------------------------|
| a. The bus leaves in an hour. | iii. Does the bus leave in an hour? |
| b. It snowed a lot yesterday. | iv. Did it snow a lot yesterday?    |
| c. They look happy.           | ii. Do they look happy?             |
| d. They are writing a book.   | v. Are they writing a book?         |
| e. She is happy with him.     | vi. Is she happy with him?          |
| f. We will leave early.       | i. Will we leave early?             |

**C. Make yes/no questions based on these sentences.**

- a. Remind students of the structures they worked out in Activity A, and tell them to form questions for the given statements.
- b. Ask some of the students to read their questions.
- c. You can write the questions on the board and tell them to compare theirs with the ones written on the board.
- d. If required, give them some more statements to practise, focusing on the areas of their difficulties.
- e. Present some more examples of statements with ‘some’, like the one in ‘statement-i’, which should be changed into ‘any’ in question.

**Answers**

- a. Is my father making a paper boat?
- b. Are they fighting?
- c. Does Hemlata like tea?
- d. Does our cat jump very high?
- e. Do I like learning English?
- f. Does she have a beautiful pen?
- g. Did the three boys have poor eyesight?
- h. Did they live in the village?
- i. Did she buy any apples yesterday?
- j. Has Sanjari given me a pencil?

**D. Copy at least five short statements from the story above and change them into yes/no questions.**

- a. For this task, ask students to read the story ‘A Lump of Gold’ once again and write five sentences from the story.
- b. Make sure that they select simple sentences.
- c. Now, tell them to change the statements into yes/no questions.
- d. Help them find the statements and make yes/no questions from the statements.

**15.5 Listening**

In this section, students will listen to a conversation between two customers in a restaurant and complete the exercises that follow.

### Objective

Listen to the conversation and extract the required information

### Materials

Audio file and audio player

### Follow these steps:

- a. Ask students to look at the picture and answer the pre-listening questions. Encourage them to make a guess by looking at the picture.
- b. Elicit the responses such as: They are probably in a restaurant having something.
- c. Tell students that they are going to listen to a conversation in which two customers in a restaurant are talking about the services in the restaurant.
- d. Tell them to read the statements from a-f given in the table. Allow them about two minutes to read the statements. Make sure that they understand all the statements.
- e. Instruct students to put a (√) mark in the box next to the statements, under the column 'Agree', if they agree with the given statement and put a (×) mark under the column 'Disagree', if they do not agree with the statement.
- f. Play the audio for the first time.
- g. Ask students who are talking in the audio and what they are talking about.
- h. Play the audio for the second time. Let students complete the task as they are listening.
- i. Go around the class and check whether all the students are involved in the assigned task.
- j. Play the audio once more and let them review their answers.
- k. Make sure that all the students have the correct answers.

<b>Answers</b>
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a. Agree	b. Disagree	c. Agree	d. Agree	e. Agree	f. Disagree
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### For Activity C,

- a. Ask students if they have visited any tea shop or restaurant.
- b. Ask them to talk about the tea shop/restaurant they visited.
- c. Remind them to include the following points in their discussion:
  - The location of the tea shop/restaurant
  - What people can have there
  - The quality of the service provided
  - The politeness of the workers
  - Any other relevant information
- d. Monitor the discussion to make sure that students are staying on topic.
- e. Summarize the discussion by sharing your own experience of visiting a tea shop or a restaurant.

### 15.6 Reading II

This is the second reading text in Unit 15. It is a poem entitled 'Picnic'. Reading poem is followed by three activities: finding out rhyming words, filling the blanks, and writing true/false.

## Objectives

- a. Learn the words: pack, crisps, fun, upside
- b. Recite the poem and find the rhyming words
- c. Do the comprehension tasks

## Follow these steps:

### Pre-reading activities

- a. Tell students to look at the picture and guess answers to the given pre-reading questions. You can also add questions such as: Where do you think the people are? Do they look happy?
- b. Ask students to pay attention to the words in red in the poem.
- c. Write these words on the board: pack, crisps, fun, upside.
- d. Ask students if there are other new words in the poem.
- e. Read the lines with these words from the poem and ask them to guess the meanings of the words.
- f. Help students find the meanings of these words in the glossary.
- g. Provide visual aids, examples, and definitions to help learners understand the meaning of the words.

### While-reading activities

- a. Recite the poem aloud with varying pitch, volume, gestures, and expressions. Ask students to point to the lines as you read. This will help them to follow along and understand the text. After you recite it, tell students to follow you.
- b. Let them recite the poem aloud in groups. Aloud reading can be followed by some oral question answer activities so as to drive students towards comprehension of the poem.
- c. You can ask some general questions related to the title, writer, food items mentioned in the poem, places mentioned in the poem, etc.
- d. Introduce Activities A, B, and C.
- e. Give clear instructions to students to complete each of these tasks.
- f. If students have difficulties finding the answers, point out the related stanza/line of the poem and help them respond to the task.
- g. Write/display the correct answers on the board and let students correct their work.

#### A. Answers

a. sweets: meats    b. park: dark    c. fun: everyone    d. down: brown

#### B. Answers

a. sweets                      b. playground                      c. grandad                      d. biscuits

#### C. Answers

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

## 15.7 Writing I

This is the first writing task in this unit. Students are required to make a plan for a picnic and write a paragraph about it.

## Objectives

Write a paragraph about a possible picnic plan

### Follow these steps:

- a. Describe a picnic or any other fun activity you have had. Include the following points:
  - Where did you go?
  - Who did you go with?
  - What things did you take?
  - What activities did you do?
  - What did you enjoy the most?
  - What went horrible/bad?
- b. Tell students that they are going to make a plan to go on a picnic in a group and then write a paragraph about the plan.
- c. Form groups of students, each consisting of 4 or five members. Let each group choose a person to write the things they discuss.
- d. When discussion begins, ask the questions like what things they would like to take with them, who they would like to go with, why they like to go with them, where they would like to go, what they would like to eat, what activities they would like to do, and so on.
- e. While answering these guiding questions, they will be able to produce a paragraph. Help them with language and vocabulary, if they need.
- f. Finally, each student from a group will present the group plan to the class.
- g. You can assign the same task as homework to be done individually.

## 15.8 Speaking

This speaking section focuses on the language function of agreeing and disagreeing. There are three activities: Acting out the conversation, reading language/expressions of agreeing and disagreeing, and expressing agreements and disagreements on the given situations.

### Objective

Express agreement and disagreement on given situations

### Follow these steps:

#### A. Act out this conversation.

- a. Instruct students to look at the picture in the book and ask them who the people in the picture might be. They can read two names in the conversation and tell the answer.
- b. Now, you can start acting out the dialogue. First, you take Emma's role and ask one student to take the mother's role.
- c. Second, you take the mother's role and ask another student to take Emma's role.
- d. Divide the students into pairs and let them act out the conversation.

#### B. Look at some of the ways to agree and disagree.

- a. Ask students to read the expressions related to expressing agreement and disagreement under two columns 'Ways to agree' and 'Ways to disagree'.
- b. Present some real or imaginary situations.
- c. Ask students to show their agreement or disagreement using the expressions given in the exercise.

**C. Work in pairs. Agree or disagree with your friends in the following situations.**

- a. Ask students to read the example presented in the book.
- b. Explain the ways to present the situations, beginning with: ‘Do you...?’ ‘Will you...?’ ‘Let’s ...’, and so on.
- c. Form pairs of students. One presents the given situation/expression and the other expresses his/her agreement or disagreement using the expressions learned in Activity B.
- d. Listen to the students’ conversations and facilitate if they need.
- e. Give general feedback after they perform the task.

**15.9 Grammar II**

This is the second grammar task in Unit 15. It is about the formation of wh-questions.

**Objective**

Form appropriate wh-questions for the given statements

**Follow these steps:**

**A. Match the statements with their wh-questions.**

- a. Ask students to match the statements under column ‘A’ with their wh-questions under column ‘B’. For this, you can ask the wh-questions given under column ‘B’ and ask students to find their answers under column ‘A’ so that they can match the items easily.
- b. Now, tell students to study the structures of the questions as well as their responses. Let them find out the structures. To facilitate this process, ask questions such as:  
What do the questions start with? (wh-words)  
What follows the wh-words? (auxiliary verb)  
What auxiliary verb is used when there is no auxiliary verb given in the statement?  
(do/does/did)  
What comes after the auxiliary verb? (subject), etc.
- c. Write down the structures of wh-questions on the board:  
Wh-word+auxiliary verb+subject+main verb....?  
Example: What are you writing?
- d. Give some more examples of the ‘Who...’ questions as given in question number ‘iv’ under column ‘B’ and let them learn the structure of the question without auxiliary verb.

**B. Make wh-questions for these statements.**

This exercise gives students some statements to form wh-questions. Remind students of the structures they learned in Activity A and tell them to form wh-questions accordingly.

- a. Move around the class to help students, if they need.
- b. Choose some of the students and ask them to read their questions to the class.
- c. Write the wh-questions on the board and tell students to compare their responses with the ones written on the board.
- d. For further practice, give them some more statements to form wh-questions, focusing on the areas of their difficulties.
- e. Remind students to use the subject ‘you’ in wh-question if the answer/statement starts with ‘I’ or ‘we’.

**Answers**

- a. What is your name?



- b. What grade do you study in?
- c. How many members do you have in your family?
- d. Where do you live?
- e. What are you doing?
- f. Who has painted a picture?

### 15.10 Writing II

In this section, students will read a paragraph and write a similar paragraph on a given topic.

#### Objectives

Write a paragraph expressing opinion about doing homework

#### Follow these steps:

##### A. Read the following paragraph and look at the good things and bad things about homemade food.

- a. Instruct students to read the paragraph and notice how the opinion is expressed in favour of homemade food and against the use of fast food.
- b. Also, inform them that they are reading this paragraph to write a similar paragraph later.
- c. Focus on how to mention the advantages and disadvantages of the subject being discussed.
- d. Make sure that students understand the ideas expressed in the paragraph.

##### B. Do you have homework every day? How do you feel about doing a lot of homework?

##### Write a paragraph.

- a. This task aims to enable students to express their opinion on a topic freely. Before they start writing, have students create a mind map of the good and bad aspects of homework.
- b. Tell them to follow the structure of the writing they just read in Activity A.
- c. When students start writing, keep asking them various guiding questions, moving around the class.
- d. Help the students with language and vocabulary if they need.
- e. Make sure that all the students complete the task.
- f. Have some students read their paragraphs to the class.
- g. Check students' written work and provide them with individual feedback.

### 5.11 Do it by yourself.

This is a project in which students work individually to collect community members' opinions on whether children should help their parents with household chores.

#### Objective

Collect community members' opinions on a given topic

#### Follow these steps:

- a. Explain the task clearly and ensure that students understand what they are supposed to do.
- b. Ask them how they greet and start talking to the community people. Tell them the appropriate way of beginning the conversation.
- c. Remind them to take a pen and a notebook to write the people's names and their opinions on the given issue.
- d. After a couple of days, have students present their findings to the class.

- e. Finally, summarize the community's opinion on involving the children in household chores, based on the information presented by your students.

## Unit 16: Future Plans

### Introduction

This is the last unit of Grade 4 English textbook. It deals with the language used to express future plans. Teachers are expected to design and carry out the teaching learning activities around the theme. The activities suggested here can be adapted to the specific classroom context and need. The table below presents a brief overview of the unit with the major topics and tasks.

S. N.	Topics	Tasks
1	Getting Started	Look at the pictures and make guesses about future Listen and sing Express future plans
2	Reading I: National Dance Competition	Discuss picture and pre-reading questions Read the text Answer the questions Share thoughts about some competition
3	Grammar	Act out the conversation Rearrange the words to make sentences in simple future tense Complete the sentences with will+verb
4	Listening: A Talk about Toys	Pre-listening discussion Write true or false Writing the names of toys
5	Reading II: Letter to a Friend	Pre-reading discussion Reading the letter Write single words for the given meanings Fill in the blanks Write a reply letter
6	Pronunciation	Practise pronunciation of the words with the sound /aɪ/.
7	Speaking: Expressing Future Plans	Practise the conversations Use ‘...be going to...’ and ‘...will...’ Complete the table
8	Writing	Make a to-do list based on the sample given
9	Do it by Yourself	Make a to-do list based on parents’ plan
<b>Total Time for the Unit</b>		<b>8 Hours</b>

Detailed classroom procedures for each topic and task within Unit 16 are presented below. Teachers can follow these activities to facilitate language learning. In addition to the activities presented here, teachers can add some other tasks to assess language skills and aspects throughout the unit.

### 16.1 Getting started

This is the first task of the unit. There are two subtasks. Follow the procedures given below to facilitate these tasks. Learn the tune of the song for Activity B before the class starts.

### **Objectives**

- a. State possible future actions based on the clues given below the pictures
- b. Sing the given song in a tune

### **Follow these steps:**

#### **A. Look at the pictures. Say what might happen.**

- a. Tell students to look at the pictures given in their books, and ask them what they can see in the pictures.
- b. Ask them to read the language written below each picture and guess what is going to happen in the future.
- c. To facilitate students, you can ask some questions such as:  
Who do you think are the people in the picture?  
What are they going to do?  
What is the child doing?  
What will she do next?
- d. Elicit the responses like:  
Two men are going to cross the road.  
The girl is going to turn on the TV.  
One of the players is going to score a goal.  
The first girl is going to win the race.

#### **A. Listen and sing.**

- a. Learn a familiar and simple tune, and sing the song slowly, accompanied by clapping and body movements.
- b. First, sing the song aloud so that students can internalize the tune.
- c. Then, sing the song again, making them follow you.
- d. When students learn the tune, sing the song together for fun.
- e. Ask and discuss how they felt singing the song. Also, ask them what the speaker will and won't do in the song.
- f. Ask students to share what they will do the next day. Ask questions such as:  
Will you help your mother/father with kitchen work?  
Will you complete your homework?  
Will you come to school?
- g. Make sure that each of the students mentions at least three sentences about their plans for the next day.

## **16.2 Reading I**

The first reading text in this unit is a schedule for a dance competition. It requires students to interpret future plans and activities by looking at a schedule.

### **Objectives**

- a. Learn the words: nationwide, competition, register
- b. Read the text and extract the required information to complete the comprehension tasks

### Follow these steps:

#### Pre-reading activities

- a. Introduce the reading text by reading the title. Draw students' attention to the picture and ask them what they can see in the picture. Let them describe the picture in their own words.
- b. Ask these signpost questions:  
Where do you think the people are?  
How do you feel when you see people dancing?
- a. Accept all the answers from students and encourage them to explain why they think so.
- b. Ask the students to pay attention to the words in red. Write these words on the board: nationwide, competition, register
  - i. Ask if there are other new words in the text.
- c. Teach the words with correct pronunciation, meaning in context, and appropriate use.

#### While-reading activities

- a. Read the introductory paragraph at a normal pace and ask students to point to the lines with their fingers as you read.
- b. Tell students to read the same paragraph and ask these questions:  
What is Nepal Television going to organize?  
Who can take part in the competition?
- c. Elicit responses from students and provide feedback on their responses.
- d. After students read the first paragraph, ask them to look at the programme schedule. You can facilitate the reading by explaining that the first column tells the date of the first round dance competition, the second column mentions the person to be contacted for taking part in the competition, and the third column gives names of the places where the competition will take place.
- e. Now, ask several questions such as:  
When is the competition in Biratnagar?  
Who should be contacted to take part in the competition in Pokhara?  
Where will the competition be held on 15 July, 2021?
- f. Keep asking questions to make the reading interactive and engaging.
- g. Tell students to read the instruction for Activity A. Make sure they understand the questions. Ask them to find answers to the questions quickly from the reading text.
- h. Have some students read aloud their answers.
- i. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- j. Tell other students to correct their own answers if they find that their answers are wrong.
- k. Write the right answers on the board and let the students correct their work.

#### Answers

- a. Nepal Television is going to organize the competition.
- b. The competition on 15<sup>th</sup> Jan will take place in Biratnagar.
- c. The competition in Pokhara is on 13<sup>th</sup> April, 2021.
- d. Bijan Tharu is the contact person for Dang audition.

#### Post-reading activity

- a. Tell students to read the instructions for Activity B.

- b. Remind them of some competitive programmes that have been held in school or elsewhere which they are familiar with.
- c. Ask them the following questions:  
Have you ever taken part in any competitions?  
Are there any competitions that you would like to take part in?
- d. Ask the interested students to express their thoughts.
- e. Praise students for their attempt to share their thoughts.

### 16.3 Grammar

This is a grammar task where students will practice expressing future plans and intentions using 'will' and 'be going to'.

#### Objective

Use 'will' and 'be going to' to talk about future plans and activities

#### Follow these steps:

##### A. Act out the conversations.

- a. Read the first conversation as a model. Take Rabina's role and ask one of the students to take Soniya's role.
- b. Now, tell students to act out the same conversation in pairs.
- c. Remind them to pay attention to the words in red highlighted parts in the conversation.
- d. Explain that these structures are used to talk about plans and activities to be done in the future.
- e. Write down 'will' and 'be going to' on the board.
- f. Ask students to make as many sentences as they can to talk about their future activities using 'will' and 'be going to'.

##### B. Rearrange the words and make meaningful sentences.

- a. Remind students of the structure 'will/be going to' that they discussed in Activity A.
- b. Explain with examples how to form sentences using the 'will/be going to' structure.
- c. Tell them to read the instruction for Activity B and form sentences in their notebook.
- d. Make sure that they know some of the sentences will contain full stops (.) and some will contain interrogative marks (?), and sentences can either begin with the subject or with an auxiliary verb. For example, you could say, "I will go to the store" is a sentence that begins with the subject, and "Are you going to the store?" is a sentence that begins with an auxiliary verb.
- e. Monitor the students as they are making sentences, and provide help as needed.
- f. Ask a couple of students to read aloud their sentences.
- g. If a student's answer is incorrect, provide the correct answer and explain why the original answer was incorrect.
- h. Encourage other students to correct their own answers if they find that their answers are wrong.

#### Answers

- a. They will help each other.
- b. Her parents are going to buy a house.

- c. Will you help me?
- d. I won't do all the work.
- e. You will close the shop.
- f. She is going to cry.
- g. Will it hurt?
- h. Is it going to rain?
- i. My grandmother is going to sleep.
- j. They are not going to buy these shirts.

**C. Complete the sentences with will+ one of the verbs given below.**

This is also a further practise of the structure that students learned in Activity A.

Tell students to read the example, where the verb 'meet' follows the auxiliary 'will'.

Encourage students to complete the sentences from a-g in the same way.

Provide help, if they need it.

**Answers**

- |                |                   |                 |                 |
|----------------|-------------------|-----------------|-----------------|
| a. will borrow | b. will fight     | c. will... give | d. will.... buy |
| e. will help   | f. will take part | g. will.... run |                 |

**16.4 Listening**

This is a listening text in which a man expresses his opinions about the toys.

**Objective**

Listen to the audio and complete the comprehension tasks

**Materials**

Audio file and audio player

**Follow these steps:**

**A. Look at the picture and answer these questions.**

- a. Ask students to look at the picture and answer the questions given in the pre-listening section.
- b. Let them express their likes/dislikes in response to the questions.
- c. Elicit the responses such as: Yes, I do, because I love playing with them, they are lovely, and so on.  
Or, No I don't, because they are expensive, they cause pollution, and so on.

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

- a. Tell students that they are going to listen to a man talking about toys.
- b. Tell them to go through the statements from a-d given in Activity B. Allow them about 1 minute to read the statements.
- c. Inform them that the audio will be played more than once.
- d. Play the audio and tell them to write 'True' or 'False' in the boxes next to the statements.
- e. Go around the class and monitor whether all the students are engaged in the task.
- f. Play the audio again and let them review their answers.
- g. Ensure that all the students have corrected their answers.

**Answers**

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

**16.5 Reading II**

The second reading text in this unit is an informal letter. Reading the letter is followed by three activities: finding the single words for the definitions given, completing the sentences, and writing a similar letter. So, students are required to be familiar with the content/message as well as the format of a letter.

**Objectives**

- a. Learn the words and phrases: thought, joined, exciting, mentioned, near, decoration, attractive, peaceful, looking forward to
- b. Read the text and do the comprehension tasks
- c. Write a short reply to a letter

**Follow these steps:****Pre-reading activities**

- a. Draw students' attention toward the picture (i.e. envelopes) and ask the signpost questions one by one.
- b. Ask students to pay attention to the words/phrases highlighted in red. Write these words/phrases on the board: thought, joined, exciting, mentioned, near, decoration, attractive, peaceful, looking forward to.
- c. Pronounce the words correctly and ask students to follow you.
- d. Read the sentences with these words from the text and ask them to guess the meanings of the words.
- e. Help students find the meanings of these words in the glossary.
- f. Provide visual aids, examples, and definitions to help students understand the meaning of these words.

**While-reading activities**

- a. Ask students to identify the type of text. If some students say it's a letter, ask further questions like:  
What makes it a letter?  
How can you say that this is a letter?
- b. Elicit the responses like:  
The date and address at the top, salutation (Dear Evie), and subscription (Love, Nita) are the parts of a letter.
- c. Make sure that students know the parts of a letter.
- d. Have students scan the letter to identify the main message.
- e. Introduce Activity A. Get students to read the statements and find a single word for the definitions from a-d.
- f. Tell them to go through the text to find the words. The initial letter of each word is given next to the definition.
- g. Make sure that all the students get the correct words from the reading text.
- h. Tell students to go through the letter again and complete the sentences given in Activity B with the appropriate information from the text.



- i. Write the answers on the board and let students correct their work.

**A. Answers**

- a. Exciting    b. Restaurant    c. Decoration    d. Peaceful

**B. Answers**

- a. 20<sup>th</sup> April, 2020    b. Nila    c. Suvakanya Secondary  
d. restaurant    e. happy    f. Nita

**Post-reading activity**

- Introduce Activity C as a post-reading activity. In this activity, each student will pretend to be Evie and write a reply letter to Nita.
- Students should do this task individually. Ask them to look at the letter on page number 191 of their textbook and write the date (on which they are writing) and their address in the correct place.
- Pretending to be Evie, they should write whatever response they want to make to Nita, in response to her invitation to visit them.
- Help them with language and vocabulary, if needed.
- Finally, tell them to write a subscription similar to the previous one, such as "Love, Evie."
- Get some students to read their letters aloud.
- Check students' written work and provide them with individual feedback.

**16.6 Pronunciation**

This is a pronunciation task in which students will learn the pronunciation of some words with /aɪ/ sound.

**Objective**

Identify /aɪ/ sound in the given words and pronounce them correctly

**Materials**

Recorded pronunciation of the given words

**Follow these steps:**

- Ask students to try pronouncing these words: write, while, like, try, pine, slide, spike, night, fly, kite.
- Ask them to guess what sound the letters in red make.
- Either pronounce the words correctly yourself or play the recorded pronunciation of these words.
- The students should follow along until they grasp the correct pronunciation of the words.
- Ask students to find out what various letters are related to the pronunciation of the sound /aɪ/ in the given words.
- Finally, ask students to come up with as many words as they can that contain the sound /aɪ/.

## 16.7 Speaking

This speaking activity focuses on the language function “talking about the future”. There are three activities: practicing the conversation, expressing future activities using ‘be going to’, and completing the table with ‘will’ and ‘be going to.’

### Objective

Talk about future activities and plans using ‘will’ and ‘be going to’

### Follow these steps:

#### A. Work in pairs. Practise these conversations.

- a. Have four pairs of students act out the four conversations.
- b. Now, tell students to pay attention to the structures of the questions as well as their responses used in talking about future activities and plans.
- c. Remind them of the structures ‘will’ and ‘be going to’ they practised already in the grammar section of this unit.

#### B. Look at the following clues. Take turns to say what is going to happen. Add what will happen next.

- a. Write the example given in the exercise on the board and ask students to analyze how two sentences are formed.
- b. Write the first clue "take exams/score good marks" on the board and encourage students to form two sentences following the example.
- c. Tell them that they can use any suitable subject for the sentences. They should use the "be going to" structure for the first part and the "will" structure for the second part.
- d. Next, ask students to make sentences out of the given clues from b-g.
- e. Have some students read their answers in turn.
- f. If a student's response is incorrect, correct the response and explain the error.

#### Answers

- a. I am going to take exams. I will score good marks.
- b. She is going to practice English. She will get a good job.
- c. We are going to buy some chocolates. We will give them to our friends.
- d. You are going to carry a heavy load. You will be tired.
- e. He is going to call her to the party. She will be happy.
- f. My friends are going to swim in the river. They will feel cold.
- g. The farmer is going to milk the cow. He will sell it.

#### C. Go round the class. Ask your friends and find what they will and are going to do this evening. Complete the table.

- a. Write the following example sentences on the board and ask students to study them.

<b>Going to: decisions taken before the time of speaking</b>	<b>Will: general future plan/intention</b>
I am going to play football with my friends.	I will probably come back home late from my match.
I am going to visit my grandfather.	I will listen to my grandfather telling me stories.

- Tell students to write the names of some friends on the table given in the textbook.
- Instruct them to ask what their friends ‘will’ and ‘are going to’ do this evening.
- Each student who responds to his/her friend must say one sentence with ‘will’ and one sentence with ‘be going to’ structure.
- Students will note down their friends’ plans and complete the table.
- Finally, let students present their work to the class and provide them with feedback.

### 16.8 Writing

This writing section is about preparing a to-do list.

#### Objectives

Write a to-do list based on future plans

#### Follow these steps:

##### A. Study the following to-do list of Mr. Gurung. It’s for two days.

- Explain the meaning of a ‘to-do list’, its purpose, and its format to students.
- Have students read the to-do list given in the exercise and ask them to identify the information it contains.
- Ask some questions such as:  
How are the activities presented in the table?  
Is the information clear?  
Are the activities written in complete sentences? If not, how are they written?

##### B. Have you planned anything for the upcoming week? Prepare a similar to-do list for the whole week.

- Remind students of the contents that should be included in the to-do list.
- Tell students to prepare a similar to-do list for seven days.
- Encourage them to write a list of activities to do each day.
- Remind them to begin the activities with the main verbs.
- Check students’ written work and provide them with individual feedback.

### 16.9 Do it by yourself

This is a project where students will work independently to prepare a to-do list for their parents.

#### Objective

Prepare a to-do list for the parents based on their future plans

#### Follow these steps:

- Assign this project as a homework assignment.

- b. Tell students to look at the to-do list they prepared recently.
- c. Instruct them to ask their parents about their possible plans and activities for the upcoming week, and then present the activities in the format they have recently learned.
- d. Make sure that all students have presented the activities clearly in the to-do list.
- e. Check students' written work and provide them with individual feedback.

## Scripts of the Listening Texts

### Unit 1

Hello, my name is Anna Matteo. I am from a small town. It is nice, but there is no good job for me. Goodbye, small town. And hello, Washington DC. I want to learn about Washington. You want to learn English. Let's learn together. Let's learn English.

### Unit 2

- A: What's your favourite possession?  
B: It's my mobile phone. It's really cool.  
A: Is it new?  
B: Yes, it is.  
A: Has it got computer games?  
B: Yes, it's got three games.  
A: Has it got an MP3 player?  
B: Yes, it has. And it's got a camera too.  
A: Where's your phone?  
B: I haven't got it today. The teacher's got it.

### Unit 3

- A: What can I help you with today?  
B: When does the library close?  
A: The library closes at 6 o'clock.  
B: Does it close at that time every day?  
A: Not always.  
B: Is the library open on Saturdays?  
A: Yes.  
B: What time do you open and close on Saturdays?  
A: The hours are from 9:00 a.m. to 6:30 p.m.  
B: Okay. Thank you very much.  
A: Do you need anything else?  
B: No. That's all. Thanks.

### Unit 4

- A: Can I borrow your pen please?  
B: Not now. I'm writing a letter.  
A: Can I borrow it later then?  
B: Yes, you can borrow it later.  
A: Can I read your magazine please?  
B: Okay, I can't read it now because I'm writing.  
A: Can I use your phone?  
B: No, not now. I'm waiting for a phone call.  
A: Can I listen to some music on the radio then?  
B: Yes, you can, but play it quietly.

## Unit 5

- A: Hello, Tom. Have you got a sister?  
B: Yes. Her name is Lucy.  
A: Is that L-U-C-Y?  
B: Yeah, that's right.  
A: And, how old is your sister?  
B: She's six years old.  
A: Six?  
B: Yes, she is.  
A: Have you got many friends at school?  
B: Yes, lots. I've eight friends.  
A: Eight? That's a lot.  
B: Yes, it's nice to have good friends.  
A: Has your sister got a friend?  
B: Yes. Her friend's name is Sue.  
A: How do you spell that?  
B: S-U-E  
A: What can Sue do?  
B: She can write numbers.  
A: How many numbers can she write?  
B: 16.  
A: Sorry, 16?  
B: That's right.

## Unit 6

In Nepal, there are more villages than cities. Kathmandu, Pokhara and Biratnagar are bigger than Dharan, Butwal and Nepalgunj. Living in a city is different from living in a village. In big cities, there are sometimes better schools. There are fewer people in the villages these days because many people have moved to the cities to work. However, there are many good things about village life. Cities are more polluted because of the big factories and vehicles, and they are more crowded. The air is cleaner in the villages. The villages are more beautiful. We can enjoy the view of the sunrise and sunset every day.

## Unit 7

- A: What's your town like?  
B: Well, it's quite old. There's a big square in the town centre. It's called Town Hall Square because the town hall is there.  
A: Is there a market in the square?  
B: Yes, there is. There is a market every Wednesday.  
A: That sounds nice. What are the other buildings in the square?  
B: Well, on one side of the square, there's a big hotel. Opposite the hotel, there's a Museum.  
A: Where are the shops?  
B: Next to the hotel in Penny Street, most of the shops are there.

## Unit 8

Football is the biggest and best sport in the world. There are millions of reasons why it is the world sport. The football world cup is the biggest event on Earth. It's bigger than the Olympics. More people watch the final on TV than any other event. Football also brings nations together. The greatest of enemies put aside their differences for 90 minutes to play a football match. Then, there are the teams like Real Madrid, Manchester United, and Liverpool. A famous coach once said, football isn't a matter of life and death. It's more important.

## Unit 9

- A: Yes, mum.
- B: Sophiya, now, I'm really busy for preparing for the upcoming seminar. But I forgot a special document at home. And I don't have time to come back and take it. Can you do it?
- A: Sure, mum. I'm free now.
- B: So, enter my room and you will see a document in the table.
- A: I see it. Is it a bit thick?
- B: That's right.
- A: Okay, but how can I give it to you mum? I don't know the way to your company.
- B: So, you just keep your phone like this and follow my steps. Okay.
- A: Here.
- B: Now, let's go. And remember to carefully lock the door.
- A: Done, mum.
- B: Now, go straight ahead for about 200 meters and you will see a very big drug store on your right.
- A: I see it mum.
- B: So, turn left there. Be careful when you cross the street and go straight ahead. Remember to go on the sidewalk.
- A: I got it.
- B: After going for 300 metres, you will see a traffic light. Turn left there.
- A: There's a Russian restaurant next to the traffic light, isn't it?
- B: Yeah. You're going in the right way.

## Unit 10

There was a girl. Her name was Emma. She was at home. She was sleeping in the bedroom. It was a cold and dark night. It was raining. A thief came into Emma's house at midnight. He wanted to steal Emma's toothbrush. The thief went into the kitchen first. He felt hungry. He decided to eat something. Then, he started to prepare a breakfast for himself. He made some noise. So, Emma woke up. She heard the noise. She was scared. She took her phone and called the police. Then, she walked towards the kitchen slowly. And she saw the thief. He was having breakfast.

## Unit 11

There's an old English saying that says a dog is a man's best friend. This is true for many people, men and women. Most people I know love dogs. They are pretty cool animals. They are intelligent and very helpful. Dogs are a real member of the family if you have one as a pet. I think dogs are very useful. They keep you company. They bark if a stranger comes near your house and they fetch your slippers. Not all dogs are nice though. Some are dangerous. I get sad

when I read in the paper about children being attacked by a dog. Owners need to train them better.

### **Unit 12**

The top of the World: Sagarmatha National Park. Sagarmatha National Park is situated in northeastern Nepal, on the border with China's Tibet Autonomous Region. It is home to a series of high peaks ranging between seven to eight thousand meters high. All foreign travellers must show their entry permits at the entrance to the national park. The road to the top is known as the Everest path. It takes about 15 days to walk up some 60 kilometers. This path is also used by the Sherpa people as a community road. The word Sherpa became a general term for the mountain guides, but originally came from the name of a local tribe.

### **Unit 13**

Gardening! Everybody should take up gardening as a hobby. We can all get back to nature. Thousands of years ago, we all did a bit of gardening. It's one of the most relaxing hobbies I can think of. It's also very satisfying. I get very excited about gardening. I love planting seeds and then letting nature take over. Of course, gardening is also very practical. If you grow vegetables, you can eat what you grow. Vegetables picked fresh from your garden really do taste better than the ones in the shops. Gardening is good for you. It makes you feel part of the Earth.

### **Unit 14**

Tennis! Tennis is one of the greatest games in the world. You can see people playing it in pretty much every country on Earth. Anyone can play it. All you need is a tennis racket and a ball. You can even play it when you're three or four years old. I spent many years when I was younger playing tennis. I was never any good, but I loved playing it. I remember having arguments with my friends over whether the ball was in or out. The good thing about tennis is that many countries are good at it. This makes it a true world sport. There are also major tournaments that everyone in the world talks about. My favourite is Wimbledon.

### **Unit 15**

- A: I can't believe how long this line is.  
B: This is a popular restaurant, isn't it?  
A: Yes, but isn't it a fast food restaurant?  
B: Yes. It's a slowest hamburger in town.  
A: That's because they cook it while you wait.  
B: Yes.  
A: A great burger and great service.  
B: Yes. The workers are very polite.  
A: And they are clean.  
B: I've been coming here for years.  
A: Me too.

### **Unit 16**

Toys! I love toys and I'm nearly 50 years old. I think they're great fun. Of course, I only play with toys with my grandchildren. Toys of any kind keep children happy. The thing that amazes me is how little toys have changed. The same toys are in the shops today as when I was a kid.



The biggest difference with today's toys is that many are digital. Today's toys speak to you and children interact with them more. I don't think I'll ever get tired of toys. I still love going to toy stores and buying them as presents of course.