

Grade 7 English

Teacher's Guide

**Government of Nepal
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Curriculum Development Centre
Sanothimi, 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 7 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, including Ms. Kunti Adhikari, Mr. Nabin Kumar Khadka, Mr. Matrika Subedi, and Mr. Shyam Lal Aryal. 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 were 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 7. 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 7 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 toward 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 lots of 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 toward 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, cooperation, 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.

10. 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.

11. Enhancing cooperative learning

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

12. 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.

13. 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.

14. 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.

15. 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.

16. Providing opportunities for making presentations

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

17. 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.

18. 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.

19. 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 and 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

Introduction

Unit 1 deals with the language function “Introducing others”. Teachers are expected to present the language and skills around this theme. They can adapt the tasks and activities suggested here as per the need of their students and specific learning context. The table below gives a short overview of the first unit.

S. N.	Topics	Tasks
1	Getting Started	Talk in detail about the picture Listen and sing
2	Reading I: A Job Interview	Matching words with their meanings Write true or false
3	Pronunciation	Identify the sounds (/p/, /f/, /θ/, /ð/, /k/, /tʃ/) in words and practise pronouncing them
4	Speaking	Act out the conversation Practise the conversation Learn the expressions of introduction
5	Grammar I	Complete the sentences Complete the conversation with a/an/the
6	Listening	Answer the pre-listening questions Complete the sentences Roleplay
7	Reading II: Announcement	Fill in the blanks Answer the questions
8	Grammar II	Study the example sentences Complete the sentences Complete the sentences with is/am/are
9	Writing	Compose a dialogue Complete the hotel check-in form
10	Project Work	Prepare a short notice for a club
11	Extra Bit	Dictionary entry
Total time for the Unit		6 Hours

1.1 Getting started

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

Objectives

- Identify and use various expressions to introduce different people
- Sing the song in a tune

Follow these steps:

A. Look at the pictures below and talk about them.

- a. Show students the given pictures and ask the following questions:
 Who do you think they are?
 Are they Nepali?
 Do you think they belong to the same community?
 How do you know that they are from different communities?
 Which communities do you think they belong to?
 Are you familiar with the dresses they are wearing? Can you name the items they are wearing?
 What are the people doing?
 Do all people greet each other in the same way in your community?
- b. Listen to students' responses. Don't interrupt or correct them, even if you disagree with their opinions. This will encourage them to speak freely.
- c. Ask students from different communities/ethnicities how they greet each other when they meet.
- d. Ask students how we greet in English when we meet people in a formal situation. Also, ask them what we say when we are taking a leave.
- e. First, ask the whole group and wait for the response. Then, point to a particular student, listen to the answer, and ask other students for their feedback on the response. Finally, provide feedback on student's responses.
- f. Praise students for their attempt to share their thoughts.

B. Listen and sing.

- a. Ask students if they have heard this song before.
- b. Play the song or sing the song in a tune and tell them to listen.
- c. Ask them to point to the lines while you sing for the first time.
- d. For the second time, sing the song yourself and ask students to follow along. Sing line by line and ask them to repeat after you. Continue this until the end of the song. For the third time, have students sing the song together with you
- e. When they learn the tune, sing the song together for fun. Ask them how they felt listening to and singing the song.
- f. Instruct students to imagine that Sam is their friend. Ask them to introduce Sam to someone else in their own words, using information about Sam from the poem.
- g. Provide feedback on their performance.

1.2 Reading I

The first reading text in this unit is about a job interview. It familiarises students with introductions in a formal situation.

Objectives

- a. Learn the words: traffic, interview, position, department, clerk
- b. Read the text and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Show the picture and describe it. Discuss who these people are and if they can see any difficulties these people might face. Discuss how we could make the interview easier.

- b. Discuss the pre-reading questions: Who are these people? Who do you think the interviewer is? Who do you think the interviewee is? Why do you think so?
This will help everyone get involved in the discussion and get everyone on the same page.
- c. Use non-verbal cues to show that you're listening. Make eye contact, nod your head, and smile.
This will let students know that you're paying attention and that you're interested in what they're saying.
- d. Ask students to pay attention to the words in red in the text. Write these words on the board: traffic, interview, position, department, part-time, clerk.
- e. Provide visual aids, examples, and definitions to help learners understand the meaning of these words.

While-reading activities

- a. Read the text for the first time at a normal pace and ask students to point to the lines with their fingers.
- b. Get two of the students in front of the class and ask them to act out the conversation.
- c. Get students in pairs and ask them to act out the conversation. Switch the roles after they perform the conversation once.
- d. Tell students to read Activity A. Make sure they understand the task. Ask them to match the words in column A with their meanings in column B.
- e. Have some students read aloud their answers.
- f. Display/write the correct answers on the board so that students can compare and correct their answers.
- g. Tell students to complete Activity B. When they complete the task, pair up students to check each other's answers.

A. Answers

- a. traffic: the vehicles that are on a road
- b. interview: a formal meeting in which somebody is asked questions
- c. position: post
- d. department: a section of a large organisation
- e. part-time: for part of the day or week

B. Answers

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

Post-reading activity

Ask students to collect an example of an interview published in an English newspaper and present it to the class.

1.3 Pronunciation

In this section, students will identify the sounds (/p/, /f/, /θ/, /ð/, /k/, /tʃ/) in the given words and practice the pronunciation of the words.

Objective

Identify the sounds (/p/, /f/, /θ/, /ð/, /k/, /tʃ/) in words and pronounce them correctly

Materials

Recorded pronunciation of the given words

Follow these steps:

- a. Tell students to look at the sound symbols given in the table
- b. Produce the sounds and ask students to repeat them after you. They should continue to follow along until they have mastered the correct pronunciation.
- c. Read these words: than, thank, first, phone, closely, payroll, theory, check, ply, chat, there, quick. Provide the correct model of pronunciation of the words. You can also play the recorded pronunciation of the words.
- d. Ask students to follow the pronunciation. 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 and then place the given words in the right column.
- f. Pronounce the words once again and write the correct answers on the board.
- g. Allow students to check their answers by comparing them to the correct answers on the board.

1.4 Speaking

In this section, students will practise introducing others in a formal situation.

Objective

Introduce others in a formal situation

Materials

Expression cards (for the given expressions). Prepare the materials beforehand.

Follow these steps:

A. Act out the conversation where Jim is introducing Carlos to Peter.

- a. First, introduce yourself to the class. Then, invite one of the students to the front of the class and introduce him/her to the whole class.
- b. Ask students to read the given conversation. Read it aloud to the class.
- c. Ask two students to come to the front of the class and name them Carol and Peter. You act as Jim and introduce Carol and Peter to each other.
- d. Invite three more students to act out the conversation.
- e. Divide the class into groups of three and ask them to act out the conversation. Move around the class and monitor the performance to make sure that students are staying on the topic.

B. Now, practise this dialogue in groups of three. Use your real names.

- a. Ask students to work in the same groups.
- b. Instruct them to practise the dialogue using their own names.
- c. Again, move around the class and monitor their performance.

C. Learn the expressions below showing how to introduce others.

- a. Distribute expression cards (cards with given expressions) to all students. Alternatively, ask them to read the expressions given in Exercise C.
- b. Instruct them to practise using the expressions used to introduce others in the same groups of three.

Expressions

Hello! Meet my friend Reena.

She is from Kathmandu.

Reena, this is Nitesh Karki.

She is an English teacher. She is good at teaching pronunciation.

1.5 Grammar I

This section focuses on the use of the articles: 'a,' 'an', and 'the'.

Objective

a. Use the articles 'a,' 'an', and 'the' in the sentences correctly.

Follow these steps:

A. The sentences below are from Reading I. Read the text again and complete the sentences with missing words.

- Ask students to read the instructions for this activity. Make sure they understand the instructions.
- Then, ask them to go through the reading text above once again to complete the sentences with missing words.
- Ask students to suggest the missing words one by one and write each statement on the board.

Answers

a. a b. an c. a d. a e. a, the

B. Complete the conversation below with 'a/an or the'.

- Set up a Bingo competition.
- Have students work in pairs.
- Ask them to use a pencil to fill in the blanks in the textbook.
- The first pair to complete the task calls out "Bingo".
- Collect the textbooks of the first few pairs who call out "Bingo".
- Take the textbooks of the first few pairs who say 'Bingo'.
- The pair with all correct answers will be the winner.
- Have some students read aloud their answers.
- If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- Tell other students to correct their answers if they find that their answers are wrong.

Answers

I bought **an** exercise bike from your store last year, and I am having problems with it.

Let me connect you to **the** service department.

I bought **an** exercise bike from the Sports Center last year and it needs to be repaired.

What seems to be **a** problem?

I am not very sure, but I think there is **a** problem with the bike's computer console because the LCD screen does not display **the** different features.

Nothing was on when you pushed **the** start button?

Someone will come to take a look at your bike.

1.6 Listening

In this section, students will listen to a conversation in which a lady introduces new staff to her boss.

Objective

Listen to a conversation and extract the required information to complete the comprehension tasks

Materials

Audio file and audio player

The audio file can be accessed from www.moecdc.gov.np

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

Follow these steps:

A. Look at the picture and answer these questions.

- Ask students to look at the picture and discuss the answers to the pre-listening questions.
- Elicit the responses such as:
I think the two men don't know each other.
They are greeting/introducing each other.
The woman is introducing the two men to each other.
- Offer positive reinforcement when students speak freely. This will encourage them to continue speaking up in class.

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

- Tell students that they are going to listen to a conversation in which a new staff is being introduced to a boss.
- Tell them to go through the questions given in Activity B. Give them 1-2 minutes to read the questions. Make sure that they understand the questions.
- Play the audio and tell them to complete the sentences with the given words correctly. Provide a transcript of the listening text if anyone has hearing difficulties.
- Go around the class and check whether all the students are doing it right.
- Play the audio again and let the students review their answers. If needed, play the audio for the third time.
- Make sure that all the students come up with correct answers.

Answers

a. new staff b. Mr. Peterson c. boss

C. Make a group of three. Role play as different people in different situations to introduce one another.

- Divide the class into groups of three.
- Tell students that they are going to role-play as different people in different situations.
- Ask them to introduce one another as they did earlier in the speaking task.

- d. Identify struggling groups and provide them with extra support while others work independently.

1.7 Reading II

This is the second reading text. It is a notice about the interview for accommodation in a hostel.

Objectives

- a. Learn the words: accommodation, applicants, candidates, schedule, original, registration, proof, further
- b. Read the notice and answer the questions

Follow these steps:

Pre-reading activities

- a. Ask students to scan the given text and ask these questions: What kind of text is it? What is it about? Who has issued this notice?
- b. Tell students to pay attention to the words in red in the text.
- c. Write these words on the board: accommodation, applicants, candidates, schedule, original, registration, proof, further.
- d. Tell them to look for the meanings of these words in a dictionary or the glossary at the end of the book.
- e. Teach the words. Focus on their meanings, pronunciation, spelling, and synonyms.

While-reading activities

- a. Ask 1-2 students to read the notice aloud.
- b. Now, read it at a normal pace and let students repeat after you.
- c. Ask students to read the notice on their own.
- d. Identify struggling readers and provide them with individualized reading practice while others read independently.
- e. Ask some oral comprehension questions to check understanding.
- f. Discuss the format and message of the text.
- g. Have students read the instructions for Task A. Make sure they understand the task. Then, ask them to fill in the blanks with the given words to complete the sentences.
- h. Pair up students and tell them to take turns asking and answering the questions from Activity B. Ask them to write the answers to these questions.
- i. Go around the class and check whether all the students are involved in the assigned task. Identify struggling pairs and help them locate the answers in the text and organize the information to form complete answers.
- j. Once they complete Activity A and B, ask some students to read their answers. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- k. 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. original b. further c. accommodation d. proof e. applicants f. registration

B. Answers

a. The name of the hostel is Jyoti Girls Hostel

- b. Yes, there will be interviews for 3 days.
- c. The interviews are from 10:30 a.m. to 5:00 p.m.
- d. The person who comes first will attend the interview first.
- e. The students should bring birth registration certificate, mark sheets and certificates, and proof of admission at Jyoti Secondary School.
- f. They should contact the school administration.

Post-reading activities

- a. Engage students in a discussion about the types of notices that are published by their school.
- b. Collect their responses and write them on the board.
- c. Divide students into groups of 4 and ask them to design a notice for the school hostel.
- d. Remind them to follow the format they learned in Reading II.
- e. Provide feedback on their work.

1.8 Grammar II

This grammar section is about the use of the present simple 'be' verb.

Objective

Use the present simple forms of 'be' verb (is, am, are) in the sentences correctly

Follow these steps

A. Study the following sentences and notice the use of 'is/am/are'.

- a. Ask students to study the sentences and notice the words in red.
- b. Introduce their negative and question forms.
- c. Explain the use of different forms of the present simple 'be' with sufficient examples.

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

B. Complete the following sentences with am, is or are. Use negative forms where necessary.

This is a practice exercise where students are expected to complete the sentences with the correct forms of the verb 'be': is, am, and are.

- a. Set this up as a competition. Whoever completes the task with the most correct answers first will be the winner.
- b. Pair up students in such a way that each pair consists of students with different abilities.
- c. When they finish, have them exchange their answers with another pair and check each other's work.
- d. Remind the rules once again with additional examples.

Answers

- a. is, is
- b. are, am, is
- c. is, isn't, is, is, is, are, aren't, are
- d. are, am

- | |
|-------------------------------------|
| e. are
f. is
g. is, isn't, is |
|-------------------------------------|

1.9 Writing

This section includes two tasks: composing a conversation and completing a hotel check-in form.

Objectives

- Compose a conversation that takes place during an introduction
- Complete the hotel check-in form.

Follow these steps:

A. Suppose you are introducing two of your friends to each other. Compose a dialogue that takes place during the introduction.

- Remind students how they practised introducing different people in the speaking section earlier in this unit.
- Select three students to come to the front of the class and have them introduce each other.
- Tell students that they have to write a similar dialogue as homework.
- Assign the task as homework and have students turn it in the next day.
- Check the homework and provide feedback.

B. Below is a hotel check-in form. Complete the form with your correct information.

- Ask students to look at the form and help them understand what each section means.
- First, fill up the form with your own information.
- Let students observe you while you do this so that they will know what they need to write.
- Now, tell students to fill up the form given in their textbooks in a similar way.
- Move around the classroom and see if any students need extra support to fill up the form.

1.10 Project work

This is a project where students work together to prepare a short notice of an eco club, a dance club, a social club, or a sports club.

Objective

Prepare a short notice of an eco club, a dance club, a social club, or a sports club

Follow these steps:

- First, explain to the class what an eco-club, a dance club, a social club, and a sports club are.
- Get students into groups of four. Tell them that each group will prepare a notice for one of the following clubs: an eco-club, a dance club, a social club, or a sports club.
- Assign each group the task of preparing a notice for one of the clubs. The groups can work on their notices at their convenience.
- Ask them to make their notices as professional and attractive as possible.
- Tell them that they have two days to complete the activity.

- f. After the deadline, ask them to display the notices on the classroom walls and review each other's work. Have each group provide feedback to the others praising good aspects and offering suggestions for improvement.

1.11 Extra Bit

This section provides students with additional information on different aspects of language. Students can study this section in all units independently, without teacher support, but teachers can provide assistance if needed.

Unit 2

Introduction

This unit features the language function ‘Asking for and giving permission’. Teachers can either follow the suggested activities to facilitate language learning or modify the activities suggested here according to their specific classroom context and need. The table below lists the topics and tasks covered in Unit 2.

S. N.	Topics	Tasks
1	Getting Started	Act out a dialogue Listen and sing
2	Reading I: The Small Bird’s Wisdom	Discussion on pre-reading questions Find the words for given meanings Write true or false Rearrange the sentences in correct order Retell the story
3	Pronunciation	Pronounce vowel sounds
4	Grammar I	Identify countable and uncountable nouns Complete the sentences using a, an, or some
5	Listening: Conversation about a Workplace	Discussion on pre-listening questions Fill in the blanks Write questions from the audio
6	Speaking: Asking for and giving/withholding permission	Match the expressions with the given situations Identify the expressions used for giving or withholding permission Give and refuse permissions in the given situations
7	Reading II: May I go now? (Poem)	Discussion on pre-reading questions Find the rhyming words Find the words for the given meanings Write true or false
8	Grammar II	Study the sentences with a/an, some, any, many Complete the sentences with a/an, some, any
9	Writing	Complete an email with missing information Sing a letter song Write a letter of permission
10	Project Work	Write a request letter to the head teacher
11	Extra Bit	Learn the homophones
Total time for the unit		8 hours

Detailed classroom procedures for each task are presented below. Teachers can follow the given section wise activities to involve students in the learning tasks. There are still possibilities for creativity to make the suggested activities even better and more interesting. In addition to the activities presented here, teachers can introduce some other tasks to assess language skills and aspects throughout the unit.

2.1 Getting started

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

Objectives

- a. Act out the given dialogue
- b. Sing the song and identify countable and uncountable nouns

Follow these steps:

A. Act out the dialogue.

- a. Show students the picture and ask questions like: How many people are there? Who do you think they are? What do you think they are talking about?
- b. Elicit the responses such as: There are two people. They look like a mother and a daughter.
- c. Invite one of the students to come to the front of the class. Perform the dialogue with the student. Switch your roles when you perform the dialogue once.
- d. Again ask the other two students to perform the same dialogue.
- e. Next, get students into pairs and let them practise the conversation.
- f. While working on the dialogue, try to make it as realistic as possible. Ask questions such as What is the girl asking with her mother?

B. Listen and sing.

- a. Ask students if they have listened to this song before.
- b. Sing the song once and ask students to point to the lines you are singing. Make sure that everyone pays attention.
- c. Sing the song line by line once again and ask students to follow you. Next time, let students sing the song on their own.
- d. Ask them to identify the countable and uncountable nouns mentioned in the song.
- e. Collect their oral responses and provide feedback on their responses.

Answer

- a. Things I can count: fish, glasses, slices of bread, subjects, fingers, and people
- b. Things I can't count: food, water, bread, and money

2.2. Reading I

This is the first reading text in this unit is a fable “The small bird’s wisdom”. It teaches students a valuable moral.

Objectives

- a. Learn the words: freedom, impossible, overhear, beating, starve
- b. Read the text and do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Show the picture in the text to students. Read the questions one by one, making sure that students understand them.
- b. Ask students what the man in the picture is doing. Elicit the responses such as: holding a small bird in his hand.
- c. Then, ask them the next question:
Do you think the bird wants to be free? Why or why not?
- d. Encourage students to speak up, even if they are shy. Accept and acknowledge any answers, such as:
Yes, the bird wants to be free because it has its own world to explore.
No, the bird does not want to be free because it is comfortable being in the hands of a human being.
The bird might not want to be free right now, but it might want to be free later on.
- e. Ask students to preview the text and pay attention to the words in red. Ask them to read the words and write the words on the board. If there are any other unfamiliar words, ask students to underline them in their textbooks. Write these words too on the board.
- f. Teach all the words that have been written on the board. When teaching the meaning of words, start by asking students to guess the meanings from the context. This will help them to use their critical thinking skills. If students are unable to guess the meaning of a word, you can then provide them with the definition.
- g. Use the form-pronunciation-meaning model (FPM). For words that are introduced for the first time, you can also download and play the correct British and American pronunciation from online dictionaries.

While reading activities

- a. Write the title of the story on the board. Ask students to guess what the story is about/what the text is about.
- b. Read the text for the first time at a normal speed and ask the students to point the lines.
- c. Ask 2-3 students to read the text once again; choose the students randomly.
- d. Next, ask students to read the text individually. Move around the classroom and provide individualized support to the struggling readers while others read the text independently.
- e. Hold a short discussion on the text in the form of question and answer.
- f. Ask 2-3 students to retell the story.
- g. Summarize the story briefly and discuss its moral.

A. Write the words from the text which have the following meanings. The first letter of each word has been given.

- a. Ask students to read the instructions for Activity A and complete the task. Remind them that the first letters of the words are given.
- b. Once they complete the task, have some students read their answers aloud to the class.
- c. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- d. Provide the correct answers and ask students to make corrections if needed.

Answers

a. Impossible b. Overhead c. Freedom d. Beating e. Starve f. Diamond

B. Complete the following sentences with the words from the previous task.

- a. Ask students to read the answers (words) of Activity A once again.
- b. Instruct them to complete the sentences from a-f using those same words. Make sure that all students have clearly understood what they are expected to do.
- c. Ask students to do this task individually.
- d. Once they complete the task, write the correct answers on the board.
- e. Let students review their answers and make necessary corrections.

Answers

a. starve b. impossible c. overhead d. diamond e. beating f. freedom

C. Read the story again and write True or False for the following statements.

- a. Ask students to read the statements from a-f.
- b. Tell them to go back to the text again and decide whether the given statements are true or false.
- c. Have some students share their answers to the class.
- d. When they complete the task, instruct them to do peer checking.

Answers

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

D. Read the story again and put the following sentences in the correct order.

- a. Divide students into groups.
- b. Ask each group to read the story again, discuss, and rearrange the sentences from a-f in the correct order.
- c. Let one student from each group read aloud the answer to the class.
- d. After each group shares the answer, invite other groups to provide feedback. This will ensure that all groups are on the same page and everyone will get a chance to learn from each other.

Answers

- a. A man saw a bird caught in a net.
- b. The small bird talked to the man.
- c. The small bird gave him three suggestions.
- d. The man requested the bird to come back to him.
- e. The bird laughed for the third time and flew away.

Post-reading activity

- a. Ask students to retell the story in their own words. They can choose to tell it as the man or the bird. They can begin their story with the starting sentences given in the exercise.
- b. Select two or three students, and ask them who they want to be (the bird or the man). Then, ask them to retell the story from their chosen perspective.
- c. After each student has finished retelling the story, ask the other students to discuss who they thought was the better storyteller.
- d. Pair up students and ask them to practice retelling the story to each other.
- e. Move around the classroom to ensure that students are staying on the topic.

2.3. Pronunciation

This is a pronunciation task where the students practice the pronunciation of the given words.

Objective

Pronounce the target words correctly

Material

Audio recording of the pronunciation of the target words

Follow these steps:

- a. Learn to pronounce the words in advance.
- b. Either pronounce the words yourself or play the audio recording of the pronunciation of the words and ask students to repeat after you. This is called a "whole class drill."
- c. Repeat the words a few times, and make sure that the students are able to pronounce them correctly.
- d. Ask individual students to pronounce the words. This is called a "one-on-one drill."
- e. Identify students struggling with the pronunciation of the words, and give them individual attention.
- f. Listen to their pronunciation and provide feedback.

2.4. Grammar I

This is the first grammar activity of the unit. Students will identify countable and uncountable nouns and the quantifiers (a/an/some) used with the nouns.

Objectives

- a. Identify countable and uncountable nouns
- b. Use 'a', 'an', or 'some' correctly

Follow these steps:

A. Read the story 'A Small Bird's Wisdom' again and write down all the nouns in the correct columns below.

- a. Present some examples of nouns and ask students to decide whether they are countable or uncountable.

- b. You can make it a fun activity. Write a list of the nouns (at least 20) on the board.
- c. Divide students into two groups; countable and uncountable.
- d. Ask each student from the group to come to the board and circle their respective nouns.
- e. Score for the correct responses and declare the winner.
- f. Now, ask students to read the story once again and underline all the nouns.
- g. Next, ask them to write the nouns under the correct headings. For example:

Things that you can count	Things that you cannot count
man, garden, ...	surprise, freedom, ...

B. Countable or uncountable? Look at the sentences below. Are the nouns highlighted in the following sentences countable or uncountable?

- a. Ask students to read the sentences carefully and pay attention to the words in red.
- b. Pair up students and ask them to discuss and decide whether the nouns in each sentence are countable or uncountable.
- c. Write correct answers on the board and let students correct their answers.

Answers (U= Uncountable, C= Countable)

a. C b. C c. U, U d. U e. C f. U, U g. U h. C i. C j. C, C

C. Complete the sentences with a, an or some.

- a. Present some example sentences with the quantifiers a, an, and some. For example,
- b. There is **a** sheep in the shade.
- c. I need **an** onion. I'm going to prepare lentils.
- d. She always gets **some** milk from the dairy.
- e. To prepare a cake, you need **some** eggs.
- f. Hold a discussion on the use of these words; make sure everybody understands them.
- g. Explain with sufficient examples that 'a' is used with the singular countable nouns that start with consonant sounds, 'an' is used with the singular countable nouns starting with vowel sounds, and 'some' is used with both countable and uncountable nouns referring to quantities.
- h. Ask students to complete the sentences in Activity C with the quantifiers.
- i. Once they complete the task, ask them to exchange their work with their partner sitting next to them for peer correction.
- j. Finally, tell the correct answers so that students can check their work.

Answers

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

2.5. Listening

In this task, students listen to a conversation where a woman asks for permission and another person either grants or denies it.

Objective

Listen to the audio and do the comprehension tasks

Materials

Audio file and audio player

Follow these steps:

- a. Ask students to look at the picture and guess the answers to the given pre-listening questions. Make sure that they understand the questions.
- b. Encourage each student to speak.
- c. Elicit the responses such as:
They are in the office.
They work in a company.
They are talking about what they are allowed to do and what they are not allowed.
- d. Acknowledge students for their responses. Say something positive such as "Good job!" or "That's a great answer!"
- e. Tell students that they are going to listen to a conversation. Before playing the audio file, ask students to read the sentences in Activity B carefully. Allow them 2-3 minutes for this.
- f. Play the audio for the first time and ask students to listen to it to familiarize themselves with the audio.
- g. Play the audio for the second time. This time, have them complete the exercise.
- h. Pause for a while. Play the audio for the third time and ask them to check their answers.
- i. Make sure that everyone has completed the exercise.
- j. Have some students share their answers with the class. If any answer is incorrect, correct the answer and explain why it is incorrect.
- k. Ask students to write as many questions as they can from the audio they have just listened to.
- l. Monitor while they are doing the task.
- m. Once they complete, ask them to compare their list of questions with that of their friends to see who has remembered more questions.
- n. List all the questions from the audio on the board and let students review their answers.

B. Answers

a. thirty b. early c. eight d. time e. dress f. notice

2.6. Speaking

This is the speaking activity focusing on 'asking for, giving and denying permission'. It consists of three activities. There are several situations in which students can ask for permission, accept or deny them.

Objectives

- a. Ask for permission
- b. Accept or deny the permission

Follow these steps:

- a. Divide the class into groups comprising of mixed ability students.
- b. In each group, ask students to pair up the situations with the expressions from the box.
- c. Ask each group to read the situations and expressions they paired up and ask the class to assess whether they did it correctly.
- d. Next, ask students to study the expressions given in Activity B.
- e. Ask them to work in pairs and group the expressions under the correct headings.
- f. Monitor students while they are doing the exercise.
- g. After they complete the task, ask them to read their expressions one by one and provide positive and constructive feedback.
- h. Ask students to observe the pictures and study the corresponding phrases in Activity C carefully.
- i. Write the situations on separate pieces of paper. Fold them and put them in a basket/box.
- j. Form pairs of students and ask each pair to pick up one situation randomly.
- k. Have them practise asking for permission and giving/refusing it. Ask students to switch their roles. Ask them to give permission once and reject it the other time (when the roles are reversed) so that they practice both the structures.
- l. Assess them while they perform the task and provide them with necessary feedback.

2.7. Reading II

The second reading in the unit is a poem entitled "May I go now?". Please learn the tune of the poem in advance.

Objectives

- a. Learn the words: lonely, might, draw, spirit, hold
- b. Find the rhyming words used in the poem
- c. Extract the required information and complete the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Ask the pre-reading questions to students.
- b. Listen to individual students for their answers (Don't forget to encourage the introverts to speak).
- c. Acknowledge all responses, even if they are different from your opinion.
- d. Encourage students to share their personal experiences.

- e. Ask them if they have elderly people at home. Ask them how they feel and how they care for them or address their needs.
- f. Discuss the problems/issues of elderly people and provide suggestions for making the situations better.
- g. Get students to guess the meanings of the words in red.
- h. Instruct them to look up the meaning of the words in the glossary.

While reading activities

- a. Tell students to read the title of the poem and the name of the poet.
- b. Ask them to share their thoughts on what the title might mean.
- c. Ask them to guess the content of the poem based on the title. This will help students to engage with the poem and think about its meaning before they read it.
- d. Recite the poem with rhythm. Clap while reciting it and ask students to clap.
- e. Recite the poem again and ask students to follow you. Ask individual students to recite the poem later.
- f. Hold a short discussion on the theme of the poem.
- g. Explain that the poem is an appeal of an elderly person who wants to die forgetting all the pains he/she has to bear when alive. S/he wants to thank the person who has taken care of him/her. Even if s/he dies, the spirit would be there together with the dear ones who provided necessary services to the elderly person.
- h. Ask students to find the words from the poem that rhyme with the words given in Activity A.
- i. Monitor them while they are engaged in the activity. After they finish, let them share their answers to the class.
- j. Next, have students find the words for the given meanings in Activity B from the poem. Instruct them to consult only the coloured words.
- k. Provide them with feedback after they complete the task.
- l. Ask students to read the poem once again and decide whether the given sentences are true or false.
- m. Tell the correct answers and let students review their answers.

A. Answers

- a. be – free
- b. might – light
- c. stay – day
- d. know – go
- e. say – today

B. Answers

a. lonely b. might c. spirit d. draw e. hold

C. Answers

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

Post-reading activity

Do you think death is as easy as the poet says? Why?

- a. Start by sharing your thoughts and feelings about death with the class. This will help to create a safe and supportive environment where students feel comfortable sharing their own thoughts and feelings about life and death.
- b. Pair up students and ask them to discuss whether they think death is as easy as the poet says. This will help students to share their ideas and perspectives with each other.
- c. Guide students in brainstorming ideas about life and death. This will help students to explore the different aspects of death and dying.
- d. Let students discuss in pairs and share the main points of their discussion with the class. This will help students to share their learnings with each other and to get feedback from their peers.

2.8. Grammar II

This grammar section will allow students to review the use of a/an/some/any, which they learned in Grammar I.

Objective

Use 'a', 'an', 'some' or 'any' in the sentences correctly

Follow these steps:

- a. Ask students to read the example sentences in Activity A. Tell them to pay special attention to the coloured words.
- b. Remind them about the use of quantifiers. 'Any' is introduced for the first time. So, discuss its use with examples. Explain with sufficient examples that 'any' is used with plural countable nouns and uncountable nouns in questions and negative statements.
- c. Ask students when and where 'how much' and 'how many' are used.
- d. Get ideas from them and tell them that they are used to ask questions about quantities. 'How much' is used to ask about the quantities of uncountable nouns and 'how many' is used to ask about the quantities of countable nouns.
- e. Give more examples and clarify the use of how much and how many.
- f. Ask students to work individually and complete Activity B.
- g. Move around the class, identify students who need help, and help them find the answers while others work independently.
- h. Provide the correct answers and ask students to make corrections if needed.

<p>Answers</p> <p>a. a b. any c. some d. any e. an f. some g. any</p>
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2.9. Writing

Writing section in Unit 2 consists of two tasks: completing an email with the given words and phrases, and writing a personal letter asking for permission.

Objectives

- a. Compose an email with appropriate format and layout
- b. Write a personal letter

Follow these steps:

A. Below is the format of an email. Fill up the blanks with the phrases from the box below to complete the email.

- Ask students the following questions:
- Have you ever written an email to anyone?
- What are some of the purposes for which people write emails?
- How are emails similar to letters?
- Present a sample of a real email in class and discuss the parts of an email. Talk about the “To” field, the “From” field, the subject line, the email body, and the closing.
- Ask students to complete the incomplete email given in Activity A using the phrases in the box. Monitor students while they are engaged in the activity.
- Have 2-3 students read aloud the completed email to the class.
- Tell other students to correct their answers if needed.

Answer

To: samjhana@gmail.com	Cc/Bcc
Leave application	
<p>Dear Ma'am,</p> <p>Namaskar! I hope my email finds you in good health. I am Sanskriti, your student of grade 7B. I am writing to you to request seven days' leave from 15th to 21st April, 2021. It is because I have to attend my sister's wedding in my village. It is very important.</p> <p>Thus, I will be highly obliged if you kindly grant me your permission for the same. I assure you that when I come back, I will cover all my missed lessons.</p> <p>Looking forward to your positive reply.</p> <p>Yours sincerely,</p> <p>Sanskriti Rai</p>	

B. A friendly, personal or an informal letter is written to our friends, family or relatives. Try singing the friendly/personal letter song together in your class.

- Learn the tune of the song in advance.
- Ask the students the following questions:
Have you ever written or read letters?
What kind of letters do you know (formal or informal)?
For whom have you written letters?
For what purpose do people write letters?
- Tell students that they are going to sing a friendly letter song. First, sing the song and ask students to follow the lines. Next time, sing the song together with students.
- Ask some 2-3 students to model/sing the song and have the rest of the class follow them.
- Discuss the main points mentioned in the song.
- Remind students of the parts of a letter based on the labeled diagram given on the page.

C. Your school is going to organise an educational tour to Lumbini. You also want to go with your school friends. Write a letter asking your sister, who lives away from home, for permission to go on the trip.

- a. Remind students of the parts of a letter that they learned in Activity B.
- b. Write the following questions on the board and ask students to answer them orally:
- c. Who is going to write the letter?
- d. Who is s/he writing the letter to?
- e. Why is s/he writing the letter?
- f. Assign this task as homework.
- g. Correct students' written work and provide them with individual feedback.

Sample Answer

Phungling – 3, Taplejung

5th May, 2023

Dear sister,

I am fine here till date and hope that this letter finds you in good health.

I am writing this letter to inform you that our school is going to organise an educational tour to Lumbini which is a two-day visit. It will begin on 15th of May. All students of grade 7 together with three teachers are going there. Shall I go with them? You know well that visiting a new place helps us broaden our minds and gives us new experiences about the culture, locality, food, and people of that place.

I hope you will allow me to go on the tour.

Yours,

Ranjita

2.10. Project work

In this project, students will be writing a letter to the head teacher requesting permission to use the football ground to organize a science exhibition in their school.

Objective

Write a formal request letter

Follow these steps:

- a. Get students into groups of four.
- b. Instruct students to work in a group to discuss and write a request letter to their head teacher asking to use the football ground to organise a science exhibition.
- c. After they complete the task, ask all the groups to read each other's letters. This will help them to see how other groups have approached the task.
- d. Have each group provide feedback on each other's tasks.

- e. Finally, let the groups vote for the best letter. This will be a fun way to end the unit and celebrate students' hard work.

Unit 3

Introduction

This is the third of nineteen units in the grade seven textbook. The table below gives an overview of the whole unit. There are eleven tasks in this unit. Teachers can follow the suggested steps to facilitate their students' learning and/or design their own. The unit focuses on the language function of making requests.

S. N.	Topics	Tasks	
1	Getting Started	Guess the things happening in the picture Listen and sing	
2	Reading I: Kisa Gotami and the Mustard Seed	Discussion on the pre-reading questions Finding the words for the given meanings Answer the questions Talk about the moral of the story	
3	Pronunciation: Tongue Twisters	Practise pronouncing the tongue twisters	
4	Listening: Conversation	Pre-listening questions Complete the dialogue with the missing words/phrases/sentences Practice the dialogues	
5	Speaking: Making Requests	Find the speaker from the story Categorise the requests and the responses Play a dice game to practice making requests	
6	Grammar I	Use modal verbs will, would, can, could to make requests	
7	Reading II: Letter to the Editor of a Newspaper	Talk about the text type Complete the table with information from the text Answer the questions	
8	Writing	Write a letter to the editor of a local newspaper or to the ward chairperson	
9	Grammar II	Use the modal verbs will, can, could and would to make requests	
10	Project Work	Prepare a list of requests from the notices pasted on the notice board at school	
11	Extra Bit	Act out a dialogue	
Total Time for the Unit		8 Hours	

3.1. Getting started

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

Objectives

- a. Guess what the people are doing/saying in the pictures
- b. Sing the song with rhythm

Follow these steps:

A. Look at the pictures and guess what the people are doing or saying.

- a. Show students the given pictures (first from left to right) either from the book or on separate paper. Alternatively, present the pictures on the slide. Ask students to describe the pictures in their own words.
- b. Let them guess the answers to the question: What do you think the people are doing or saying?
- c. Encourage students to speak freely by offering positive reinforcement. Let them know that you appreciate their willingness to share their thoughts and opinions. This will help them feel comfortable speaking up in class.
- d. Ask students if they have ever asked for help with someone. Question them how they ask for help when they need it.

Possible Responses

First picture (top left): requesting to lift the bag

Second picture (top right): helping to cross the road

Third picture (bottom left): reading

Fourth picture (bottom right): requesting to wake up/get up

C. Listen and sing.

- a. Ask students if they have listened to this song before. Ask questions such as: Who is the lyricist? Can you sing the song in a tune?
- b. Play the song if the audio or video is available. Alternatively, sing it for students with rhythm and tell them to listen.
- c. Ask them to follow and point to the lines while it plays/while you sing for the first time.
- d. For the second time, sing the song and ask students to follow the song. Sing line by line and ask them to repeat.
- e. Continue this till the end of the song.
- f. For the third time, have students sing the song together with the recording/singing.
- g. When they get the tune, sing the song together with students for fun. Ask and discuss how they felt listening to and singing the song.
- h. Ask students what the poem suggests them to do.
- i. Praise the students for their attempt to sing the song and answer the question.

3.2. Reading I

The first reading text in this unit is a story “Kisa Gotami and the Mustard Seed”. It is about Buddha’s teaching on universal truth. It helps students realize the inevitability of death.

Objectives

- a. Learn these words: unfortunate, grief, console, funeral, door to door, graveyard, remedy, sufferings, meditating, restore to life, handful, condition, pass away, inevitable, destined

- b. Read the text and do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Show the picture given in Reading I. Ask students if they can guess what is happening in the picture or who the people in the picture are.
- b. Collect as many responses as possible from students.
- c. Show and describe the picture again. Discuss the pre-reading questions: How do people feel when their relatives pass away? Is death sure to happen? Elicit responses such as: People feel sad/unhappy/heartbroken. Yes. Of course, death is sure to happen.
- d. Try to get answers from more students.
- e. Give your opinions on students' answers.
- f. Teach all the words in red, focusing on their meanings, forms, and pronunciations.

While-reading activities

- a. Read the text for the first time at a normal pace and ask students to point to the lines.
- b. Ask students to pay attention to the words in red and underline them.
- c. Write these words on the board: unfortunate, grief, console, door to door, graveyard, remedy, sufferings, meditating, restore to life, handful, condition, pass away, inevitable, destined.
- d. Ask students if there are other words that they find unfamiliar. Tell them to underline those words as well.
- e. Make sure that students have underlined all of the new words.
- f. Provide visual aids, examples, and definitions to help them understand the meaning of these words.
- g. Have seven students read the text aloud in front of the class, one at a time. Each student will read a single paragraph. Ask the other students to listen carefully and follow along in their books.
- h. Summarize the story briefly and discuss its moral.

A. Find the words from the text above and match to the meanings below.

- a. Ask students to read Activity A. Ensure that they understand the task.
- b. Ask them to find the words from the story that match the meanings given.
- c. Ask students to exchange their notebooks for peer correction, and provide your feedback with the correct answers.

Answers		
a. consoled	b. funeral	c. graveyard
d. remedy	e. meditating	f. inevitable

B. Answer the following questions.

- a. Tell students that they are going to read the story again to find the answer of the given questions. Ask them to work in a pair, have a discussion, and write the answers to the questions in their notebooks.
- b. Students will underline the answer to each question with pencil in the book and then write answers in their notebooks.

- c. Go around the class and check whether all the students are involved in the assigned task. Identify struggling pairs and provide them with extra 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.
- e. Display/write the correct answers on the board so that students can compare and correct their answers.

Answers

- a. Yes, Kisa loved her son. It has been mentioned in the story that she worked and lived only for her son.
- b. She did not accept her son's death.
- c. She asked her neighbours to bring back her son to life.
- d. She did not prepare for her son's funeral because she did not accept the death of her son.
- e. The old man advised Kisa to go to Buddha.
- f. Gautam Buddha was meditating when Kisa saw him.
- g. She requested Gautam Buddha to use his magic and power to make her son alive.
- h. Gautam Buddha told Kisa to bring a handful of mustard seed from the home/family where no one has ever died.
- i. No, she did not find a house where no one has ever died.
- j. Kisa finally learned that death is inevitable.

Post-reading activity

C. What did you learn from the story linked to current events? Talk to your friends.

- a. Ask students to work in the same pair and discuss what lesson they learned from the story.
- b. Monitor the discussion to make sure that students are staying on topic.
- c. Ask students to tell their answer in turn. Make corrections if needed.
- d. Summarize the discussion at the end. This will help to ensure that everyone has a clear understanding of the key points that were discussed.

3.3. Pronunciation

In this section, students will practise reading the tongue twisters.

Objective

Read the given tongue twisters

Follow these steps:

- a. Start the lesson with a fun warm-up activity using tongue twisters. For example, "I scream, you scream, we all scream for ice cream".
- b. Model correct pronunciation of the tongue twisters, emphasizing the key sounds and demonstrating how to articulate them correctly.
- c. Model correct pronunciation of the tongue twisters, emphasizing the key sounds and demonstrating how to articulate them correctly.
- d. Introduce the key sounds or phonemes in the tongue twisters. For example, you can focus on the following sounds: Practice saying words with "p" and "b" sounds, such as "peck,"

"pickled," "better," and "butter" and practice saying words with "j" sound, such as "woodchuck," "chuck," and "teacher."

- e. Have students practise saying the phrases provided in the prompt: "Peter Piper picked a peck of pickled peppers," "Betty Botter bought some butter," and "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"
- f. Encourage students to repeat the phrases multiple times, focusing on proper pronunciation of the words.
- g. Provide feedback and corrections as needed, and encourage students to practise in pairs or small groups. Allow students to practice the tongue twisters independently.

3.4 Listening

In this section, students will listen to a conversation between two people as one makes requests and the other responds.

Objective

Listen to the conversation and do the comprehension tasks

Materials

Audio file and audio player

Follow these steps:

A. Answer these questions.

- a. Ask the pre-listening questions given in Activity A to students in a group or individually before playing the audio. Motivate them to speak up.
- b. Listen to students' responses without correcting them. Encourage them to speak freely.

Possible Answers

- a. I make a polite request for help.
- b. I will say, of course/why not/it's ok/sorry, I can't".
- c. I will say, "no, I am sorry/ I am afraid I can't".

B. Listen to the recording/audio and complete the dialogue with the missing words/phrases/sentences.

- a. Ask students to read the instructions for Activity B. Tell them to read the incomplete dialogue given in the activity.
- b. After students have gone through the dialogue, tell them that they are going to listen to the audio. Ask them to complete the sentences in pencil in their textbooks. The questions are in the sequential order of the audio.
- c. Play the audio and make sure that each student is engaged in the listening task. Provide a transcript if anyone has hearing difficulties.
- d. Go around the class and check whether all the students are doing it correctly.
- e. Play the audio again and ask students to make sure that they have completed the dialogue correctly.
- f. Check that all the students have the correct answers.
- g. Discuss the dialogue and answer any questions that students may have.

Answers

- | | |
|---------------------------------|----------------------|
| 1. A: Would you like | B: Sorry, I can't |
| 2. A: Do you want to | B: Thanks |
| 3. A: Would you like to go | B: I would love to |
| 4. A: You would like to go | B: Thanks for asking |
| 5. A: Do you wanna come with me | B: Sure |
| 6. A: Can you come? | B: Sure |

C. Work in pairs to act out the above dialogues. Learn the correct pronunciation of the expressions with your teacher.

- Tell students that they will be acting out the dialogues above.
- First, invite one of the students to the front of the class and act out the dialogues as a model so that all the students feel comfortable to perform later.
- Ask the students to pair up and act out the dialogues in turn.
- Invite the pairs to the front of the class and act out their roles.
- Help them if they have any difficulty pronouncing the words or expressions.
- Praise everyone's attempts.

3.5. Speaking

In this section, students will practice making requests and responding to them.

Objectives

- Learn the expressions for making requests and responding to them
- Make requests and respond appropriately

Follow these steps:**A. Read the following sentences from the story (Reading I) and say who said them to whom.**

- Ask students to read the story "Kisa Gotami and the Mustard Seed" once again and find out the statements from a-e.
- Tell them to underline the statements in the story and find out the speaker and their respondents.
- Instruct them to work individually and check each other's answers in pairs after the completion of the task.

Answers

- Kisa Gomati to villagers/neighbours
- Kisa to Buddha
- Buddha to Kisa
- Kisa to neighbours/villagers
- Neighbour to Kisa.

B. Here are some other expressions for making requests and responding. Put them in the correct column in the table below.

- a. Ask students how they make requests and how they respond to requests in different situations.
- b. Listen carefully to everyone's responses and praise them.
- c. Write various words and phrases or the structure of sentences that are used to make requests. Also, write how one should respond politely.
- d. Describe various ways of making requests and ways of responding, using plenty of examples.
- e. Ask these questions: Did Kisha make any request? How did she make a request?
- f. Listen carefully to their responses and provide positive feedback.
- g. Ask two students to come to the front of the class and play the role of Kisa Gomati and villager/Gautam Buddha.
- h. Make corrections in their expressions if necessary. Praise their performance with positive feedback.
- i. Now, ask students to place the requests and the correct responses in column A and column B.
- j. Make the following table on the board and let students correct their answers.

Answers	
Requests	Responds
Can you show me your photo album, please?	Sure, here you are/ of course.
Will you lend me your book, please?	No, I am sorry, I need it.
Could you show me the way to the post office, please?	I am afraid I can't.
Would you help me with this exercise, please?	I'd love to but I'm busy today.

C. Work in pairs. Roll a dice and where you land, try and make the request in the given situations. The clues are given.

- a. Tell students that they will be playing a game of making requests and responding to them.
- b. Before starting, write the structures for making requests and responding to them on the board. Give some examples as well. Collect a dice and an enlarged form of a chart given in the textbook.
- c. Divide the students into pairs. Explain to the students that they will take turns rolling the dice to determine which cue they will use to make a request to their partner. For example, if a student rolls a 5, they will use the cue that corresponds to the number 5 on their set of cues.
- d. Model an example of how to make a request using one of the cues, emphasizing appropriate language and tone. For example, if the cue is "It's really hot here. (Open the window)", the student could say, "Can you please open the window? It's really hot in here."
- e. Instruct the students to take turns rolling the dice and making requests to their partners based on the cue they land on. Encourage them to use words or expressions they have learned for each situation.
- f. After each request, have the other student in the pair respond appropriately. For example, if the request is of the situation "My bag is in my room. (Bring it to me)", the other student could respond with, "Sure, here it is."
- g. Encourage students to provide feedback to each other on their language and tone, and offer suggestions for improvement.
- h. Continue the game until all students get a chance to practice making requests in different situations.

- i. Instruct the students to work in the same pairs and practice making requests and responding in the situations given in Activity D.

3.6. Grammar I

In this section, students will learn the use of the modals: will/would/can/could.

Objective

Use the modals will/would/can/could correctly

Follow these steps:

A. Study the following sentences. When do you use them?

- a. Ask students to underline all the sentences in Reading I that contain 'will', 'would', "can" and "could" and ask them for what purpose these words have been used.
- b. Ask students to make similar sentences and note them on the board.
- c. Ask them to study the sentences given in Activity A and pay attention to the words in red.
- d. Discuss the sentences and explain the uses of will, would, can, and could in detail with sufficient examples.

B. Which is correct? Tick the correct one in each pair.

- a. Ask students to read each sentence in Activity B individually.
- b. After they finish reading, ask them to tick the correct answer.
- c. Go around the class and make sure that all the students are engaged in the assigned task.
- d. Have 2-3 students read their answers aloud.
- e. Check that all the students have the correct answers.

Answers

- a. Could you please send me the money?
- b. Could you help me, please?
- c. I would like a drink,
- d. She would like a coffee.
- e. Could you please bring my keys?
- f. Can I have another drink, please?

C. Complete the sentences with will, would, can or could.

- a. Tell students that they are going to complete the sentences in Activity C using will, would, can, or could.
- b. Ask students to work individually and complete the sentences.
- c. Involve the students in mass correction, if necessary, with explanation.

Answers

a. Could b. could c. can d. will e. could f. would g. can h. will i. would

3.7. Reading II

This is the second reading text in Unit 3. It is a letter to the editor of a newspaper about an environmental problem, "Air Pollution".

Objectives

- a. Learn the words: esteemed, suffocation, choked, emitted
- b. Read the letter and do the comprehension task

Follow these steps:

Pre-reading activities

- a. Ask students the pre-reading questions: Have you ever written a letter to an editor of a magazine or newspaper? Why would you write to an editor?
- b. Encourage all students to answer the questions. If students hesitate to speak, you can offer them a prompt, such as "Have you noticed any problem in your community?"
- c. Write their responses on the board.
- d. Share your own experience of writing to an editor, if you have one.
- e. Be sure to give positive feedback to students' attempts, even if their answers are not perfect.
- f. Write these words on the board: esteemed, suffocation, choked, emitted.
- g. Tell students to find these words in the text and underline them.
- h. 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

- a. Have students read the text for the first time.
- b. Read the text aloud at a normal pace.
- c. Ask students to read the text aloud and clearly.
- d. Ask students to mark the words in red and any other unfamiliar words.
- e. Ask them to underline the words and look up their meanings in the glossary.
- f. Discuss the meanings of words in context. Focus on their meanings, form, and pronunciation.
- g. Loud reading can be followed by some oral question answer activities so as to drive students toward comprehension of the text.
- h. Keep asking questions to make the reading interactive and engaging.
- i. Discuss the format and style of the letter to the editor.

A. Complete the table below with the information from the letter above.

- a. Ask students to read the clues given in the table.
- b. Tell them to read the letter once again and complete the table with the required information.
- c. Write/display the answer on the board and let students correct their work.
- d. Tell the correct answers and ask them to check if they are correct.

Answers

Kathmandu

The Editor

The Rising Nepal

Air pollution

Nitin Rai

B. Answer the following questions.

- a. Pair up the students and ask them to read the text again.
- b. Tell them to take turns to ask the questions and answer them.
- c. Ask them to write the answers in their notebooks.
- d. Move around the class and check whether every student is staying on the assigned task. Identify struggling pairs and provide them with extra support while others work independently.
- e. 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

- g. Air pollution is an environmental problem.
- h. Factories are the major source of air pollution.
- i. Suffocation, breathing problem, and lungs diseases are caused by air pollution.
- j. The smoke from the chimney contains poisonous gases.
- k. It mixes with pure air and causes air pollution.
- l. To stop air pollution, a strict law is necessary to punish the owners of factories if they do not take moral responsibility to keep the air clean.
- m. According to Nitin, the factory owners should take responsibility for air pollution.

Post-reading activities:

- a. Ask students if they have written a formal letter to anybody. If so, ask them what the subject matter of the letter was.
- b. Let some students share their answers to the class.

3.8. Writing

There is only one task in writing section: Writing a letter to the editor of a local newspaper or to the ward chairperson about a public problem. The students can use the letter given in the textbook as a reference.

Objective

Write a letter to the editor or to a ward chairperson raising a prevalent problem in the locality

Follow these steps:

- a. Ask students to read the letter to the editor once again. Ask them to pay attention to the format of the letter carefully.
- b. Explain to students that they will be writing a similar letter.
- c. Provide students with some examples of real letters to the editor that are relevant to their interests
- d. Discuss potential topics/issues such as noise pollution, traffic jams, drainage problems, drinking water problems, electricity, or any other issues or problems that are relevant and meaningful to students.
- e. Encourage each student to select an issue that they care about and that is related to their locality.

- f. Discuss the structure of a letter to the editor, including the greeting, introduction, body paragraphs, and conclusion. Make sure that students understand the format and content that they need to write.
- g. Assign the task as homework. Check the homework the next day. Provide individual feedback on students' written work.

Sample Letter to the Editor

Thame, Solukhambu
2nd Feb. 2023

The Editor,
The Sagarmatha Dainik
Lukla, Solukhambu.

Subject: electricity Problem- a concern.

Dear Sir/Mam,

I am a resident of Thame, Solukhambu, and a regular reader of your newspaper. I am writing to express my concern about the lack of electricity in my village, one of the remote parts of Nepal. I believe that access to electricity is a basic necessity that should be available to all, regardless of their location.

Living in a remote part of Nepal, I have personally experienced the challenges of living without electricity. Our daily lives are greatly affected as we do not have reliable access to power for lighting, cooking, heating, and other essential needs. Many households rely on unhealthy sources of lighting, such as kerosene lamps. The availability of LP gas for cooking is also very rare as we don't have good transportation. The lack of electricity also hampers education and economic opportunities. Students like me struggle to study in poorly lit rooms or have to rely on expensive and unreliable alternatives, such as candles or solar battery-powered lamps. Businesses and local industries are unable to operate optimally in these areas. People have to walk for hours to charge their mobile phones.

I request the concerned authorities to take immediate action to resolve the electricity problem in our locality. This can be achieved through the expansion of the existing power grid and investment in renewable energy sources such as solar or hydroelectric power. I urge our local as well as national leaders and policymakers to take action to address this issue and ensure that electricity is accessible to all. Together, we can make a positive impact and improve the lives of citizens like me living in the remote parts of Nepal.

Yours faithfully,
Tashi Galmo Sherpa

3.9. Grammar II

This grammar section is about the use of modal verbs can, could, will, and would.

Objective

Use the modal verbs can, could, will, and would correctly

Follow these steps:

C. Study the following sentences and notice the use of can, could, will and would.

- d. Ask students to study the sentences and notice the use of can, could, will and would.
- e. Ask them to see the words in red in the sentences and see how they have been used in the sentences.
- f. Remind them of the rules they learned in the previous grammar section in this unit.

D. Complete the following sentences with can, could, will or would. Use negative forms where necessary.

- a. This is a practice exercise where students are expected to complete the sentences with the model verbs: can, could, will, and would.
- b. Put students in pairs in such a way that each pair consists of students with different abilities.
- c. Set this task as a competition. Whoever completes the task with the most correct answers first will be the winner.
- d. When students complete the task, tell them to exchange their answers with a different pair and check each other's work.
- e. Tell correct answers to the class and ask students to correct their answers.

Answers

- | | | | | |
|---------|--------|----------|----------|----------|
| a. can | b. can | c. could | d. could | e. can't |
| f. will | g. can | h. could | i. can | j. can't |

3.10. Project work

This project is a collaborative effort where students collect requests from notices in their school and then prepare a list of requests applicable to their class on a chart paper.

Objective

Prepare a list of requests from the notices

Follow these steps:

- a. Get students into groups of 3-4 and give them attractive names.
- b. Instruct students to prepare a list of requests from the notices displayed on the notice boards of the principal's office, ECA department, sports club, coordinator's office, canteen, playground, library, and other places.
- c. Remind students of the structures of making requests.
- d. Allow groups to work on the project at their own pace.
- e. Ask groups to make the list on chart paper and make it as attractive as possible.
- f. After the deadline, ask groups to display the list on the classroom walls/notice board and review each other's work.

- g. Have each group provide feedback to the others.
- h. Praise good aspects and comment on how they could improve their work.

Unit 4

Introduction

This is the fourth of nineteen units in the grade seven textbook. It consists of twelve tasks from “Getting started” to “Extra bit”. Teachers can follow the activities suggested below to facilitate their students’ learning. The table below summarises the tasks introduced in the unit.

S.N.	Topics	Tasks
1.	Getting Started	Talk about pictures representing different cultures Listen and sing
2.	Reading I: Some Festivals of Nepal	Discuss the pre-reading questions Match the meanings with their corresponding words Complete the sentences Answer the questions Talk about festivals
3.	Pronunciation	Practise expressing good wishes
4.	Writing I	Write a description of a festival
5.	Grammar I: Use of the structure “I wish...”	Study the examples Complete the sentences Choose correct forms of verbs in the sentences
6.	Listening: People talking about their birthdays	Discuss the pre-listening questions Complete the table Talk about birthday celebration
7.	Reading II: An Email	Discuss the pre-reading questions Complete the sentences with appropriate words Answer the questions Write a reply email
8.	Grammar II: Simple Past Tense	Study the past forms of the verbs Study the sentences Complete the sentences with the correct forms of verbs
9.	Speaking: Expressing wishes	Make wishes for the given situations
10.	Writing II	Write a narrative paragraph about a celebration
11.	Project Work	Make greeting cards
12.	Extra Bit	Read a story
Total Time for the Unit		8 Hours

Here are some ideas for how to facilitate teaching and learning activities in the classroom, organized by topic. Teachers can choose the activities that they believe will best help their students learn.

4.1 Getting started

This is the first task of the unit which consists of two activities; the first is talking about the given pictures while the second one is listening and singing. Follow the procedures given below to facilitate these tasks.

Objectives

- a. Talk about the given pictures
- b. Sing the song and answer the question

A. Look at the pictures. What do you think people do during their festivals? Talk to your friends.

Follow these steps:

- a. Ask students what different festivals people celebrate in Nepal. Let them share their experiences of celebrating their festivals.
- b. Collect individual responses on what special things students do during their festivals.
- c. Show the pictures given in Activity A to students. Ask them the following questions:
What is happening in each picture?
Who celebrates these festivals?
When do these festivals fall?
What activities are performed during these festivals?
What is your favourite festival? Why?
- d. Let all students speak. Encourage introverts to share their ideas, even if they are hesitant to speak up.

Possible Answers

- a. First picture: Holi is being celebrated in the first picture. It is the festival of colour widely celebrated in Nepal.
- b. Second picture: Muslim people are reading the Quran. They are celebrating the 'Eid festival.
- c. Third picture (right below the first one): People are celebrating the Dashain festival.
- d. Fourth picture: People are celebrating the Chhath festival.

B. Listen and sing.

Follow these steps:

- a. Learn a familiar and simple tune that you can apply to the song before the class starts.
- b. Sing the song in any tune you feel comfortable with. Have students follow you, clapping along.
- c. For the second time, wait at the end of each line for the students to repeat.
- d. For the third time, sing the song together with students. Focus on the rhyming words.
- e. Next, ask students the following question:
- f. Why do people make wishes?
- g. Elicit the responses such as: People make wishes when they have special occasions or when they begin something new.
- h. Listen to students' responses. Don't interrupt or correct them, even if you disagree with their opinions. This will encourage them to speak freely.

4.2. Reading I

This is the first reading text of the unit. It is a description of some festivals celebrated in Nepal. Students will get ideas on different festivals in Nepal: Lhosar, Gaijatra, and Buddha Jayanti.

Objectives

Learn the words: combination, observed, exchanging, commemorate, deceased, decorated, procession, monks

Read the text and complete the comprehension exercises

Follow these steps:

Pre-reading activities

- Ask students to make a list of the festivals people celebrate in their community.
- After they complete the task, get them to read their list and note them down on the board.
- Ask the following question: What do people do at the festivals you have identified?
- Allow them a few minutes to write down what people do during those festivals. You can perform one as an example. For example, Holi is a Hindu festival which is celebrated to mark good over evil. People throw color/colorful paints at each other, sing and dance to Holi songs.
- Elicit as many activities/responses from the students as you can.
- Ask students to personally share their favorite festival and the reasons why they like it. They can write and present their answers, or they can speak directly to the class.

While reading activities

- Write the title of the text 'Some Festivals of Nepal' on the board.
- Read the text at a normal speed and ask students to point to the lines.
- Ask 2-3 students to read the text aloud. (Encourage the shy/struggling readers to read very often).
- Ask students to make a list of unfamiliar words from the text.
- Encourage them to guess the meanings of the words from the context. Teach the meaning of the words one by one.
- Discuss the theme of the text in the form of question and answer.

A. Match the meanings with their corresponding words.

- Instruct students to match the meanings in Activity A with the corresponding words in Activity A.
- Move around the classroom and make sure that students are engaged in the assigned task.
- As soon as they complete the task, ask few students to share their answers with the class.
- Ask the rest other students to listen carefully and make corrections if necessary.

Answers
a. viii. b. vii. c. vi. d. iii. e. ii. f. iv. g. v. h. i.

B. Complete the following sentences with the correct forms of the words in A above.

- Pair up students. Ask them to select the words in the right column in Activity A to complete the sentences given in Activity B.
- Make sure that everyone understands the task.
- Identify students who need support and help them find the answers to the questions.
- When students complete the task, let some of them share their answers with the class.

- e. Tell the correct answers and ask students to correct their work.

Answers

- | | | | |
|------------|---------------|---------------|----------------|
| a. monks | b. procession | c. exchange | d. combination |
| e. observe | f. deceased | g. decorating | |

C. Answer the following questions.

- Instruct students to go through the text again and find the answers to the questions from a-e given in Activity C.
- Instruct them to underline the answers in their textbooks and then write the answers in their notebooks.
- Go around the class and check whether all the students are involved in the assigned task.
- Identify struggling readers and provide them with extra support. Help them locate the answers in the text and organize the information to form complete answers.
- Have some students read aloud their answers.
- When students have completed the task, involve them in peer correction.
- Provide the correct answers and ask students to make corrections if needed.

Answers

- Tamang and Yolmo communities celebrate Lhosar.
- Gai Jatra is celebrated to commemorate the death of people during the year.
- Yama is the God of death.
- The cows are decorated and led through the streets and lanes.
- Monks gather to offer prayers and chant Buddhist mantras.

Post-reading activity

What festivals are celebrated in your country? Which of them do you like most? Why?

Students may belong to different cultural and religious groups, and celebrate different festivals.

- Assign this task as homework. Students can present oral or written answers.
- After they complete the task, let them share their answers with the class for feedback.
- Provide individual feedback on their written/oral responses.

4.3. Pronunciation

This is the only pronunciation task in this lesson. Here, students will practise saying the given expressions with the help of the teacher.

Objective:

Say the given expressions with the correct tone and intonation

Follow these steps:

- Learn to pronounce the expressions in advance to provide correct model for students.
- Pronounce the expressions one by one and ask the whole class to repeat after you. This will allow students to hear the correct pronunciation and to practise saying the expressions.
- Invite individual students to come up to the front of the class and say the expressions.
- Provide positive reinforcement when students say the expressions correctly.

4.4. Writing

This is the first writing task of this unit. Students will write a short description of the festival they have recently celebrated.

Objectives

- a. Brainstorm ideas for a given topic
- b. Write cohesive and coherent paragraphs to communicate personal experiences

Follow these steps:

Which festival have you celebrated recently? Write a short description of it. Describe what people do at the festival.

- a. Ask students if they have recently celebrated any festival.
- b. Share your own experiences related to the festival you recently celebrated.
- c. Write the following questions on the board:
 - Which festival did you celebrate recently?
 - What are some of the traditions associated with this festival?
 - What did you do during the festival?
 - What did you enjoy the most?
 - What food did you eat during the festival?
 - Who did you meet?
 - Where did you go?
- d. Ask students to share their experiences related to the festival celebrated.
- e. Make notes of the important points the student has shared.
- f. Now, ask students to compose paragraphs about the festival they celebrated.
- g. Check their written work and provide them with individual feedback.

Sample Answer

My First Holi in Kathmandu

I had never celebrated Holi before because I live in a remote village in Ramechhap. But this year, I went to Kathmandu to attend a relative's wedding a week before Holi. Holi is a public holiday, so people started playing with colors early in the morning, around 8 a.m. We played with colors too in the morning. After lunch, we went out to see how Holi is celebrated in Kathmandu.

I saw thousands of young people covered in different colors. They had worn white clothes, but their clothes were all covered in different colors. They also smeared different colors on their faces, making it hard to identify them. One good thing I saw was that no one was forcing anyone to play with colors. However, I saw many people throwing water from their rooftops at people walking on the streets below.

I saw groups of people enjoying themselves, having meals together, singing and dancing. At Basantapur Durbar Square, there was a special Holi program with performances by celebrities, comedians, singers, dancers, and others. People were in a relaxed mood. We spent about three hours there and returned home at around 5 a.m. Although we walked for the whole day, I didn't feel tired. I was relaxed and I enjoyed the day fully.

4.5. Grammar I

This is the first grammar exercise of the unit. Students will practise the structure “I wish...” in this section.

Objectives:

Make wishes in the given situations

Follow these steps:

A. Study the following pictures and read the sentences. What do they mean?

- Present the pictures with their descriptions (sentences) one by one and ask students to read the sentences.
- Ask them to pay special attention to the verb tenses in the sentences.
- Present some more similar sentences and highlight the verb tenses. For example:
I wish I answered all the questions.
I wish I brought some water.
- Now, ask students if they can make such sentences. Write their sentences on the board.
- Explain with sufficient examples that wish + simple past tense is used to express that we want a situation in the present or future to be different.

B. Complete the following sentences with the given beginning as given in the examples.

- Ask students to work in pairs and do Activity B and Activity C using the correct form of the verbs.
- Present some examples and make students clear what they are supposed to do.
- Identify students who need support and help them with additional examples and explanation.
- Provide the correct answers on the board and ask students to check their answers.

Answers

- I wish I played the piano. /I wish I learned to play the piano.
- I wish today was a holiday. /I wish I had a holiday today.
- I wish it was warm. /I wish the weather was warm.
- I wish I recovered. /I wish I was okay.
- I wish I had a pair of new shoes. /I wish I bought a new pair of shoes.
- I wish I had enough money. /I wish I were rich.

[Note: You can accept more than one alternative.]

C. Complete the sentences using the correct forms of the verbs in the brackets.

- Instruct students to do this task individually.
- When they have completed the task, have them exchange their work with their partners.
- Encourage students to correct each other's work. Monitor peer correction to ensure that students are providing feedback to each other.
- Have some students share their answers with the class.
- If any answers are incorrect, correct the answer and explain why it is incorrect.

Answers

- a. did not have
- b. were not so difficult
- c. lived
- d. could travel
- e. was
- f. did not have to
- g. could fly
- h. could go

4.6. Listening

In this section, students will listen to a conversation between three people about their birthdays. They will then complete a variety of exercises provided to test their understanding of the conversation.

Objectives

Listen to the audio and do the comprehension exercises

Materials

Audio file and audio player

Follow these steps:**A. Answer the following questions.**

- a. Start the class by playing/singing a song related to celebration to set the mood for the lesson and to get students thinking about birthdays.
- b. Ask students the pre-listening questions given in the book. Some specific questions that you could ask include:
When is your birthday?
How do you usually celebrate your birthday?
What gifts do you usually get on your birthday?
Who gives you those gifts?
- c. As students are sharing their answers, listen carefully and give them compliments on their presentations. This will help to create a positive and supportive learning environment.
- d. At the end of the activity, make a list of the items that students got on their last birthday. This will give you a good idea of the types of gifts that students are typically given on their birthdays.

B. Listen to the audio and complete the table with the information you heard. Use no more than two words.

- a. Before you enter the class, listen to the audio so as to be familiar with it.

- b. Tell students to read Exercise B carefully. While they are reading the exercise, go near them and make sure they are on task.
- c. Explain the listening procedure.
- d. Play the audio for the first time and ask students to listen to it carefully.
- e. Play the audio for the second time and ask them to do Activity B (Table completion).
- f. Play the audio for the third time and ask students to review their answers for accuracy and completeness.
- g. Make sure that everyone has completed the exercise.
- h. If needed, you can play the audio again. Do not be rigid about the number of times you play the audio, as all students do not have the same capacity to listen and understand.
- i. If you find that many students are making the same mistakes, you can do mass corrections. This involves playing the audio and pausing at the points where the answers are located.

Answers

Martha: Taiwan, flight attendant, family, grandmother

Kenji: Tokyo, May 14, park, presents, guitar

Sun-Hyi: Korea, next week, 20 or twenty, mother

Post-listening activity

What do the people speaking in the audio do on their birthdays? Do you do the same? If not, how would you like to celebrate? Talk to your friends.

- a. Ask students to remember what the three speakers in the audio do on their birthdays. Note their responses and add if they missed any information.
- b. Ask students to compare their birthday celebrations with that of the speakers in the audio. Ask them to share if they do different things on their birthdays. Ask them how they celebrate their birthdays differently.
- c. Ask some of the students to share their views. Encourage students to speak more.
- d. Give compliments to the best presenter.

4.7. Reading II

This is the second reading in this unit. It is an email written by a girl to her friend.

Objectives

- a. Learn the words: memorable, presence, occasion, surprise, chorus, and hugged
- c. Extract the required information from the text and complete the comprehension questions

Follow these steps:

Pre-reading activities

- a. Ask students if they write emails or letters to their friends. If they do, ask them to share their experiences.
- b. Ask students what they write in their letters/emails. The answers may vary (invite their friends to their special events, inform their parents about their progress, etc.).

- c. Ask students to guess what the text type is by looking at the overall format of the text. The text is a personal letter, as it is addressed to a specific person (Sangita) and it is written in a casual tone.
- d. Ask students to guess why Niru wrote the letter to Sangita.
- e. Encourage shy/passive students to speak more. You can do this by calling their names directly or by asking them open-ended questions that require them to share their thoughts and opinions.
- f. Deal with unfamiliar words by asking students to guess the meaning of the words from the context.

While reading activities

- a. Model a fluent and expressive reading of the text, asking students to listen carefully and point to the lines as you read.
- b. Ask students to read the text silently. Monitor them while they are reading.
- c. Deal with the text in the form of question and answer. Ask different questions and get answers from the students. For example: Why has Niru written this letter?
- d. Encourage students to explain the things/ideas from the email.
- e. Ask them to underline the unclear lines/phrases/words in the text.
- f. Explain the text focusing on the parts where students are unclear.

A. Complete the following sentences with the words from the box.

- a. Pair up students. Instruct them to read the words in the box and complete the sentences from a-f using those words.
- b. Monitor students while they are doing the exercise.
- c. Identify struggling students and provide them with extra support while others work independently.
- d. Provide correct answers on the board so that students can check their answers.

Answers

a. occasions b. presence c. memorable d. surprise e. hugged f. chorus

B. Answer the following questions.

- a. Instruct students to work in the same pairs and continue working on Activity B.
- b. Tell students to read the questions from a-h. Make sure that they understand all the questions.
- c. 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.
- d. Organize the information in a sentence and write the answer to the question on the board.
- e. Now, ask students to read the rest of the questions from b-h and find the answers to the questions from the text.
- f. Move around the classroom and help the students find the answers from the text.
- g. You can provide students with clues to each answer if needed.
- h. When students complete the task, write the answers on the board and let them correct their answers.

Answers

- a. The email was written to Sangita.
- b. Niru's birthday was on 15th Jeth 2078.
- c. A special song sung by her family woke up Niru on her birthday.
- d. Niru got a box full of chocolates and a CD of her favourite singer.
- e. She received a message from Heena.
- f. Heena wanted Niru to go to her house because she was planning a surprise.
- g. The surprise was that all her friends were gathered there to celebrate Niru's birthday.
- h. They sang Niru's favourite song, cut a cake, had a delicious meal, and danced to celebrate the occasion.

C. Suppose you are Sangita. How will you respond to Niru? Write a reply email.

- a. Discuss the format of the email. You can take the help of the email in Reading II as an example.
- b. Provide clear instructions to students that they have to write a reply email to Niru.
- c. Ask them to write an email to Niru. You can assign this task as homework.
- d. Check their written work and provide individual feedback to students.

Sample of a Reply Email

Hi Niru,

I'm so glad to hear that your birthday was great! I was really sorry I couldn't wish you a happy birthday in person, because I was in the hospital with a fever.

I bought you a really nice gift, but I'm not going to tell you what it is yet. I'm coming to visit you next week and I'll give it to you then. I'm going to stay for about a week since I have a two-week winter vacation. My dad will drop me off.

I hope we can have a lot of fun together!

See you soon!

Sangita

4.8. Grammar II

In this section, students will learn the past forms of the verbs and practise making sentences in the simple past tense.

Objectives

Make grammatically correct and situationally appropriate sentences in simple past tense

Follow these steps:

A. The past forms of the following verbs are given in the email above. Find and write them.

- a. Ask students to read the email again and underline all the verbs.
- b. Once they have underlined all the verbs, ask them to find the past tense forms of the verbs. You can do one on the board as an example.
- c. Then ask students to do the rest of the exercise on their own. Monitor them to make sure that everyone is on track.
- d. If students are struggling, you can provide them with some hints.
- e. Once they have completed the exercise, provide them with the correct past tense forms of the verbs. Let them check their work and make corrections as needed.

B. Study the following sentences.

Ask students to study the given sentences. Remind them to pay special attention to the red-coloured words.

Ask them if they can produce such sentences. If they do, write them on the board.

Tell them that the red-coloured words are verbs in the simple past tense.

Explain with sufficient examples when and where the simple past tense is used.

C. Complete the sentences with the past simple forms of the verbs in the brackets. Use negative forms where needed.

- a. Assign the task as individual work.
- b. Go around the class and check whether all the students are involved in the assigned task.
- c. Identify students who need your help and assist them.
- d. After they complete the task, ask few students to share their answers.
- e. Provide the correct answers and ask students to make corrections if needed.

Answers

- a. took, paid
- b. put, spoke
- c. heard, ran
- d. Did
- e. Did
- f. called, didn't hear
- g. saw, didn't talk
- h. spent, didn't buy
- i. cut, didn't pay
- j. took

4.9. Speaking

In this section, students will practise 'expressing wishes' in the given situations.

Objectives

Express wishes in the given situations

Follow these steps:

A. How do you give your best wishes in the following situations? Make a wish for each.

- Present some pictures showing different situations such as the celebration of a festival, and ask students what they wish in the given situations.
- Discuss the structures used in expressing good wishes, for example, Happy birthday, Safe travels, Good night, etc.
- Ask students to look at the situations given in Activity A and think about the possible expressions they can use. You can do one as an example with the help of a student. This will help students to brainstorm different good wishes that they can use in different situations.
For example:
You: Today is my birthday.
Student: Happy birthday to you!
- Ask students to work in pairs to practise expressing good wishes.
- While students are engaged in the activity, monitor them and provide them with necessary feedback.
- While students are engaged in the activity, monitor them and provide them with necessary feedback.

B. What wish do you make in the following situations? Tell your friends.

- Ask students to read the given situations carefully and think about the wishes they would make.
- Discuss the structures that can be used in expressing good wishes.
- Ask students to work in pairs. One has to read the conditions and the other has to tell a wish. Monitor them and help them if necessary.

4.10. Writing II

This is the second writing task in this unit. Here, students have to write about a special event celebrated at their school using the past tense.

Objectives

Narrate a sequence of events in a paragraph

Follow these steps:

Which events do you celebrate at your school: Children's Day, Democracy Day, School Day, etc.? Choose one and recall how it was celebrated last year. Write a paragraph about it. Use past tense.

- Ask students to remember which of the events they have celebrated in their school.
- Take help of students and make a list of the major activities they performed during the celebration. This will help students to focus on the most important activities.

- c. With the points that the students have remembered, ask them to write a paragraph about an event that they have celebrated in their school.
- d. Monitor students while they are writing the paragraph. This will help to ensure that students are on track and that they are using the correct grammar and vocabulary.
- e. After students have completed the paragraph, check the written work and provide them with individual feedback.

Sample Paragraph

Last month, our school celebrated its 60th annual day. It was a very special day for me and all the students. The mayor of our municipality was the chief guest. The program started at 11 a.m. and there were hundreds of people there, including students, teachers, parents, and other guests.

Students from different classes performed different acts, like dances, mimicry, and songs. The winners of different competitions were also awarded medals and prizes. I was awarded the "Student of the Year" award.

4.11. Project work

This is a project where students are required to work in a group to prepare greeting cards for special occasions.

Objectives

Make greeting cards for a special occasion

Follow these steps:

- a. Make sure that students have understood the instructions well.
- b. Divide students into groups of 3 or 4.
- c. Instruct each group to:
 - Choose an occasion.
 - Brainstorm ideas for a greeting card design.
 - Create a draft of the greeting card design.
 - Decorate the greeting card.
- d. While the students are engaged in the activity, monitor them and provide necessary assistance.
- e. Once all the groups complete the task, display the greeting cards on the wall and let students vote for the best one.
- f. Award the best greeting card with a big round of applause, or anything else that you think is appropriate.

Unit: 5

Introduction

This is the fifth of nineteen units in the grade seven textbook. The table below gives an overview of the whole unit. There are twelve tasks in this unit. Teachers can follow the suggested activities below to facilitate their students' learning or design their own.

S. N.	Topics	Tasks
1	Getting Started	Talk about the pictures /Make suggestions Listen and sing
2	Reading I: The Three Merchants	Answer the pre-reading questions Complete the sentences with given words/phrases Write true or false Answer the questions Make suggestions
3	Pronunciation	Practise syllable stress
4	Writing I	Write a “Thank you” message
5	Grammar I	Study the sentence structures used for making suggestions Complete the sentences with the correct phrases
6	Speaking: Making Suggestions	Act out the dialogue Make suggestions Complete the dialogue
7	Listening: Making Suggestions	Suggesting people Fill in the blanks Practise making suggestions
8	Reading II: Food Habit	Discussion on pre-reading questions Find the words for given meanings Answer the questions Give suggestions
9	Grammar II	Study the example sentences (Conditional sentence) Choose the correct option to complete the sentences Use the correct form of verbs to complete the sentences
10	Writing II	Write a paragraph about eating habits Prepare a short message in the form of a slogan
11	Project Work	Prepare a list of suggestions regarding food habits
12	Extra Bit	Read the poem
Total Time for the Unit		10 Hours

5.1. Getting started

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

Objectives

- a. Tell what the people should/should not do in the pictures
- b. Sing the song in a tune
- c. Answer the given questions

Follow these steps:

A. Look at the pictures and say what the people should/should not do.

- a. Show students the given pictures one by one, either from the book, on separate chart paper, or a slide.
- b. Ask students what the people should or should not do in the given situation.
- c. Ask students these questions: What should/should not the boy do? What should/should not the woman do? What should/should not the man do? What should/should not the men do?
- d. Encourage students to answer the questions.
- e. Praise students' attempts.

B. Listen and sing.

- a. Ask students if they have listened to the song before. Ask them if they can sing the song in tune.
- b. Get their responses.
- c. If available, play the song or sing it yourself with rhythm.
- d. Ask students to follow along and point to the lines as you sing the song for the first time.
- e. For the second time, sing the song and ask students to follow along. Sing line by line and ask them to repeat.
- f. For the third time, have students sing the song together with the recording or your singing.
- g. When they learn the tune down, sing the song together for fun.
- h. Ask students how they felt listening to and singing the song.
- i. Provide feedback if necessary, or end with positive compliments.

5.2. Reading I

The first reading text in this unit is a story "The Three Merchants". It illustrates how greed can break good relationships.

Objectives

- c. Learn the words: merchants, distant, bathhouse, handed over, dishonest, appeared, promised
- d. Read the text and do the comprehension tasks
- e. Learn the expressions used to make suggestions

Follow these steps:

Pre-reading activities

- a. Ask students the pre-reading questions.

- b. Encourage them to speak out and try to get as many responses as possible.
- c. Cheer students for their responses.
- d. Read the text aloud and ask students to pay attention to the words in red.
- e. Ask students if there are any other words they are unfamiliar with. If so, tell them to underline those words as well.
- f. Ask students to guess the meaning of these words.
- g. Clarify their meanings with definitions, gestures, cards, pictures, actions, synonyms, or antonyms.

While-reading activities

- a. Have 2-3 students read the story aloud in front of the class, one at a time. Ask the other students to listen carefully and follow along in their books.
- b. Ask questions to make the reading interactive and engaging.
- c. Summarize the story and discuss its message.
- d. Ask students to read the instructions for Activity A and Activity B. Make sure that they understand the task.
- e. Go around the classroom to see if any students need your help to complete the task.
- f. Now ask students to go through the text again and find the answers to the questions from a-e given in Activity C. Instruct them to underline the answers in their textbooks and then write the answers in their notebooks.
- g. Go around the class and check whether all the students are involved in the assigned task. Identify struggling students and provide them with extra support. Help them locate the answers in the text and organize the information to form complete answers.
- h. Have some students read aloud their answers.
- i. When students have completed the task, involve them in peer correction.
- j. Provide the correct answers and ask students to make corrections if needed.

A. Answers

- a. merchants
- b. distant
- c. bathhouse
- d. handed over
- e. dishonest
- f. appeared
- g. promised

B. Answers

- a. False b. true c. false d. true e. false f. false

C. Answers

- a. They agreed to work together and share their profits.
- b. They began to sell their goods.
- c. They earned a good amount of money by selling their goods.
- d. They gave the bag of money to the old man because there was no bank in those days.
- e. No, he did not. He wanted to take the bag of money back.

- f. Because the old man saw that the other two merchants were waiting outside and he believed that all of them agreed to take the bag.

Post-reading activity

- a. Ask students what they learned from the story.
- b. Ask them what suggestions they would give to the old man and the two merchants who were cheated by the first merchant.
- c. Ask them to work in pairs, discuss the question, and write their answers in their notebooks. Help them with some structures for making suggestions.
- d. When they finish, ask them to share their answers with the class.
- e. Write their answers on the board.
- f. Provide feedback on their responses.

5.3. Pronunciation

In this section, students will practise pronouncing the words with syllable stress.

Objective

Pronounce the given words with correct syllable stress

Material

Smart phone

Follow these steps:

- a. Explain to students what syllable stress is. You can use examples to illustrate your point. For example, you could say, "The word 'merchant' has two syllables. The first syllable is stressed, and the second syllable is unstressed. This means that the first syllable is pronounced louder, longer, and more distinctly than the second syllable."
- b. Write the following words on the board: merchant, dishonest, appear, distant, promise, handover, bathhouse, agreement, amount, judge.
- c. Pronounce each word and mark the stressed syllable.
- d. Say the words slowly and clearly, and have students listen and repeat after you. You can use a device such as a smartphone to help you with the correct pronunciation of the words.
- e. Encourage students to practice repeatedly.
- f. Ask individual students to pronounce each word.
- g. Be patient and provide plenty of practice opportunities.
- h. Provide feedback and praise students for their efforts.

5.4. Writing I

In this section, students are required to write a “thank you” message.

Objectives

Write a “thank you” message with the help of given clues

Follow these steps:

- a. Explain the instructions for Activity A clearly.

- b. Collect the oral responses from students.
- c. Praise their efforts and present your view.
- d. Ask students to silently read the text again and discuss the story with their partners sitting next to them.
- e. Ask them to read the instructions for Activity B and tell them that they are going to write a thank you message.
- f. Now, show students a sample “thank you” message or write it on the board highlighting its major elements.
- g. Discuss the elements of the message in detail taking reference from the given sample.
- h. Ask students to write the final draft of the message.
- i. Check students’ written work and provide them with individual feedback.

Sample “Thank you” Message

Dear Prasiddhi,

I want to take a moment to express my heartfelt thanks and appreciation for your recent act of kindness in helping me move to my new home. I am truly grateful for your support. Your willingness to lend a helping hand during a busy time was truly touching. Your support made the moving process much smoother. I feel fortunate to have you in my life as a friend.

Sending you my deepest thankfulness and warmest wishes.

Hari Krishna

Elements of a Thank you Message

Opening: It includes a greeting or salutation, such as "Dear [Recipient's Name]" or "Hello [Recipient's Name]."

Body: The body of the thanking message is where you express your gratitude in a sincere and specific manner mentioning an act of kindness, gift, or support you are thankful for.

Closing: The conclusion of the message repeating your thanks using phrases such as "Thank you again," "I am truly grateful", "I appreciate your kindness.", "Best regards," "Warmest wishes," or "Yours sincerely," depending on the tone and formality of the message.

Signature: It includes your name at the end of the message to personalize it and add a personal touch.

Possible Answer

Dear Bhimsen,

I would like to thank you for your wise advice when I was in a difficult situation. Your suggestion to reply to the two merchants that I could only return the money when all three were present was an excellent idea.

Your friendship and guidance mean a lot to me. I am grateful to you for your support. Thank you once again.

Best regards,
Saran

5.5. Grammar I

In this section, students will learn several structures for giving suggestions.

Objective

Learn the structures/phrases used for giving suggestions

Follow these steps:

- Ask students in which situations they need suggestions and how they give suggestions.
- Write their responses on the board one by one and acknowledge their answers.
- Ask students to read all the sentences in Activity A and pay attention to the words in red color.
- Tell them that these words are used for giving suggestions. For example, should/should not, how about, if I were you, I would, why don't you, etc.
- Write some other expressions used to suggest people in various situations.
- Write some situations in which someone needs suggestions, such as "I am very weak in English," "I lost my pen in class," "I forgot to bring my homework today,". Ask students to give suggestions using the expressions they learned.
- Ask students to go through Activity B and discuss in pairs and then complete the sentences with the correct words/phrases.
- Go around the class and make sure that students are involved in the task.
- Finally, tell the answers and ask students to make corrections if needed.

Answers

- | | | | |
|-----------|---------------|-----------|-----------|
| a. should | b. should not | c. should | d. should |
| e. buy | f. buying | g. going. | h. would |

5.6. Speaking

In this section, students will practise making suggestions.

Objective

Give suggestions using the following structures:

You should/should not

Why don't you ...?

If I were you

I would...

How about..... ?

Follow these steps:

- a. Pair up students and assign them the roles of Alina and Rabina. Ask them to act out the dialogue. To make it more interesting, you can record it on your mobile phone and play it back in class. Praise their work with positive feedback.
- b. Introduce these structures for giving suggestions: "You should...", "How about...", "Why don't you...", "If I were you...", etc., and write the structures on the board.
- c. Tell students that they are practising the structures for giving suggestions in the given situations. You can write any situation as an example on the board and give as many suggestions as possible using all the structures given in the text.
- d. Have students work in pairs or small groups to come up with suggestions using the given structures for each situation in Activity B.
- e. Conduct role-plays where students can practice giving suggestions in different situations. For example, they can act out the scenarios in pairs or small groups and use the suggested structures to give advice to each other. Encourage students to be creative and think critically while giving suggestions.
- f. Provide constructive feedback and reinforcement to help students further improve their skills in giving suggestions.
- g. Tell students that they are going to complete the dialogue in Activity C with the words from the box and act out the dialogue.
- h. Instruct them to complete the dialogue individually and check their answers in pairs.
- i. Make pairs of the students and ask them to play the role of Nahina and Nita. Move around the class and make sure that they are using the correct structures.

B. Possible Answers

- a. How about going to the park?
- b. You should have taken an umbrella.
- c. If I were you, I would go for a walk.
- d. Why don't you eat some fruits/food?
- e. You should take a rest.
- f. If I were you, I would borrow a pen from a friend.

C. Answers

Nabina: Shall we...

Nita: I don't think...

Nabina: How about.....

Nita: don't think so.... Why don't

Nabina: What about.....

Nita: sounds good..... Let's.....

Nabina: perfect.

5.7. Listening

This is a listening task where students listen to the conversation between two people as one mentions the problem and the other gives suggestions.

Objective

Listen to the conversation and complete the comprehension tasks

Materials:

Audio file and audio player

Follow these steps:

- a. Ask students how they make suggestions to people. Try to get more responses.
- b. Make corrections if needed. Once again, remind them of the structures used to make suggestions.
- c. Tell students that they are going to listen to the conversations in which a person mentions the situation/problem and the other gives suggestions.
- d. Tell them to go through the questions given in Activity B. Allow them some time to read the incomplete dialogues from 1-8.
- e. Play the audio and tell them to complete the sentences with the words/phrases/sentences they listen.
- f. Provide a transcript if anyone has hearing difficulties.
- g. Go around the class and check whether all students are doing it right.
- h. Play the audio again and ask students to go over their answers.
- i. Check that all the students have the correct answers. If needed, play the audio once more
- j. Ask students to underline all the structures of suggestion used in the conversations.
- k. Get students into pairs. Tell them to perform the dialogues.
- l. Tell the other students to observe quietly when their friends perform and get ready for their turn.
- m. Praise students' efforts and provide feedback on their performance.

Answers

1. A: bored, B: read, A: feel
2. A: hungry, B: order a pizza, A: idea
3. A: Let's, B: movie, A: sure
4. A: headache, B: take, A: will
5. A: should, B: about...next, A: noisy
6. A: exercise, B: walk, A: shoes
7. A: long, B: don't...early, A: still
8. A: broke, B: money, A: too

5.8. Reading II

This is the second reading text in Unit 5. It is about the Food Habits.

Objectives

- a. Learn the words: complicated, splutter, vegetarian, excrete

- b. Read the text and answer the questions that follow

Follow these steps:

Pre-reading activities

- a. Ask students to read the title of the text and guess what the text is about.
- b. Ask these pre-reading questions:
 - c. What type of food do you usually eat?
 - d. Are they healthy?
 - e. What are healthy food?
- f. Try to get the responses from each student.
- g. Write their responses on the board and encourage them to speak more.
- h. Write these words on the board: complicated, splutter, vegetarian, excrete.
- i. Pronounce the words and ask students to repeat after you.
- j. Tell students to find these words in the text and underline them with a pencil.
- k. Ask them to look up the meaning of these words in the glossary or a dictionary .
- l. Make sentences using these words to further clarify the meaning.

While-reading activities

- a. Select 3 students and have them take turns reading the text, with each student reading one paragraph.
- b. Read the text at a normal speed and ask students to listen carefully.
- c. Ask students to retell the information mentioned in the text in their own words.
- d. Discuss the main message of the text. Try to make the discussion interactive by asking questions such as ‘Why is it important to fuel up our body properly?’
- e. Encourage students to ask questions if anything is unclear in the text.
- f. Tell the students to find the words for the given meanings in Activity A.
- g. Ask them to read the text and complete the task.
- h. Tell the answers and ask students to make corrections.
- i. Pair up students and ask them to read the text again.
- j. Tell them that they are going to write the answers to the given questions in Activity B.
- k. Tell them to take turns to ask and answer the questions from a-e in pairs.
- l. Next, ask them to write the answers to these questions.
- m. Identify struggling students and provide them with extra support while others work independently.
- n. Have some students read aloud their answers. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

A. Answers

- a. Complicated b. splutter c. amazing d. vegetarian e. excrete

B. Answers

- b. Our body is compared with a piece of machinery.
- c. We should eat right food/healthy food.
- d. They have to find ways to replace meat with another source of protein.
- e. We need a balanced diet to keep us healthy.
- f. It is important to take control of our body because we only have one body.

Post-reading activities

- Ask the students what kinds of food are considered healthy and balanced diet in their community or family. Ask some students to share their answers to the class.
- Ask them to pay attention to the structures used for suggesting in the text.
- Instruct them to work in a group and suggest their friends about eating a balanced diet. Remind them to use a variety of structures to make suggestions.
- Move around the class and make sure that students are staying on the topic.

5.9. Grammar II

In this section, students will learn to make the conditional sentence type II.

Objective

Learn and use the structure of type II conditional sentences

Follow these steps:

- Ask students to study the sentences from a-e in Activity A along with their meanings given in the brackets.
- Ask them to pay attention to the words in red in the sentences.
- Explain that type-II conditionals are common types of conditionals in English and are used to talk about hypothetical situations. You can even make a formula like structure of type-II conditional.
- Present the structures of if-clause and main-clause on the board with plenty of examples.
- Instruct the students to complete Activity A and Activity B for further practice.
- When they finish, tell them to exchange their answers with their partners and check each other's work.
- Write the correct answers on the board and let students correct their work.

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

B. Answers

a. had b. bought c. were. d. had

C. Answers

- were
- had
- were not
- would have bought
- would have bought
- would travel

5.10. Writing II

There are two tasks in the writing section: writing a paragraph on one's eating habits and preparing a short message in the form of a poster. Students can draw information from Reading-II or from their own experiences/culture.

Objectives

- a. Write a paragraph about a person's food habits
- b. Write a short message in the form of a poster

Follow these steps:

- A. What types of food do you eat? Are they healthy? Do they make a balanced diet? Do you have any plans to change your food habits? Write a paragraph about your eating habits.**
 - a. Discuss the importance of personal food habits and their impact on health and well-being.
 - b. Show examples of different types of food, such as fruits, vegetables, grains, proteins, and dairy, and ask students to identify the types of food they usually eat in their daily lives.
 - c. Discuss the concept of a balanced diet and ask students if they feel their current food habits are balanced.
 - d. Encourage them to share their thoughts and opinions.
 - e. Provide students with a sample paragraph about food habits and ask them to analyze its structure. Discuss how the topic sentence introduces the main idea of the paragraph, and how the supporting details provide information and examples to support the main idea.
 - f. Introduce the components of a well-structured paragraph, including the topic sentence, supporting details, and concluding sentence.
 - g. Now, guide students in brainstorming ideas about their own eating habits. Encourage them to think about the types of food they eat, whether their food habits are healthy or balanced, and if they have any plans for changing their food habits.
 - h. Have students work individually to write their own paragraph organizing the brainstormed ideas into a coherent paragraph about their eating habits.
 - i. Provide support and feedback as needed, focusing on organization, sentence structure, and vocabulary use.
 - j. Provide constructive feedback on students' writing, focusing on areas for improvement and reinforcing the concepts taught during the lesson.

Sample Paragraph on Food Habits

Topic Sentence

Food habits play an essential role in maintaining our overall health and well-being.

Supporting Sentences

One important component of a healthy food habit is to eat a balanced diet. A well-balanced diet should include all the necessary nutrients in the right proportions. This ensures that our body gets the necessary nutrients for good functioning and growth.

Another key component of a healthy food habit is consuming an appropriate amount of food which helps to maintain a healthy weight. It's important to be aware of the amount of food that we eat which can lead to weight gain and other health problems. Food quality is also important in maintaining a healthy food habit. Choosing whole, unprocessed foods such as fruits, vegetables, lean proteins, and whole grains, and avoiding highly processed and sugary foods, helps to ensure that we are getting the best possible nutrients from our food. Additionally, meal timing is an essential component of a healthy food habit. Eating regular meals and snacks at consistent times throughout the

day helps to regulate our digestion, control hunger, and maintain stable blood sugar levels.

Concluding Sentence

A healthy food habit should consist of balanced nutrition, consumption control, food quality, and meal timing. Including these components in our daily eating routine can greatly impact our overall health and well-being.

A Sample Paragraph on Eating Habits

Eating habits are important for our health. It's essential to eat a variety of foods that provide the nutrients our bodies need, like fruits, vegetables, whole grains, protein, and dairy. Avoiding/skipping meals or eating too much junk food can affect our energy levels and focus at work. It's also important to drink enough water and limit energy drinks. Eating together as a family can be a good way to share meals and enjoy healthy foods. By making small changes, like eating balanced meals and drinking water, we can develop healthy eating habits that help us stay strong and focused.

B. Why should we eat a balanced diet? Prepare a short message in the form of a poster.

- a. Tell students that they are going to prepare a short message in the form of a poster about the importance of eating a balanced diet.
- b. Ask them if they have seen or prepared a poster about any important concerns or issues. Listen attentively to their responses.
- c. Highlight the benefits of a balanced diet using simple language and clear examples.
- d. Draw a box on the board and prepare a model of a poster containing message on any topic, such as why we should keep our surroundings clean or why we should maintain personal hygiene. Using clear headings, simple language, and visual aids to create an eye-catching and informative poster.
- e. Ask students to use the same model to create a similar poster with a message on why we should eat a balanced diet.
- f. Assign the task as homework. Encourage students to use their creativity and allow them to work in pairs or groups if needed.
- g. Check the homework the next day and provide feedback on their work.

Model of a Poster

Title: "Eat Well, Feel Well: The Importance of a Balanced Diet!"

A balanced diet provides your body with the essential nutrients it needs to function at its best.

Eat a variety of foods from all food groups, such as fruits, vegetables, grains, protein, and dairy.

Limit sugary or fatty foods for better overall health.

Choose water as the best option for hydration.

By eating a variety of foods in some changes, you can maintain a healthy weight, reduce the risk of chronic diseases, and feel your best every day!
Make healthy eating choices for a happier and healthier you!

5.11. Project work

This is a project where students work together to prepare a list of suggestions to their friends regarding their food habits on the chart paper.

Objective

Prepare a list of suggestions on food habits

Follow these steps:

- a. Divide the class into groups of four. Give each group an attractive name.
- b. Tell each group to prepare a list of suggestions for their friends about food habits and then present the information in the form of a poster.
- c. Remind them of the structures used to make suggestions. Examples of suggestions:
Eat more fruits and vegetables.
Why don't you consume meals cooked at home?
You should drink plenty of water.
- d. Ask all the groups to display their work on the notice board and review each other's work.
- e. Let them vote and decide the best poster.
- f. Have each group provide feedback to the others.

Unit 6

Introduction

Textbooks are specifically designed to align with the curriculum, but they are not the only resource available to teachers. Teachers can modify and adapt textbook content to meet the specific needs of their students and context. The table below summarizes the contents of Unit 6, which includes 12 tasks. Teachers can follow the suggested activities or design their own activities to meet the objectives of the unit.

S. N.	Topics	Tasks
1	Getting Started	Talk about pictures Listen and sing
2	Reading I: My Holiday Plan	Discuss the pre-reading questions Fill in the blanks Write true or false Answer the questions Talk about the things to do in the holidays
3	Pronunciation	Identify syllable numbers
4	Grammar I	Study the sentences in simple present tense and complete the given tasks
5	Writing I	Write an essay on holiday plans
6	Listening: A Talk about Needs and Wants	Discuss the pre-listening questions Write true or false Fill in the blanks Identify needs and wants
7	Reading II: The Circus Elephant (Poem)	Discuss the pre-reading questions Find the rhyming words Write true or false Share reflection on circus animals
8	Grammar II	Conditional type 1
9	Speaking: Expressing Conditions	Speak on the basis of given pictures Complete the sentences
10	Writing II	Write a story
11	Project work	Find out others' needs or wants
12	Extra Bit	Read a story
Total Time for the Unit		10 Hours

The task-wise procedure for facilitating teaching learning activities in the classroom is suggested below.

6.1. Getting started

This is the first task of the unit. It consists of two sub-tasks. The first one is to look at the pictures and guess what the people in the pictures want. The second sub-task is to listen to the song and sing along. Please follow the given procedure to facilitate the students.

Objectives

- a. Talk about what the people in the pictures might want
- b. Sing the song

A. Look at the pictures and guess what these people might want.

Follow these steps:

- a. Introduce the activity. Ask students to tell about their wants. Listen to some of the students expressing their wants. You might share yours too.
- b. Ask students to look at the given pictures carefully and think about what each person in the pictures might want. You can tell them what the person in the first picture might want: e.g. He wants to go paragliding over the mountains.
- c. Have students share their guesses. Pick some students (for each remaining picture) and ask them to guess what the person in the picture wants.
- d. Elicit the responses such as:
Second picture (right to the first one)-She wants to be a nurse.
Third picture (below the first one)-He wants a mobile phone.
Fourth picture-The boy wants to have an office job.
- e. Provide feedback and ask clarifying questions to students. Listen to their guesses and provide feedback. You can ask why they think so.

B. Listen and sing.

- a. Learn to sing the song in advance.
- b. Sing the song and ask students to listen.
- c. Sing the song and ask students to follow you. You can also ask them to sing the song together. While singing, they can clap their hands too.
- d. After everyone learns the song, lead the discussion to the questions. There are two questions.
- e. Ask individual students to write the answers to both questions. Monitor them while they are doing the activity. After they finish, ask some of the students to share their answers.
- f. Provide necessary feedback on students' answers.

Answers

- a. No, we can't because we might want a lot of things.
- b. A need is something necessary to live and function. A want is something that is desired but not essential.

6.2. Reading I

This is the first reading task of the unit. It is an essay 'My Holiday Plan'.

Objectives

- a. Learn these words: productive, concentration, enrolled, preserve, rare, fence, and achievements
- b. Read the text and do comprehension activities

Follow these steps:

Pre-reading activities

- a. Ask students to look at the pictures in the text carefully.
- b. Ask them the questions from a-c.
- c. Elicit the responses such as: The first picture shows a woman doing yoga, while the second picture shows a small girl gardening.
- d. Ask students if they also do such activities in their day-to-day life.
- e. Let some of the students share their experiences. You can also share your pastime activities.
- f. Discuss the benefits of these activities.
- g. Ask students to copy all the words that are unfamiliar to them on their notebooks. Write the words on the board.
- h. Encourage students to guess the meaning of the words from the context.
- i. Discuss the meaning of the words.

While reading activities

- a. Ask students to guess what the text might be about by looking at the pictures and the title of the text. Then, write the topic of the text/essay on the board.
- b. Read the text at a normal speed and ask students to point to the lines.
- c. Ask some of the students to read the text aloud in turn and ask the rest of the students to follow him or her. While doing so, ensure that all the students get a chance to read the text.
- d. Now, discuss the text in the form of question and answer. Ask different questions that require students to extract the main points from the text.

A. Choose the correct words from the box to complete the sentences.

- a. Pair up students.
- b. Ask them to choose the correct words from the box and complete the given sentences.
- c. Once they complete the task, let the pairs exchange their work for peer correction.
- d. After the peer correction session is over, provide the correct answers on the board.

Answers

- | | | | |
|-----------------|-------------|------------------|--------------|
| a. achievements | b. preserve | c. productive | d. enroll |
| e. fence | f. rare | g. concentration | h. gardening |

B. Read the text and write True or False for these statements.

- a. Ask students to read the sentences from a-d in Activity B.
- b. While they are doing it, move around the classroom and monitor their performance.

- c. Identify the struggling students and provide them with necessary support. You can help them by pointing to the phrases/lines/paragraphs in the text that help them to decide whether the information given is true or false.
- d. After they complete the task, ask 2-3 students to tell their answers one by one and let the class decide whether the answers are right or wrong.

Answers

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

C. Answer these questions.

- a. Assign this task to individual students.
- b. Students can read the text if they want.
- c. Go around the class and check whether all the students are involved in the assigned task.
- d. You can help them by pointing out the lines/paragraphs where the answers lie.
- e. Once they complete the task, select a few students to share their answers, and then get feedback from the whole class.
- f. Provide the correct answers and ask students to make corrections if needed.

Answers

- a. The writer is going to do yoga and gardening during her holiday.
- b. Yoga increases concentration power.
- c. No, she isn't. She is going with her two friends.
- d. She couldn't do gardening in the past because she had a dance class every evening after school.
- e. She is going to plant rare plants that are good for the environment.
- f. She plans to prioritise yoga and gardening and be a better person.

**C. What are the two most interesting things you really want to do in your coming holiday?
Talk to your friends.**

- a. Provide an account of your plans for the upcoming holiday.
- b. Ask students what two things they want to do in their coming holiday and let them think for a while.
- c. Get them to work in pairs and share their ideas/plans in the form of questions and answers.
- d. Assess them while they perform the task and provide them with necessary feedback.

6.3. Pronunciation

This is the pronunciation section where students get a chance to practise identifying the number of syllables in words.

Objectives:

- a. Pronounce the words correctly
- b. Identify the number of syllables in the words

Follow these steps:

- a. Pronounce the word 'rear' more than once and ask students to repeat it.
- b. Ask them to notice how many syllables they hear in the word. Elicit the responses such as: There is only one syllable.
- c. Explain that a syllable is a unit of pronunciation that contains a single vowel sound. It can be made up of a vowel by itself, or a vowel with surrounding consonants.
- d. Pronounce the word 'productive' several times and ask students to repeat after you. Ask them to notice the syllables. There are three syllables: pro-duc-tive.
- e. Now, pronounce the words given in the box one by one and ask students to repeat them.
- f. Conduct the drill with individual students, small groups, or the class as a whole. Do this until everyone in the classroom learns to pronounce the words correctly.
- g. Finally, ask students to guess the number of syllables in each word. Provide the correct answers.

Answers

sum-mer (two syllables)

pre-serve (two syllables)

con-cen-tra-tion (four syllables)

plant (one syllable)

herb-al (two syllable)

fence (one syllable)

a-chieve-ment (three syllables)

hol-i-day (three syllables)

gar-den-ing (three syllables)

6.4. Grammar I

This is the first grammar activity of this unit. Here, students will practise making sentences in the simple present tense.

Objective

Make grammatically correct sentences in simple present tense

Follow these steps:

A. These sentences are from the above text (My Holiday Plan). Complete them with the correct words from the text.

- a. Write the given sentences from a-e twice on chart paper and cut them into strips.
- b. Divide the class into two groups. Distribute the strips to the groups. Tell them to read the text once more and find the words for the blank spaces. Have them underline the sentences in the text.
- c. As soon as they finish, ask both groups to paste their sentences on the board. The group with all the correct verb forms in the sentences will be the winner.

- d. After the exercise is over, ask students to tell the class of the words they have filled up. Elicit the response “verb”.
- e. Next, ask students to tell the tense of the verbs used in these sentences. Elicit the response “simple present tense”.

Answers				
a. is	b. tells	c. practises	d. is	e. move

B. Study the following table.

- a. Ask students to read the sentences given in the table. Remind them to pay special attention to the words in red.
- b. After they read the given sentences, discuss the structure of questions and negative sentences in simple present tense.
- c. Explain with sufficient examples that simple present tense needs an addition of a 'do verb' in questions and negatives if they do not have 'be verbs' as the main verbs.

C. Complete these sentences about yourself with correct verb forms.

- a. Have students complete this task as individual work.
- b. Let them fill up the information about themselves in the sentences from a-h.
- c. Monitor them while they are doing the activity.
- d. Ask students to share their responses with the class and provide them with necessary feedback.

Answers			
a. is, are	b. is, is	c. is	d. like
e. leave/bunk	f. do	g. dance	h. don't

6.5. Writing I

This is the first writing task of this unit. Students will write an essay describing how they celebrate their summer/winter holiday.

Objectives

- a. Brainstorm ideas to write an essay
- b. Write a well-organised essay describing their summer/winter holiday

Follow these steps:

You have summer/winter holidays every year. How do you spend your holidays? Write a short essay in approximately 100 words. Use the following questions as clues.

- a. Make sure that students understand the instructions clearly.
- b. Discuss the answers to the questions from a-d given in the exercise one by one.

- c. Write the keywords from the discussion on the board.
- d. Now, ask students to write about their plans for the coming summer/winter holiday in their notebooks.
- e. You can also assign this task as homework.
- f. Check students' written work and provide them with individual feedback.

Sample Essay

How I Spend my Winter Holidays

I live in a cold place in the upper part of Dolakha district. Every year, I have a long winter holiday around the 15th of Poush. I first finish my homework and then go to my uncle's house in Chitwan. I often help my parents with chores during my holidays.

This year, I will have a holiday from the 17th of Poush for 15 days. This year might be a memorable year for me because we are planning to go to Pokhara for a week. My father has already booked a hotel room in Pokhara. We will visit different places around Pokhara, and go boating, sightseeing, and paragliding. If we have time, we will also visit Lumbini and Devghat.

6.6. Listening

In this listening task, students will listen to a speaker talk about wants and needs.

Objectives

- a. Differentiate between needs and wants.
- b. Do comprehension exercises based on the information from the listening text

Materials

Audio file and audio player

A. Look at the pictures and answer the questions.

- a. Ask students to read the questions in the pre-listening section which they have to answer by looking at the given pictures.
- b. Ask them to identify what the pictures show. Elicit the responses such as food, water, and shelter.
- c. Ask students if human beings can live without the things shown in the pictures.
- d. Listen to students' responses and again ask them why they think so.
- e. Give your concluding remarks.

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

- a. Listen to the audio before the class starts.
- b. Ask students to read the sentences given in Activity B and Activity C.
- c. Move around the class and make sure that everyone is reading.
- d. Discuss the listening procedure.
- e. Play the audio for the first time and ask students to familiarise themselves with it.

- f. Play the audio for the second time, and ask students to do exercise B.
- g. Play the audio for the third time and let them do exercise C. Remember, you can play the audio more than three times if necessary.
- h. After everyone has finished doing the exercises, ask individual students to share their answers.
- i. Finally, provide the correct answers on the board.

B. Answers				
a. True	b. True	c. False	d. False	e. True
C. Answers				
a. eat	b. difficult	c. food/want	d. plants	

Post-listening activity

Look at the list of things. Discuss and categorise them into NEEDS and WANTS.

- a. Hold a discussion on needs and wants. Ask students to define needs and wants and to explain the difference between them.
- b. Divide students into two groups. On the board, draw two columns for "Needs" and "Wants." Decide which group will write in each column. Then, in turn, call on one student from each group to write a need or want from the box Activity D in the appropriate column.
- c. Ask the other students to judge whether the nominees are doing it correctly.
- d. Invite other students to add more items to the respective columns.

6.7. Reading II

This is the second reading text in this unit. It is a poem about the needs and wants of a circus elephant.

Objectives

- a. Learn these words: tramp, roam, gentle, tricks, stare, delight, captive
- b. Do comprehension exercises

Follow these steps:

Pre-reading activities

- a. Ask students to look at the picture given in the text carefully and describe what they see.
- b. Ask them whether the given elephant looks happy or sad. Elicit the answer: The elephant looks sad. Ask students 'why they think so'. Elicit the responses such as: Because it is not in the jungle or it is not free.
- c. Ask students where an elephant lives. Ask them where the elephant in the picture wants to go.
- d. Ask them if they have ever watched animal shows or animals in the zoo. Ask them if it is good to keep them in a zoo or use them in a circus. Get some of the students to answer. You can present your views as well.
- e. Ask students to underline the unfamiliar words from the text.

- f. List those words on the board and deal with them. Encourage the students to guess their meanings from the given context and discuss the meanings of the words.

While reading activities

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

A. Find the rhyming words for these from the poem.

- a. Ask students what rhyming words are.
- b. Write some stanzas of another poem and underline the rhyming words.
- c. Again, write some words on the board and ask students to suggest rhyming words for those words.
- d. Now, ask them to find the rhyming words for the given words from the poem.
- e. Assign this task to individual students.
- f. Tell students to share their work to the class and provide them with feedback.

Answers

- a. fight: night, light, sight, delight, right
- b. pill: will, fill
- c. play: they, away

B. Are the following statements true or false? Write True or False.

- a. Ask students to read the statements from a-e in Activity B.
- b. Have individual students complete the task.
- c. Monitor students and provide assistance as needed.
- d. Once students have completed the task, ask them to share their answers.
- e. When one student reads their answer, have other students indicate whether they agree or disagree.

Answers

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

C. Have you ever been to a circus? If yes, what types of things did you see there? If no, what types of things do you think you will find at the circus? Talk to your friends.

- a. Make sure that students understand the instructions clearly.
- b. Ask if any of the students have ever been to a circus. If so, ask them to share their experiences, such as when they went, what they saw, and how they felt.
- c. If no one in the class has been to a circus, discuss what they might see at a circus.

- d. Share your own experiences if you have any. If not, find a reliable video about a circus on YouTube or another online source.
- e. Hold a discussion about the video. Ask students how they felt watching it. Let students share their opinions about whether animals should be kept in zoos or used as circus animals.
- f. Conclude the discussion with your opinion.

6.8. Grammar II

In this section, students will practise conditional sentence type I.

Objectives

- a. Make grammatically correct conditional type I sentences
- b. Use conditional type I sentences in day-to-day life

Follow these steps:

A. Study the following sentences.

Instruct students to read the sentences from a-d given in Activity A. Remind them to pay special attention to the words in red.

Copy the sentences on the board and discuss the structure of conditional type I sentences.

Ask students to produce such sentences and write their sentences on the board. Give feedback on their sentences.

Pair up students and ask them to do the exercise. Monitor them while they are doing the exercise. Provide necessary assistance.

After they complete the task, ask them to read aloud their answers to the class.

Provide your feedback with the correct answers.

Answers				
a. eat	b. will have	c. does	d. will arrive	e. won't do well
f. don't tell	g. will you	h. calls		

6.9. Speaking

In this section, first students will look at the picture and tell what the people want to be. Next, students will work in pairs to complete the given sentences.

Objective

Express wants and needs

Follow these steps:

A. Look at the pictures and say what they want to be.

- a. Ask students what they want to be in the future.
- b. Ask them why they want to be that person.
- c. Present the pictures from Activity A one by one and ask students to identify the professions. You can ask them about the opportunities and challenges of being in those professions.
- d. Present the pictures. Invite one of the students and have a conversation. For example: A: What does Pemba want to be? B: Pemba/He wants to be a pilot.

- e. Form pairs and ask them to have conversations about the given situations. Go around the class and ask them to change roles.

B. Work in pairs. Take turns to complete the sentences.

- a. Make sure that everyone knows what they are supposed to do.
- b. Pair up with one of the students and read aloud the given example.
- c. Pair up students and ask them to perform similar dialogues for other situations from a-f given in Activity B.
- d. Move around the classroom and help students if needed.
- e. Provide feedback to the class based on your observation.

6.10. Writing II

This is the second writing task in Unit 6. Students will develop a readable story using the correct forms of the verbs given in the brackets.

Objectives

- a. Write a readable story out of the given outline

Follow these steps:

A farmer wanted his sons to be hardworking. Read how he made his lazy sons hard-working. Put the verb from the brackets in the past forms to complete the story.

- a. Ask students to read the story carefully.
- b. Ask them if they can retell the story in their own words.
- c. Have 2-3 students to retell the story and listen to them.
- d. Remind students that stories are most often written in the past tense.
- e. Form small groups of students and ask them to write the story together. Monitor them and provide assistance as needed.
- f. Ask the group leaders to share their stories.
- g. Write the correct answers on the board and let students correct their answers.

Answers

Once there lived a farmer in a village. He was very hardworking. He had three sons. They were very lazy. This worried the farmer. He wanted his sons to take care of his fields as he did. So, one day, he called his sons to his side and said, "Dear sons, there is a great treasure hidden in one of my fields to make sure that you three never go hungry". After a few days, the farmer died. After that, the son decided to search for the treasure their father was talking about. They took the farmer's spades and mattocks and dug every portion of the field hunting the treasure. But they found nothing.

A friend of their father saw this and suggested that they should sow some seeds. They accepted the suggestion and did the same. It rained well and well that season. The sons realized what their father's hidden treasure was. From that day on, the sons started working hard.

6.11. Project work

This is a community-based work. Students are required to talk to five different people from their community and ask them what things they would like to have. Next, students must identify whether the things the people would like to have are needs or wants. Finally, students must explain why they think so and then share their work with their friends.

Objectives

- a. Talk to people and get the required information
- b. Prepare a summary of the collected information

Follow these steps:

- a. Explain to students what they need to do.
- b. Assign the task to individual students and ask them to talk to five different people from their community about what things they would like to have.
- c. Based on their findings, ask students to categorize the things (that people want to have) into needs and wants.
- d. Ask them to write why they think a certain item/thing is a want or need.
- e. After students complete the task, ask them to share their answers in class.
- f. Provide individual feedback on their work.

Unit: 7

Introduction

Unit 7 covers a range of topics, from Getting started to Extra bit, with twelve tasks in total. The table below gives an overview of the whole unit. Teachers can follow the suggested steps below to facilitate their students' learning, or they can design their own activities to meet the specific needs of their students and context.

S. N.	Topics	Tasks
1	Getting Started	Give an opinion about the picture with reasons Listen and sing
2	Reading I: Fast Food	Answer the pre-reading questions Match the words with the meaning Answer the questions Post-reading discussion
3	Pronunciation	Pronounce the words with the help of phonetic symbols/phonetic transcriptions
4	Grammar I: To Infinitive	Study the examples Complete the exercises
5	Listening: A Talk on 'Bad Habits'	Discussion on pre-listening questions Write true or false Post-listening discussion
6	Writing I	Choose the correct answers Punctuate the text
7	Reading II: The Pen is Mightier than the Sword	Discussion on pre-reading questions Complete the sentences Write true or false List the main points of the debate
8	Speaking: Express Opinions	Express opinions Give opinion on the activities shown in the pictures Agree/Disagree on a topic
9	Grammar II: Present Simple and Present Continuous Tense	Study the example sentences Describe the picture Complete the sentences
10	Writing II	Write a paragraph expressing opinions on a topic
11	Project Work	Organize a speech competition
12	Extra Bit	Use of punctuation marks
Total Time for the Unit		10 Hours

7.1. Getting started

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

Objectives

- a. Give opinions about the pictures with reasons
- b. Sing the song and answer the questions

Follow these steps:

A. Observe the pictures and give opinions with reasons.

- a. Ask students to observe the pictures given in Activity A or display the enlarged forms of the pictures on the board.
- b. Ask the following questions to students:
What is in the first picture?
What is your opinion about it?
What do you see in the second picture?
What do you think about it?
What do you see in the third picture?
What do you think about it?
What is the boy doing in the fourth picture?
What do you think about the picture?
- c. First, ask the whole group, and wait for the response. Next time, point to a particular student, listen to the answer.
- d. Encourage students to share their own opinions and ideas. Be patient and allow students time to think about their answers.

Possible Answers

1. The first picture is a school building. It is located in a peaceful place.
2. Two students are studying together. In my opinion, pair study is more fruitful than studying alone.
3. The third picture shows a strong and healthy person. A person becomes strong and healthy when he/she eats healthy food and does exercise.
4. The boy is studying seriously. I think he is preparing for the exam.

B. Listen and sing.

- a. Play the song given if the audio or video is available or sing it in a tune for students and tell them to listen carefully.
- b. For the second time, sing the song and ask students to repeat after you.
For the third time, sing the song/play the song again and have students sing the song together.
- c. When they get the tune, sing the song together for fun.
- d. Ask and discuss how students felt listening to and singing the song.
- e. Ask them the questions from a-c given below the poem.
- f. Take their responses and appreciate their participation in the discussion.

7.2. Reading I

The first reading text in this unit is an essay on “Fast Food”.

Objectives

Learn the words: nutrients, refined, obese, valuable, garbage

Read the text and do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Show the picture from the book and discuss the pre-reading questions.
- b. Ask these questions one by one to individual students and encourage them to reply.
- c. Ask them to pay attention to the words in red in the text and guess the meanings of these words.
- d. Teach the words following the Meaning Pronunciation and Form (MPF) technique.

While-reading activities

- a. Have students scan the text to identify the gist.
- b. Get some interested students to read the text aloud. Each student will read a single paragraph.
- c. Next, read the text at a normal pace and ask students to listen carefully.
- d. Discuss the main message of the text. Try to make the discussion interactive by asking some self-made questions.
- e. Encourage students to ask questions if anything is unclear in the text.
- f. Ask students to retell the information mentioned in the text in their own words.
- g. Tell students to match the words with their meanings in Activity A.
- h. Have some students read aloud their answers.
- i. Provide the correct answers and ask students to make corrections if needed.
- j. Pair up students. Ask them to read the text again to find the answers to the questions from a-g in Activity B. Instruct them to underline the answers in their textbooks first and then write the answers in their notebooks.
- k. Go around the class and observe whether all the students are involved in the assigned task. Identify struggling students and provide them with extra support. Help them locate the answers in the text and organize the information to form complete answers.
- l. Have some students read aloud their answers. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

A. Answers

- a. nutrients: substance needed to keep a living thing alive and grow
- b. refined: made pure by having other substances taken out
- c. obese: very fat, in a way that is not healthy
- d. valuable: very useful or important
- e. garbage: waste food, paper etc., that you throw away

B. Answers

- a. People are getting fat because they eat too much junk food.
- b. Vitamins, minerals, fibre, and proteins are the examples of nutrients.
- c. Refined sugar is added into fast food to make it taste good and make more money.

- d. Potato chips is not real food because it is not part of a human's natural diet.
- e. According to the text, America has most fat people.
- f. We should treat our body like a temple because it is the most valuable thing we will ever have in life.
- g. According to the writer, junk food is unhealthy which ruins our health so we should avoid eating it.

Post-reading activity

- a. Explain the concept of junk food and real food with examples.
- b. Ask students whether their parents encourage them to real food or junk food.
- c. First, ask them in the mass and then point out particular students and note down their answers on the board.
- d. Summarize the discussion with your opinion about junk food and real food.

7. 3. Pronunciation

In this section, students will be asked to identify the words from the given phonetic transcriptions and practise pronouncing the words. The purpose of this exercise is to familiarize students with phonetic transcription of the words. Therefore, do not make it complex, start with the basics. Before you start, make sure that students understand the basic concepts of speech sounds in English (vowels and consonants). Be patient with your students as they learn because learning the phonetic transcription of the sounds takes time and practise.

Objective

Identify the words from the phonetic transcriptions and pronounce the words

Material

Audio recording of the given words

Follow these steps:

- a. Write simple, everyday words on the board with their phonetic transcriptions. For example, book: /bʊk/. This will help students see how the words are formed.
- b. Break the words into smaller parts (individual sounds). For example, book: b-ʊ-k.
- c. Pronounce the words slowly and clearly, pointing to the particular sounds you are producing. Ask students to repeat the pronunciation of the words after you.
- d. Ask students if they have noticed such phonetic transcriptions in the dictionary while looking up the meaning of the words.
- e. Write the following words on the board: nutrient, refined, obese, valuable, garbage.
- f. Show the phonetic transcription of each word to students and break them down into smaller parts (syllable division). For example, nutrient can be broken down into "nu-tri-ent", refined into "re-fined," obese into "o-bese," valuable into "val-u-a-ble," and garbage into "gar-bage."
- g. This will help students see the combination of different sounds in each word and how they are formed.
- h. Model the correct pronunciation of each sound and have students repeat after you. Do it as long as students grab the correct pronunciation.

- i. Alternatively, play audio recordings of native speakers or use online resources that provide audio pronunciation. This will expose students to authentic pronunciation and help them imitate the correct sounds.
- j. To make it fun, you can record the audio/video of students pronouncing the words and play it back to the class. These activities can make learning pronunciation enjoyable and engaging for students.
- k. Use positive reinforcement and encouragement to motivate students to improve their pronunciation skills. Provide ample opportunities for students to self-correct and peer-correct during practice activities.

7. 4. Grammar I

This is a grammar section in which students learn the use of to-infinitive.

Objective

Learn the use of structures of sentences with to-infinitive.

Follow these steps:

- a. Write some sentences on the board with the to-infinitive form of the verb. For example, "I want to go to the cinema to watch the new movie." Explain that the to-infinitive is used to tell the purpose of the action.
- b. Provide additional examples to clarify the concept. For example, "I'm going to the grocery to buy some fruits."
- c. Ask students to read Reading I again and underline all the verb forms with to. Move around the class to make sure that all students are involved in the assigned task.
- d. Instruct students to read all the sentences in Activity B and pay attention to the verb forms with to given in red. Explain that the red-coloured words/phrases are the examples of the to-infinitive.
- e. Check if students need more examples.
- f. Ask students to work in pairs to complete Activity C. Go around the class and observe them while they place the words/phrases into the correct column.
- g. Now, ask them to work in the same pairs and match the sentence halves in Activity D.
- h. Write the correct answers on the board and let students check their answers.

C. Answers	
We learn English	We do exercise
To get a good job	To travel
To speak to other people	To be healthy
To understand films and music	To run faster
To get good grades	To keep fit
	To play with other friends

D. Answers

- a. He is going to the shop to buy a new computer game.
- b. He's making a card to give it to his mother.
- c. He went to Kathmandu to see the Dharahara
- d. They were at the cinema to watch a film.
- e. He called his friend to ask for help with his homework.
- f. He washes the car every Sunday to get extra pocket money.

7. 5. Listening

In this section, students will listen to an audio recording about bad habits.

Objective

Listen to the audio and extract the required information to complete the comprehension tasks

Materials

Audio file audio player

Follow these steps:

- a. Ask students to go through the pre-reading questions. Try to get as many responses as possible.
- b. Make a list of students' good habits and bad habits on the board. Discuss why these habits are good or bad.
- c. Tell students to go through the questions given in Activity B. Allow them 2-3 minutes to read the questions.
- d. Inform students that they are going to listen to an audio recording about bad habits.
- e. Play the audio and tell them to write True or False against the given statements Provide a transcript if anyone has hearing difficulties.
- f. Go around the class and check whether all students are doing it.
- g. Play the audio again and ask them to review their answers.
- h. Tell the answers and ask the students to make correction if needed.
- i. For Activity C, divide students into different groups. Ask them to remember the list of bad habits that the speaker talked about and then make a list. If they are unable to remember, play the audio once again and ask them to note the key points.
- j. Ask each group to share their answer to the class.
- k. After each group finishes sharing, ask students if they too have such habits.
- l. Conclude the activity by asking students what other habits are considered bad in their home/community/society.

B. Answers

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

7.6. Writing -I

There are two tasks in this section. Students are required to tick the correct sentences and rewrite the text correcting the errors.

Objective

Learn to use punctuation marks (full stop, comma, exclamatory mark, question mark) and capital letters

Follow these steps:

- a. Ask students what they know about punctuation marks.
- b. Write the punctuation marks they are going to learn about on the board:
Full stop/period (.)
Comma (,)
Question mark (?)
Apostrophe (‘)
Quotation marks (“
- c. Tell about these marks in detail along with their simple uses, with sufficient written examples.
- d. Ask students to go back to Reading I and find such punctuation marks.
- e. Now, ask them to go through the statements in Activity A and check the correct sentence from each group.
- f. Tell students to work in pairs. Instruct them to find the punctuation errors in the paragraph in Activity B and underline the errors in their textbooks.
- g. Go around the class and monitor if the students are doing as instructed.
- h. Ask students to rewrite the text in their notebooks, correcting the errors.
- i. Remind them that the first letter of the sentence is always capitalized.
- j. Rewrite the text on the board, correcting the errors, and let students correct their work.

A. Answers

- a. I know what you wanted.
- b. You don't know me well, do you?
- c. He said, "I am a student."
- d. Ugh! Why are you yelling at me?

B. Answer

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

7.7. Reading II

This is the second reading text in Unit 7. It presents the opinion of a person about a pen and a sword.

Objectives

Learn the words: enormous, supremacy, enslave, exemplary, violence, adopt

Extract the required information from the text to complete the comprehension exercises

Follow these steps:

Pre-reading activities:

- a. Ask students whether they have an experience of participating in a debate competition. Let them share their experiences.
- b. Tell students to read the title of the text and guess the content.
- c. Ask students to look at the picture and ask the pre-reading questions from a-c.
- d. First, ask a question to the whole class and later point out a particular student and ask the question.
- e. Listen to students' responses. Don't interrupt or correct them, even if you disagree with their opinions.
- f. Let students express their agreement and disagreement freely but keep asking them the question why they think so.
- g. Write their responses on the board and ask other students to make comments on their answers.
- h. Write the following words on the board: enormous, supremacy, enslave, exemplary, violence, and adopt.
- i. Tell students to find these words in the text and underline them.
- j. Tell students to look up the meanings of these words in the glossary at the end of the book or in the dictionary.

While-reading activities

- a. Model a fluent and expressive reading of the text, asking students to listen carefully and point to the lines as you read.
- b. Have some students stand up and read the text aloud. Ask other students to listen carefully and make corrections if they hear any mistakes in pronunciation.
- c. Divide students into four groups. Each group will read one paragraph of the text, starting from the first paragraph. Each group will then explain the content of the paragraph to the class.
- d. To ensure that all students are involved, you can assign a different role to each member within a group, such as: reader, note taker, explainer, etc.
- e. After each group has presented, lead a discussion to ensure that all students understand the content of the text.
- f. Tell students to match the words in column A with their meanings in column B in Activity A.
- g. Have students exchange their work with their partners for peer correction.
- h. Tell the answers and ask students to make corrections if necessary.
- i. Have students read the instructions for Activity B and complete the sentences with the words given in column A in Activity A.
- j. Have some students share their answers with the class.
- k. Now, tell students to read the text individually and determine whether the given statements in Activity C are true or false.
- l. Again, have some students share their answers with the class.
- m. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

A. Answers

- a. enormous: extremely large
- b. supremacy: a position in which you have more power or status
- c. enslave: to make somebody a slave
- d. exemplary: providing a good example for people to copy
- e. violence: physical force so as to damage
- f. adopt: to accept something

B. Answers

- a. violence
- b. supremacy
- c. Exemplary
- d. Enormous

C. Answers

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

Post-reading activities**D. What arguments does the speaker make to support her statement 'The pen is mightier than the sword'? List the main points.**

- a. Ask students what they think about the power of the pen and the sword, which they think is more powerful, and whether they agree with the speaker that the pen is mightier than the sword.
- b. Ask them to work in pairs and make a list of the arguments that the speaker has made in support of the statement "the pen is mightier than the sword."
- c. Invite some individual students to the front of the class to share their answers.
- d. Ask students to write their opinion on the statement as homework and present it in class the next day.
- e. Check the students' answers and provide them with feedback.

7.8. Speaking

In this section, students will learn the expressions used to give their opinions.

Objective

Give personal opinions using the expressions: I think.... /I believe...../ in my opinion...../ I strongly believe that...../ I am sure that.....

Follow these steps:

- a. Ask students to read the text "The pen is mightier than the sword" once again and underline the main arguments of the speaker in support of the statement.
- b. Remind them to pay attention to the expressions used by the writer for giving opinions.
- c. Write the following expressions on the board:
 - I think...
 - I believe...
 - In my opinion...
 - I strongly believe that...

I am sure that...

- d. Use the above expressions to give an opinion about something. Use as many examples as possible. Example: **I think** the pen is mightier than the sword because it can be used to inform people, to spread ideas, and to reform society.
- e. Write some common topics such as village life vs. city life, reading vs. writing, on the board and ask individual students to give their opinion using the expressions or structures they have learned.
- f. Do not choose controversial topics related to ethnicity, political thoughts, or religion to give opinions.
- g. Cheer for the students' attempts and give your constructive feedback.

Possible Answers
a. I think the pen is indeed mightier than the sword. The power of ideas and words has a lasting impact and can bring about positive changes.
b. I believe that the power of the pen is truly remarkable. Writers, poets, and thinkers have shaped the world with their ideas and words, and their influence continues to be felt today.
c. In my opinion, the pen is a more powerful tool than the sword. While physical force can achieve short-term goals, it cannot create lasting change or inspire people in the same way that powerful ideas and words can.
d. I strongly believe that the pen is mightier than the sword. The ability to communicate and share ideas is a fundamental aspect of our humanity to bring about progress and positive change.
e. I'm sure that the pen is more powerful than the sword. While weapons and military force may appear to give people power in the short term, it is ultimately the power of ideas and communication that can bring about lasting change and transformation.

B. Look at the pictures. What is happening in each of them? Is it right or wrong? Give your opinions. Think broadly. Use the expressions from A above to start your statements.

- a. Tell students that they are going to practise giving their opinions by using the expressions they learned in Activity A. Ask them to read the expressions once again. Show them the pictures in Activity B one by one. Ask them to guess what is happening in each picture.
- b. First, you describe any one picture and give your opinion as a model. For example, you can say: In the first picture, we see an elderly man crossing the road from a zebra crossing. I think, crossing the road from zebra crossing is the duty of responsible citizens.
- c. Pair up students and ask them to practise describing the pictures and giving their opinions.
- d. Move around the class and check whether all the students are involved in the pair work. Identify struggling pairs and provide them with extra support.

Possible Answers	
What is happening?	Opinion
1. An old man is crossing the road from a zebra crossing.	I'm sure that crossing the road from a zebra crossing is a good habit. It is safe.

2. A little girl is feeding a goat.	In my opinion, it is good to teach the little children to love animals. It helps to create a peaceful world. .
3. School children are cleaning the riverside.	I strongly believe that it is good to involve the school children in the cleaning campaign as it makes them aware of the environment and its protection measures.
4. An old woman is asking for something sitting by the road.	I think it is not good for the old people to sit by the road and ask for food or money. I believe the family members or the government should take care of them.

C. Some people say life is much easier in the city than in the village. Do you agree or disagree? Give your opinion.

- a. Tell students that they are going to participate in a debate competition in favor of or against the topic: Life is much easier in the city than in the village.
- b. First, ask individual students whether they agree or disagree with the statement. Divide the class into two teams: students who agree with the statement make Team A and students who disagree with the statement make Team B.
- c. Explain the rules that each team must follow and ask them to prepare accordingly. The rules could include things like staying on topic, using evidence to support their arguments, and being respectful of their opponents.
- d. Describe both the positive and negative aspects of both city and village life independently. This will help students to understand the full range of factors that contribute to the difficulty or ease of life in each setting.
- e. Ask students to collect evidence and arguments in support of their opinions. Encourage them to use the expressions they have learned in previous lessons to present their arguments.
- f. Encourage students to think critically and consider all aspects of the topic, including economic, social, and environmental factors. This will help them to develop strong arguments.
- g. Conduct the competition and decide the first, second, third, and fourth place winners. You can call your colleagues as judges in the class.
- h. Provide some constructive feedback after the evaluation. This will help students to improve their debating skills and to prepare for future competitions.

Model Arguments

Points /Arguments for the topic "Life is much easier in the city than in the village"

Access to basic facilities/services: In the city, basic facilities like clean water, electricity, healthcare, and transportation are easily available. Whereas in the village, these facilities are often limited or unavailable.

Educational opportunities: A wide range of educational opportunities are available in the city such as access to good schools and colleges, libraries, and museums, which are often not available in rural areas.

Employment opportunities: More employment opportunities are available in various industries, corporate offices, and technology companies in the cities. Cities can provide better-paying jobs than the limited jobs available in the village.

Entertainment and cultural events: Cities offer a wide range of cultural and entertainment events, such as concerts, theaters/movies, and sports events, which are not generally available in the village.

Points/Arguments on the topic "Life is much easier in the city than in the village"

Pollution: Cities are often polluted due to industrialization, transportation, and other human activities. This pollution can cause respiratory problems and other health issues. Villages are less polluted.

Cost of living: The cost of living in the city is usually higher than in the village. This can make it difficult for people with lower incomes to afford basic necessities like housing, food, and healthcare.

Overcrowding: Cities are often overcrowded, which can lead to a lack of personal space, traffic congestion, and long waiting times for basic services.

Stressful lifestyle: City life can be stressful due to the fast-paced lifestyle, long working hours, and high competition for jobs and resources.

Good family relationships: In the village, most of the families know each other and they share their sorrows and happiness with each other which is not possible in city as all are often busy with their own duties.

7.9. Grammar II

This grammar section is about the use of simple present and present continuous forms of the verbs

Objective

Make sentences in simple present and present continuous tense

Follow these steps:

A. Study the following sentences.

- a. Show a picture as the one given in Activity B and ask students to describe what is happening there.
- b. Elicit the responses such as: The birds are flying in the sky. The Sun is shining brightly.
- c. Write their responses on the board and ask students if they find any similarities in the structures of these sentences.

- d. Ask students to go through the sentences from a-h in Activity A. Remind them to pay attention to the verbs in red in the sentences.
- e. Tell students that the auxiliary verbs (is, am, and are) are followed by the verb+ing form of the verb in the present continuous tense. This tense is used to express actions that are happening now.
- f. Write some more sentences of the present continuous tense on the board and explain the structure. You can even make a formula/structure of the present continuous tense if students feel comfortable. Explain the structure of present continuous tense and simple present tense in detail with plenty of examples.

Structures

Present continuous tense: Subject + auxiliary verbs (is/am/are) + verb+ing +

Simple present tense: Subject + verb/verb+s/es + ...

- g. Have students work in pairs. Instruct them to look at the picture given in Activity B carefully, and describe what is happening there. Remind them to use the structure of the present continuous tense to write what is happening in the picture.
- h. When they finish, tell them to exchange their answers with a different pair and check each other's work.
- i. Provide your feedback at the end to the whole class.

Possible Answers

A man is digging the field.
 Some people are the saplings.
 A girl is watering the plants.
 A man is carrying a basket on his head.

C. Use the present simple or present continuous form of the verbs

This is also a practice exercise where students are expected to complete the sentences with the correct form of the verbs in simple present and present continuous tense. They can use affirmative, negative, or interrogative forms of the verbs.

- a. Ask students to review the structures of simple present and present continuous tenses once more and complete the sentences.
- b. Ask them to work in pairs. After they have completed the sentences, let them exchange their notebooks and check each other's answers.
- c. Finally, tell the correct answers to the whole class and ask students to make corrections, if needed.

Answers

- a. Does he eat rice every day?
- b. I am working at the moment.
- c. Does he go to Kathmandu often?

- d. They are not coming to the party tomorrow.
- e. They go to a restaurant every Saturday.
- f. She does not go to the cinema very often.
- g. I do not drink coffee very often.
- h. Keep quiet! Julie is sleeping now.
- i. I am reading a story these days.

7. 10. Writing-II

In this section, students will write a paragraph expressing their opinion on the good and bad aspects of having a lot of homework.

Objective

Write a paragraph expressing opinion on having a lot of homework

Follow these steps:

Some students think that having a lot of homework is good, while others don't like doing homework at all. What do you think? Write a short paragraph expressing your opinion.

- a. Ask students to read the instructions for this activity in their textbooks carefully. Explain that they will be writing a paragraph expressing their opinion on having a lot of homework.
- b. Ask students about their personal experiences with homework. Do they enjoy it or find it boring? Have they ever felt overwhelmed by the amount of homework assigned?
- c. Create two columns on the board: one for the reasons why some students like to do a lot of homework and one for the reasons why others don't like doing it at all.
- d. Ask students individually to share their reasons why they like or don't like doing a lot of homework. Remind them to use the structures they learned for expressing opinions in the previous lessons.
- e. Write their responses in the appropriate columns on the board. This will help students brainstorm ideas for their paragraphs.
- f. Ask students to develop a paragraph based on the brainstormed ideas.
- g. Go around the classroom to check that students are on task.
- h. After students have finished writing, allow them to share their paragraphs with a partner or the class.
- i. Check their written work and provide them with individual feedback.

Sample Paragraphs

1. Having a lot of homework is good

Homework is an important assignment that can greatly benefit the students. By assigning homework, I think, teachers can support the learning process of their students in class and provide students with opportunities to practise their skills independently. In my opinion, homework can provide opportunities for students to practise their skills and receive feedback, which can help them better understand and retain information. Completing homework can also help students develop important study habits and time-management skills, preparing them for high school and beyond. Additionally, homework can provide a way for parents to stay involved in their child's education and offer support when needed. Overall, I believe, homework can be an effective way to enhance learning and promote academic success for students.

2. Having a lot of homework is not good.

Although homework is beneficial for students, having an excessive amount of homework can have negative result/impact. I think, too much homework can lead to increased stress. It can also lead to tiredness and less engagement with learning. In my opinion, it can also obstruct other important aspects of a student's life, such as spending time with family, participating in extracurricular activities, and getting enough sleep. Furthermore, when homework is not well-designed, it can become a mindless and repetitive task that does not effectively promote learning. Therefore, it is important for teachers to carefully consider the amount and purpose of homework to ensure that it is manageable, meaningful, and effective in promoting the learning process.

7.11. Project work

This is a project where students work in a team to organize/conduct a speech competition in the class.

Objective

Develop speaking skill and critical thinking skills

Follow these steps:

- a. Tell students that they are organizing a speech competition in the class.
- b. Provide them some time to brainstorm some potential topics. You can also provide some potential topics to the students and ask them to finalize the topics that are interesting, relevant, and meaningful to them.
- c. Explain the format of the competition, including the length of the speeches, the criteria for evaluation, and the rules for participation.
- d. After the topic is finalized, ask students to divide themselves into two groups; one speaking in favour of the topic and another speaking against the topic. If they are not able to do so, use a random selection process such as a lottery and finalize the speakers of two groups.
- e. Provide guidance for the preparation of the speech such as finding reliable sources of information, organizing the sources, and way of delivering them.
- f. Provide sufficient time to practise their speeches.
- g. Choose the competition day. Manage prizes if possible to encourage the students.
- h. Provide a supportive and encouraging environment for all the students regardless of their performance.
- i. Evaluate students' performance and provide constructive feedback on their strengths and areas for improvement. Praise their efforts for participating and speaking in front of the audience.

Unit 8

Introduction

The table below summarizes the contents of Unit 8. There are a total of 10 tasks, as well as project work and an extra bit. Teachers can use the activities suggested here to conduct teaching and learning activities. However, it is important to remember that these are not the only activities that can be used, and teachers are free to adapt them to meet the learning needs of their students.

S. N.	Topics	Tasks
1	Getting Started	Talk about pictures Listen and sing
2	Reading I: A Trip to a Village	Answer the pre-reading questions Find the words for the given meanings Fill in the blanks Write true or false Answer the questions Post-reading activity: Identify verbs of the simple past tense and use them to talk about oneself
3	Pronunciation	Learn pronunciation of different forms of the suffix -ed
4	Grammar I: Connectives	Study the example sentences Match the sentence halves Complete the sentences using the connectives: and, but, although, however
5	Listening: A Conversation About the Last Weekend	Discuss the pre-listening questions Answer the questions Fill in the blanks
6	Writing I	Collect information and fill up a table Write a paragraph on the vacation tour
7	Reading II: Anuradha Koirala	Discuss the pre-reading questions Fill up a table with required information from the text Match the words with their meanings Answer the questions
8	Grammar II: Simple Past Tense	Study the example sentences Rewrite the sentences using 'used to' Complete the story
9	Speaking: Talking about the Past	Talk about past habits Talk about past activities Tell a story based on the pictures
10	Writing II	Write a story based on the outline given
11	Project Work	Talk to an elderly person to find out what s/he used/didn't use to do
12	Extra Bit	Complete a story
Total Time for the Unit		8 Hours

The item-wise facilitation procedures have been described below.

8.1. Getting started

This is the first task of the unit which consists of two sub-tasks. In the first activity, students have to talk to each other on the basis of the given pictures and in the second activity, they have to sing a song.

Objectives

- a. Talk about the given pictures in the form of questions and answers
- b. Listen and sing a song

Follow these steps:

A. Look at the pictures. Take turns to ask and answer questions as in the example.

- a. Ask students different questions about their activities in the past (e.g., "What did you do yesterday?", "What did you do this morning?", etc.). Let as many students as possible share their activities. You can share your experiences too.
- b. Next, ask students to look at the pictures in Activity A one by one and ask them to describe what each picture is about.
- c. Invite a pair of students to come to the front of the class. Let them perform the dialogue in the example, and switch roles.
- d. Pair up students and tell them to ask and answer as many questions as they can based on the pictures given in the textbook. For example: A: What did you do yesterday? B: I went hiking. A: Where did you go hiking? B: We went to the hills.
- e. While they are working, monitor them and make sure that they are actively engaged in the assigned task.

B. Listen and sing.

- a. Learn to sing the song in Activity B in advance. You can play the song in the class. The audio is available at <https://www.youtube.com/watch?v=PU5xxh5UX4U>.
- b. Sing/play the song and ask students to listen to it carefully.
- c. Sing again and ask them to follow you.
- d. Ask one of the students to sing the song and others to follow him/her. Move around the class and monitor students' performance.
- e. Let students sing the song in small groups.
- f. After everyone is able to sing the song, ask them to identify the verbs used in the song. They can underline the verbs or write them in their notebooks.
- g. Make sure that everyone has a correct list of the verbs used in the song. Now, ask them to change those verbs into the past tense.
- h. Finally, check their work and provide them with necessary feedback.

8.2. Reading I

This is the first reading text in the unit. It is a story entitled 'A Trip to a Village'.

Objectives

- a. Learn these words: set off, winding, obviously, run out of, examination, room, and uncomfortable

- b. Read the text and retrieve specific information required to complete the comprehension exercises

Follow these steps:

Pre-reading activities

- a. Ask students to observe the given picture carefully.
- b. Ask them to describe the road. Elicit the responses such as: It's a windy road in a mountainous region. The road seems to be well-constructed and well-maintained.
- c. Ask students if they have travelled along a similar road and how they felt about travelling on that road. There might be some students having travelled on the similar roads.
- d. Ask students to underline all the words that are unfamiliar to them.
- e. Write the words on the board.
- f. Teach the vocabularies one by one making the students guess the meanings from the given contexts.

While reading activities

- a. Read the text aloud at a normal pace and ask students to point to the words/lines being read.
- b. Ask some of the students to read the text aloud and have other students follow along.
- c. Discuss the text with students. You can interact with students by asking them different questions about the text.
- d. Ask students what lesson they have learned from the given story. (Possible answers can be: Find out about the new place before you start your journey, one should start his/her journey with complete preparation, etc.

A. What are the words/phrases for these meanings below? Find them from the text above and write them down.

- a. Ask students to read the meanings given in Activity A carefully.
- b. Ask the individual students to find the words for the given meanings. Tell them that they can consult the coloured words/phrases from the text.
- c. After everyone completes the task, do the whole class correction. Tell the answers one by one and ask students to check their answers.

Answers

- | | | | |
|---------------|------------------|--------------|------------|
| a. run out of | b. uncomfortable | c. obviously | d. winding |
| e. set off | f. examination | g. room | |

B. Now, complete these sentences with the words you found above.

- a. Ask students to work in pairs. Have them complete the given sentences with one of the suitable words they have found in exercise A.
- b. Monitor them while they are doing the task and provide them with necessary assistance.
- c. When they complete the task, ask them to share their answers one by one to the class and provide them with feedback .

Answers

- | | | | |
|------------------|----------------|------------|--------------|
| a. uncomfortable | b. set off | c. winding | d. obviously |
| e. run out | f. examination | g. room | |

C. Are these statements true or false? Write True or False.

- Ask students to read the statements from a-e given in Activity C.
- Instruct them to read the text once again and underline the information related to the statements in Activity C.
- Ask them to state whether the given statements are true or false.
- After they complete the task, have 2-3 students read their answers aloud to the class.
- If any answer is incorrect, correct the answer and explain why it is incorrect.

Answers

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

D. Answer the following questions.

- Ask students to read the questions from a-f in Activity D.
- Then, have them read the text once more and find the answer to those questions.
- If necessary, help them by giving clues on where the answers lie. For example, you can say, "You can find the answer to question (a) in paragraph 1, line 1".
- Ask students to write the answers in their notebooks.
- Go around the class and check whether all the students are involved in the assigned task.
- Identify struggling readers and provide them with extra support.
- After everyone has completed writing the answers, have them exchange their notebooks with their partner sitting next to them and let each other correct their work.
- Finally, write/display the correct answers on the board and let students check their answers.

Answers

- The three friends were going to spend their holidays in the mountains.
- It was difficult to see the road because of the darkness and the rain.
- They drove twenty miles until the car stopped after tea.
- They asked where the village was.
- The driver told that the village was just on the other side of the hill.
- They found a hotel and had a good breakfast.

E. Write all the past forms of the verbs from the above story 'A Trip to a Village'. Choose at least five of them to talk about yourself.

- Ask students to read the story "A Trip to a Village" once again and underline all the verbs in the story.
- Get them to choose any five verbs to talk about themselves. You can present a model answer. For example: *came- I came to school on foot today.*
- Now, invite some of the students to talk about themselves using the verbs they have chosen and listen to them.
- Form small groups and ask students to talk to each other using the verbs. Make sure that everyone is engaged in the task.

8.3. Pronunciation

In this exercise, students will practise pronouncing the words ending in –ed.

Objectives

- a. Pronounce the words with the suffix -ed correctly
- b. Categorise the words based on the sounds they produce.

Follow these steps:

- a. Learn the correct pronunciation of the given words ending in -ed. You can consult your smartphone or online dictionaries.
- b. Pronounce the words one by one, or download them from online resources and play them for the students.
- c. Pronounce/play the words again and ask students to repeat.
- d. Ask them to pronounce the words one by one themselves. Monitor them and repeat the drill until everyone is able to pronounce all the words correctly.
- e. Finally, ask students to write the words under the given headings based on the final sound they make: /t/, /d/, and /ɪd/.
- f. After they complete the task, check their work and provide necessary feedback.

8.4. Grammar I

This is the first grammar section of this unit. Here, students are required to use connectives of contrast.

Objectives

Make grammatically correct sentences using the connectives of contrast

Follow these steps:

A. Study these sentences.

- a. Ask students to read the given example sentences carefully, paying special attention to the highlighted words.
- b. Ask them if they can produce similar sentences. If they do, write the sentences on the board.
- c. Write the connectives on the board and hold a discussion on their uses with sufficient examples.

B. Match the two halves to make meaningful sentences.

- a. Ask students to read the given halves of the sentences carefully.
- b. Match one sentence with its half as an example.
- c. Ask individual students to do the rest of the exercise and provide them with necessary assistance.
- d. After they complete the task, ask them to exchange their notebooks for peer correction.
- e. Finally, provide the correct answers and ask students to check their answers.

Answers

- a. We wanted to go to the show but there weren't any seats left.
- b. Shall we go to the cinema and watch the film you were talking about?

- c. Although burgers are very tasty, they are not very healthy.
- d. My neighbours are friendly but they are noisy.
- e. I felt extremely tired, however, I went to bed late last night.

C. Complete these sentences with and, but, although or however.

- a. Ask individual students to complete the sentences from a-k given in Activity C.
- b. Move around the class to monitor the engagement of students in the assigned task.
- c. Identify struggling students and provide them with individualized support while others work independently.
- d. Have some students read aloud their answers.
- e. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
- f. Tell other students to correct their own answers if they find that their answers are wrong.

Answers

- | | | | | | |
|-------------|-------------|--------|-------------|------------|--------|
| a. however | b. Although | c. and | d. however | e. but | f. and |
| g. although | h. Although | i. and | j. although | k. however | |

8.5. Listening

This is the only listening task of this unit. In this task, students will listen to a conversation between two people who are talking about what they did during the weekend.

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.

- a. Ask students to look at the picture given in the pre-listening section carefully.
- b. Ask them different questions in addition to the pre-listening questions given in the textbook, such as: How many people are there? Where are they? What are they doing?
- c. Encourage students to make guesses by looking at the picture.
- d. Tell students that they are going to listen to an audio and do the given comprehension exercises.
- e. Explain the listening procedure.
- f. Ask students to read the exercises before they listen to the audio.
- g. After they have read the exercises, play the audio and let them familiarize themselves with the audio.
- h. Play the audio for the second time and ask them to do Activity B, where they have to answer the questions.
- i. Again, play the audio and ask students to do Activity C, where they have to fill in the gaps with the information from the audio. Remember that you can play the audio more than three times if needed.

- j. After everyone completes the task, move around the classroom and ensure that all the students have correct answers.
- k. Ask students to make a list of the activities they did last Saturday. After they complete the task, ask some of them to share their lists with the class.

B. Answers

- a. a lot of things
- b. Tom
- c. Because he had a fever and cough.
- d. Mary and Peter

C. Answers

- a. bought b. took c. ate d. enjoyed e. had

8.6. Writing I

This is the first writing task of the unit. Students will write a brief paragraph about the experiences they collected while visiting certain place during their last vacation.

Objective

Compose a paragraph about a place visited during a vacation

A. Ask these questions to your friends. Write down their answers in complete sentences.

- a. Ask students to go around the class with the table at hand and fill in the necessary information.
- b. Make sure that all students have completed the task.

B. Where did you go on your last vacation? Write a short paragraph about it. Try answering the above questions in your paragraph.

- a. Make sure that students have clearly understood the instructions.
- b. Ask students to write a short paragraph based on the questions given in Activity A above. Also, ask students to give a suitable title to their paragraph.
- c. Monitor students while they are engaged in the activity.
- d. Provide individual support to the struggling students while other students work independently.
- e. When they complete the task, ask them to compare their work with their friends and ask a couple of students to read aloud their answers.
- f. Check their written work and provide them with individual feedback.

Sample Paragraph

My Last Vacation

I spent my last vacation visiting different parts of eastern Nepal with my family. We started from Biratnagar, where we stayed for a night. The next day, we visited Dharan and I really liked the Budhasubba temple there. We then went to Dhankuta and Jhapa, where we spent a day exploring each place. We also went to Ilam and stayed there for a few days, and visited the surrounding areas. We even went to Darjeeling for a day. We had a great vacation!

8.7. Reading II

This is the second reading text of the unit. It is a biography of Anuradha Koirala.

Objectives

- Learn these words: devotion, inspiration, endured, hospices, determination, apprehending, empowerment, awards, and evil
- Extract the information from the text and do the comprehension exercises

Follow these steps:

Pre-reading Activities

- Ask students to look at the picture and identify who the person is. Elicit the response: Anuradha Koirala.
- Ask them if they have known anything about Anuradha Koirala. Let them share anything they know.
- Ask students to underline all the unfamiliar words from the text. Write the words on the board and deal with the words one by one.

While-reading Activities

- Read the text aloud at a normal pace and ask students to point to the lines.
- Ask 3-4 students to read the text aloud in turn and ask others to follow.
- Discuss the content of the text. Ask and answer textual questions.

A. What do these numbers, dates and years refer to? Read and write.

- Ask students to observe the given table carefully.
- Ask them to go back to the text once again and find the information related to the given dates, years and numbers.
- Tell them to draw a table given in Activity A in their notebooks and fill up the information in the table.
- Ask students to exchange their notebooks for peer correction.
- Finally, tell them the correct answer and let them check their answers.

Answer

a.	20	Anuradha Koirala spent 20 years teaching children at various schools in Kathmandu.
b.	1993	Founded Maiti Nepal
c.	1000	More than 1000 children receiving direct services from Maiti Nepal every day
d.	38	Anuradha Koirala has been awarded 38 national and international awards
e.	1999	Received Prabal Gorkha Dakshin Bahu Medal
f.	2006	Received The Peace Abbey, and Courage and Conscience
g.	2010	Anuradha declared as CNN Hero
h.	5th Sept.	Anti-trafficking Day

B. Match the words on the left with their meanings on the right.

- a. Ask students to read all the words on the left and all the meanings on the right carefully.
- b. Pair up students and instruct them to complete the task.
- c. After they complete the task, ask them to share their answers in small groups.
- d. Finally, provide the correct answers and let them check their answers.

Answers

- a. devotion: great care and support to somebody/something
- b. inspiration: the source of desire to do something
- c. endure: to deal with something that is painful
- d. hospices: hospitals
- e. determination: something that makes you continue do something
- f. apprehending: catching somebody and arresting them
- g. empowerment: the act of giving somebody more power
- h. awarded: given the awards
- i. evil: morally bad and cruel

C. Answer the following questions.

- a. Ask students to read the text “Anuradha Koirala” again and underline the answers in the text.
- b. You can help them by indicating the paragraphs and lines where the answers are located.
- c. Ask them to write answers to the questions and monitor them while they are doing the task.
- d. After they complete the task, have them read their answers to the class and provide feedback on their answers.

Answers

- a. Anuradha Koirala received her school education at St. Joseph Convent School, Kalimpong, India.
- b. No, she wasn't fully satisfied with her teaching job. She says although teaching brought her great satisfaction, she realized that she had a bigger personal calling to fulfill.
- c. She established Maiti Nepal to provide services for both children and women who have endured untold pain and suffering, often in silence.
- d. She was awarded with different prizes for her service to humanity.
- e. I think she was declared a CNN Hero for her struggle to fight the social evil of human trafficking.
- f. No, it isn't. Her victory is a pride and honour to the nation.

8.8. Grammar II

This is the second grammar section in this unit. Students will practise making sentences in the simple past tense.

Objectives

- a. Use the simple past tense correctly
- b. Use 'used to/didn't use to' to talk about the habitual past

Follow these steps:

A. Study the following sentences.

- a. Ask students to read the sentences from a-e in Activity A carefully and pay special attention to the words in red.
- b. Ask students to make similar sentences and write them on their notebooks.
- c. Have them read the sentences aloud to the class.
- d. Discuss the use of “used to” with sufficient examples.

B. Rewrite these sentences using used to as in the example. Use negatives too.

- a. Discuss the example given in Activity B.
- b. Pair up students and instruct them to rewrite the sentences from a-i using “used to”.
- c. Once they complete the task, have 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.

Answers

- a. Dinesh did not use to like watching sports.
- b. My sister used to have short hair.
- c. Nitu did not use to wear jeans.
- d. We used to go to visit our relatives on New Year's Day.
- e. I used to go to bed early.
- f. My father used to drink a cup of coffee after dinner.
- g. He used to walk along the beach every evening.
- h. She used to love playing badminton.
- i. I used to have long hair.

C. Complete the story. Use past simple forms of the verbs from the brackets.

- a. Ask students to read the story carefully.
- b. Ask some of the students to tell the story in their own words.
- c. Make sure that everyone understands the instructions clearly.
- d. Form small groups and ask them to do the exercise. Monitor students' participation in the task and provide necessary assistance.
- e. After they complete the task, let them share their answers to the class and provide them with necessary feedback.

Answers

went, attended, started, enjoyed, walked, walked, was, talked, went, were not, were waiting, were, told, put, were, was

8.9. Speaking

In this section, students will practise talking about the past habits using “used to/didn't use to”.

Objective

Talk about past activities using “used to/didn't use to”

Follow these steps:

A. Work in pairs. Take turns to talk about your past habits. Talk about at least five things you used to/didn't use to do.

- a. First, talk about your past habitual actions using used to and didn't use to.
- b. Pair up with one student and model a conversation about habitual past actions.
- c. Ask students to work in pairs and perform similar dialogues.
- d. Move around the class and make sure that students are staying on the topic.

B. What did you do last week? Complete the table below. Work in pairs and take turns to ask and answer as in the example. Use the past tense.

- a. Ask students to read the information given in the table in Activity B.
- b. Select two students to perform the dialogue given on the next page.
- c. Ask students to work in pairs and complete the table with the activities they did the last week, and then have a conversation as in the example.
- d. Observe their performance and provide feedback as needed.

C. Look at the pictures below. They make a story. Discuss with your friends. Try telling the story.

- a. Display the pictures on the board and ask students to think about the story the pictures make.
- b. Print the pictures and give each picture to individual students.
- c. Now, ask each individual student with the picture to stand in the correct order of the story.
- d. Ask each student to describe what is happening in their picture.
- e. When one set of students completes the task, ask other students to perform the task.
- f. Provide feedback as needed.

8.10. Writing II

This is the second writing section of this unit. In this section, students will write a story based on the given clues.

Objective

Write a story using the given clues

Write the story from C above. Use these points to help you. Use past tense.

- a. Ask students to read the given outline carefully.
- b. You can assign this task as homework. Remind students that they have to write the story in the past tense and give a suitable title too.
- c. Check their written work and provide them with individual feedback.

Answer

A Crane and a Crab

Once upon a time, there was an old crane. He was so old that he could not catch fish. He was starving and about to die. Meanwhile, he came up with an idea.

One day, he went to the bank of the nearest pond and called all the creatures. He said, "Today, I heard that a fisherman will come here and catch all the fish." All the fish were worried listening to the crane. So, they asked the crane to help them. Then, the crane said, "Okay, I will take all of you to a pond in another village." The fish agreed and the crane

started to take the fish one by one. The cunning crane would eat the fish on the way. One day, a crab asked the crane to take him to the other pond where the crane was taking all the fish and the crane agreed. Along the way, the crab noticed fish bones and asked the crane, "What did you do with the fish?" The crane replied, "I ate them all." The crab became very angry and caught the crane on his neck with his pincers and killed him.

8.11. Project work

This project requires students to visit an elderly person in the neighborhood and make a list of activities s/he used to do in the past.

Objective

Collect information about someone's past

Follow these steps:

- a. Make sure that every student understands the task clearly.
- b. Tell them to go to their neighborhood, find an elderly person, and talk to him/her about what he/she used to do in the past.
- c. Give them two or three days to complete the task.
- d. After they complete the task, let them share their list with the class.

Unit: 9

Introduction

This is the ninth of nineteen units in the grade seven textbook. The table below gives an overview of the whole unit. There are twelve tasks in this unit from 'Getting started' to 'Extra bit'. Teachers can follow the procedures suggested below to facilitate their students' learning.

S. N.	Topics	Tasks
1	Getting Started	Look at the picture and answer the questions Listen and sing
2	Reading I: Interpretation of Line Graph and Bar Graph	Answer the pre-reading questions Match the words with meanings Answer the questions Ask and answer comparative questions
3	Pronunciation	Pronounce -er words
4	Grammar I: Degrees of Adjectives	Study the example sentences Fill in the missing forms of given adjectives Complete the sentences using the correct forms of adjectives
5	Listening: Comparison between People and Places	Discuss the pre-listening questions Complete the table Complete the sentences List the adjectives used in the listening text
6	Speaking: Making Comparisons	Make comparisons by looking at the pictures Make comparisons with the help of given clues
7	Writing I	Interpret the table
8	Reading II: A Poem	Discuss the pre-reading questions Find the rhyming words Answer the questions
9	Grammar II: Degrees of Adjectives and Adverbs	Complete the sentences with the correct forms of adjectives Make comparisons
10	Writing II	Write a paragraph making comparison
11	Project Work	Make a bar chart
12	Extra Bit	Compare two devices
Total Time for the Unit		9 Hours

The following topics are discussed along with detailed classroom activities and procedures. The ultimate goal is to improve the language proficiency of English language learners. Therefore,

teachers can use the activities that they think will be effective in helping their students achieve this goal.

9.1. Getting started

This is the first task of the unit. There are two sub-tasks. Follow the procedures given below to facilitate these tasks. Find the tune of the song on the internet or learn it before the class starts.

Objectives

- a. Answer the questions by looking at the pictures
- b. Sing the song in a tune

Follow these steps:

A. Look at the pictures. Take turns to ask and answer questions as in the example.

- a. Show the given pictures one by one to students and ask them to describe what they see. Ask questions such as: Which one is softer: rock or cotton? Which is more expensive: a pen or a pencil?
- b. First, ask the question to the whole class. Wait for a few responses, and then point to a particular student and listen to the answer.
- c. Encourage students to speak up more. If a student is hesitant to answer, offer them some help or a hint.
- d. You can bring other photos or pictures of some objects and ask questions comparing them. For example, you could show pictures of a lion and a giraffe and ask students which one is taller.
- e. After students' responses, write the answer on the board or tell the answers orally.

Possible Answers

1. Rock is harder than the cotton. / Cotton is softer than the rock.
2. A pen is more expensive than a pencil. / A pencil is cheaper than a pen.

B. Listen and sing.

- a. Ask students if they have listened to this song before. If so, ask them if they can sing the song in a tune.
- b. Play the song if it is available in the audio or video. Alternatively, sing the song in a tune and tell students to listen.
- c. For the second time, sing the song yourself and ask students to repeat after you.
- d. For the third time, sing the song again and have students sing the song together with you/with the recording.
- e. When they get the tune, sing the song together for fun.
- f. Tell students to find out the words ending in -er from the song.
- g. Now, ask them the -er forms of these words: strong, tall, light.
- h. Collect the oral responses of students and correct the answers if needed.

Answers

stronger taller lighter

9.2. Reading I

The first reading text in this unit is an interpretation of a line graph and bar graphs.

Objectives

Learn the words: illustrate, breaks, ownership, significant, rose steadily, represent, developed
Extract the required information from the text to complete the comprehension exercises

Follow these steps:

Pre-reading activities

- a. Ask students to study the graphs in the text carefully.
- b. Introduce the topic and ask students if they own a smart phone. Elicit responses from students about what they know about smartphones and their uses.
- c. Discuss the pre-reading questions:
- d. Why do you think the charts are different?
- e. What do the charts show?
- f. Ask these questions one by one to individual students and encourage them to speak up.
- g. Write their answers on the board and discuss them with the whole class.
- h. Tell your answer to the pre-reading questions.

Possible Answers

- a. The charts are different because they present the data in different visual formats. A line chart typically shows the trend or change of a particular data point over time, while a bar chart typically displays a comparison between different categories or groups. The differences in the data being presented, the purpose of the charts, and the audience for whom the charts are intended can all contribute to the choice of the chart type.
- b. Both charts show the ownership of smartphones, but they may present the data differently. The line chart may display the trend in smartphone ownership over time, showing how ownership has changed over a given period. The bar chart may compare the ownership of smartphones among different groups or categories.

While-reading activities

- a. Draw the first chart (line chart) on the board and ask students what it is. Explain that a line chart is a graph that shows how data changes over time.
- b. Draw a second chart (bar graph) and ask students why such charts are used. Explain that a bar graph is a graph that shows how data compares across different categories.
- c. Ask students to read the text silently and underline the words in red as well as other words that are unfamiliar to them. Ask them to guess the meaning of the underlined words.
- d. Instruct them to look up the meaning of the words in the glossary or a dictionary and discuss the meaning of the words with their partners sitting next to them. Make sentences using these words to further clarify their meanings.

- e. Read the text aloud and have 2-3 students read it to the class. Ask the other students to listen carefully and follow along in their books. Remind students to look at the charts frequently while their friends read the data.
- f. Use a question-answer technique to interpret the chart. For example, you can ask questions like: What information does the line chart show? What information does the bar graph show?
- g. Summarize the text briefly.
- h. Ask students to match the words in Activity A with their meanings. Make sure that everyone is involved in the task.
- i. After they complete the task, have some students share their answers with the class.
- j. Pair up students in such a way that each pair consists of students with different abilities.
- k. Instruct the pairs to read the text again, find the answers to the questions from a-d in Activity B, and write the answers in their notebooks.
- l. Move around the class, identify students who need help, and help them find the answers while others work independently.
- m. Have a few students read aloud their answers to the class and correct them if needed.

A. Answers

- a. illustrates: shows
- b. ownership: the fact of owning something
- c. significant: important
- d. steadily: gradually and in an even and regular ways
- e. represent: be a symbol of something

B. Answers

- a. The second chart shows the percentage of smartphone owned by different age group people.
- b. The smartphone owners have increased by 42% in the period between 2011 and 2016.
- c. Smartphones are most popular among the age group 16-24 in 2016.
- d. They have developed more interest in modern technology.

Post-reading activity

Look at the charts and the descriptions again and ask and answer comparative questions in pairs.

- a. On the board, write some questions such as: Were younger people more likely to own smartphones in 2011 and 2016?
- b. Have students work in pairs to prepare a list of comparative questions as those written on the board. Ask them to write the answers too.
- c. Instruct the pairs to practise asking and answering the questions in turn.
- d. Go around the class and monitor if the students are staying on the topic.

9. 3. Pronunciation

In this pronunciation activity, students will learn how to pronounce the words ending in -er.

Objective

Pronounce the words ending in -er

Follow these steps:

- a. Write some -er words on the board and demonstrate the correct pronunciation of each word. Pronounce each word slowly and clearly at first, and then gradually increase the speed. You can use word families to reinforce the -er sound, such as mother, father, brother, sister, teacher, preacher, etc.
- b. Have students repeat each word after you, paying close attention to the correct pronunciation.
- c. Invite individual students to the front of the class for the drill. Ask them to pronounce the words from the list until they can do it correctly.
- d. Provide corrective feedback to help them improve their pronunciation.

9.4. Grammar I

In this section, students will learn the positive, comparative, and superlative degrees of adjectives.

Objective

Learn the degrees of adjectives

Follow these steps:

- a. First, read all the sentences given in Activity A aloud in class, emphasizing the words in red. Ask students to listen carefully.
- b. Next, ask some individual students to read the sentences aloud while others listen carefully.
- c. Explain that the words in red are comparative and superlative degrees of adjectives, which compare two or more than two nouns by showing which one has more or less of a certain quality or quantity. Clarify this explanation with plenty of examples.
- d. Explain with sufficient examples that most comparative degree adjectives are formed by adding "-er" to the end of the adjective, such as bigger or funnier, or older. However, if the adjective is longer, they may need to add "more" before the adjective, such as more beautiful, more interesting, and more powerful.
- e. Write some adjectives on the board and ask students to tell the comparative degrees. Make sure that students have understood the concept clearly.
- f. Ask students to fill in the missing forms of given adjectives in Activity B. This is a practice exercise where students will supply comparative and superlative forms of adjectives.
- g. As soon as students complete the task, ask them to exchange their notebooks/textbooks with their partners and check each other's work.
- h. Provide correct answers and ask them to check their answers.
- i. Next, ask students to complete the sentences from a-j in Activity C using the correct forms of the adjectives from the brackets.
- j. Identify students who need help and provide them with support while others work independently.

- k. After they complete the task, write correct answers on the board and let students correct their work.

B. Answers

Positive	Comparative	superlative
intelligent	more intelligent	most intelligent
bad	worse	worst
wet	wetter	wettest
good	better	Best
powerful	more powerful	most powerful
funny	funnier	Funniest
old	older	oldest
nice	nicer	nicest

C. Answers

- a. better
- b. farther
- c. most disgusting
- d. luckier
- e. happier
- f. tastier
- g. more beautiful
- h. most interesting
- i. longer
- j. most dangerous

5. Listening

This is a listening task where students listen to an audio recording about comparing people and places. Before you enter the class listen to the audio and be familiar with it.

Objective

Listen to the audio and complete the comprehension tasks

Materials:

Audio file and audio player

Follow these steps:

- a. Ask students to look at the picture in their books. Discuss the pre-listening questions.
- b. Tell them to go through the questions given in Activity B. Make sure that they understand the questions.
- c. Play the first part of the audio and ask them to listen to it carefully. Provide a transcript if anyone has hearing difficulties.

- d. Play the audio for the second time and ask students to complete the table.
- e. Play the audio again and check that all the students have completed the task.
- f. Ask students to read the questions from a-e in Activity C.
- g. Play the second part of the audio and ask them to listen to it carefully.
- h. Play the audio again and ask students to complete the sentences. Play the audio as many times as required.
- i. Write the correct answers on the board and tell students to correct their answers if needed.

B. Answers

Description	mother	Father
Older	✓	
More active		✓
More talkative	✓	
taller		✓

C. Answers

- a. both
- b. smaller
- c. bigger
- d. more expensive
- e. better

Post-listening activity

Work in small groups (maximum five). In two minutes, write as many adjectives as you can from the audio.

- a. Set this task as a competition. Divide the class into groups. Ask each group to recall the adjectives that the speaker used to compare people and places.
- b. Instruct each group to write the adjectives on a sheet of paper. Ask each group to share their answers with the class.
- c. The group that lists a greater number of adjectives with correct spellings becomes the winner.

9.6. Speaking

This is a speaking activity where students practise using adjectives to make comparisons.

Objective

Make comparisons using adjectives

Follow these steps:

- a. Ask students to look at the pictures of different animals in the exercise and ask them what they know about these animals.
- b. Write a list of adjectives on the board that can be used to describe those animals, such as big, strong, tall, intelligent, heavy, dangerous, small, large, beautiful/handsome, clever, fast/slow, etc.
- c. Describe some animals using the adjectives written on the board. For example, you could say, "A bear is heavy and tall. A wolf is clever."
- d. Ask students to describe the animals using the adjectives as in the examples.
- e. Use the comparative or superlative form of adjectives to compare the animals in the picture. For example, you could say, "A bear is stronger than a wolf. A tiger is the most beautiful animal. A cobra is the most dangerous animal."
- f. Ask students to work in pairs and make comparisons between the animals on the list.
- g. Compliment students' work and give feedback as needed.

Possible Answers

1. Elephant is the tallest of all the animals on the list.
2. Dolphin is more intelligent than other animals on the list.
3. Elephant is the heaviest animal on the list.
4. Among the animals on the list, the dolphin is the fastest swimmer.
5. Rhino is one of the strongest animals.
6. Cobra is the most dangerous animal on the list.
7. Snail is the slowest animal.
8. Tiger is the most beautiful animal on the list.

- a. Tell students to read the instructions for Activity B.
- b. Write question (a) on the board and make a parallel comparison using the structure: noun + auxiliary verb/verb + as + adjective + as + noun. For example:
Apple/sweet/orange: Apple is as sweet as orange.
- c. Explain that we can use parallel comparison when two things have similar values/quantity or quality.
- d. Have students work in pairs and make comparisons as in the example presented.
- e. When one pair presents, ask the other pairs to provide feedback. Give your feedback if needed.

B. Answers

- a. Apple is as sweet as orange.
- b. Bullet train is as fast as airplane.
- c. Algebra is as difficult as Geometry.
- d. Grammar is as easy as spelling.
- e. Morning is as warm as afternoon.

9.7. Writing I

There is only one task in this section. Students will study the data given in the table and then interpret the table in their own words.

Objective

Study the data given in the table and interpret it

Follow these steps:

- a. Display/draw the table on the board. Have students study the table carefully.
- b. Tell them that the table presents the percentage of the population of different age groups in Nepal in three different years.
- c. Point out the variables (age group and year), the units (percentage), and the structure (rows and columns). You can also provide some background information about Nepal's demographics and recent population trends.
- d. Ask some questions such as: "What does the first row (upper row) of the table show?"
- e. Instruct them as follows: Describe the table in three paragraphs. In the first paragraph, give an introduction. In the second paragraph, explain every single detail in the table. In the third paragraph, make a comparison and write a conclusion.
- f. Describe in detail what vocabulary and sentence structures are used to interpret the table. Remind them to take the help of the words/phrases they learned in Reading I.
- g. Through discussion, write the interpretation on the board, but don't let the students copy.
- h. Ask them to write a short interpretation on their own. Move around the class and help them if needed.
- i. Check their written work and provide individual feedback.

Sample Interpretation of the Table

The table shows the percentage of population in Nepal by age group and year.

In 2020, the largest age group was 20-39 years old, comprising 37.5% of the total population, followed by 0-19 years old (34.2%), and 40-59 years old (19.5%). The remaining 8.8% were 60 years old or above.

Over the next three years, there was a slight shift towards older age groups, with the proportion of 60+ increasing to 9.4% in 2023. Meanwhile, the percentage of 20-39 years old decreased to 36.5%, while the proportion of 40-59 years old remained stable around 19%.

These changes may have implications for healthcare, education, and social services in Nepal.

9.8. Reading II

The second reading text in Unit 9 is a poem about a bird.

Objectives

- a. Learn the words: halves, fellow, convenient, hopped, glanced, stirred

- b. Do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Ask students to look at the picture and discuss these pre-reading questions.
- b. Have some students tell the answer and write their responses on the board.
- c. Ask other students to provide feedback on the responses.
- d. Write these words on the board: halves, fellow, convenient, hopped, glanced, stirred.
- e. Read the lines with these words from the poem and ask students to guess the meanings of these words.
- f. Teach these words with pictures, definitions, examples, synonyms, antonyms, or real objects. Focus on their meanings, pronunciation, and spelling.

While-reading activities

- a. Recite the poem aloud with fluency and facial expressions.
- b. When you do the model reading, ask students to point to the lines in their books.
- c. Repeat the model reading.
- d. Ask individual students to read the poem aloud and let the others listen carefully. Ask students to provide feedback on their friends' reading.
- e. Write some examples of rhyming words on the board from outside the poem and explain what rhyming words are.
- f. Tell students to underline the words in the poem that rhyme with the words given in Activity A.
- g. Have some students read aloud their answers. Correct their answers if needed.
- h. Pair up students, ask them to read the poem again, and find the answer to the question given in Activity B.
- i. Move around the class to make sure that all students are doing the task. Help the students if needed.
- j. After they complete the task, ask the pairs to share their answer with the class. Ask for feedback from other pairs.
- k. Provide the correct answers to students so that they can check their work.

A. Answers

saw: raw
grass: pass
abroad: head

B. Answers

- a. The bird bit an angle worm in halves.
- b. The bird drank water from a convenient grass.
- c. His head was made of velvet.

Post-reading activities

- a. Ask students to compose their own poems about nature, animals, or birds.
- b. You can recite some poems in the class to encourage students.

- c. Set this task as homework.
- d. They can write about their own experiences with nature, or they can write about something they have read or seen.
- e. The next day, have them recite their poems in the class.
- f. Listen attentively to their poems and provide feedback.
- g. Praise their creativity wholeheartedly.

9.9. Grammar II

In this section, students will practise the use of comparative and superlative degrees of adjectives and adverbs to make comparisons.

Objective

Use comparative and superlative degrees of adjectives and adverbs to make comparisons

Follow these steps:

- a. Write the adjectives from the list given in Activity A on the board and ask the students if they know their comparative and superlative degrees.
- b. Ask them to discuss in pairs how the different degrees of adjectives are formed and used.
- c. Remind them the rule of using regular adjectives (-er, -est) and irregular (more ... , most ...) adjectives that they learned in the previous lesson.
- d. Ask students to do the task in their notebooks.
- e. Tell the correct answers and ask them to make corrections if needed.
- f. Make the students clear about the instructions for doing Activity B. Ask them to work in pairs.
- g. After they finish, tell them to exchange their answers and do peer correction.
- h. Activity C is a practice exercise where students are expected to make comparisons on the basis of given clues using their own ideas.
- i. Ask students to read the example given in the exercise.
- j. Write one clue (a) on the board and make comparison as follows:
- k. turtle /rabbit / fox: A turtle is slower than a rabbit. A turtle is not as fast as a fox. A fox is the fastest animal among the three.
- l. Ask students to work in groups of three and use both comparative and superlative degrees of suitable adjectives or adverbs to make comparison.
- m. Instruct as follows: Student A will make the first sentence. Student B will make the second sentence. Student C will make the third sentence.
- n. Observe students' performance in groups and help them if needed.

A. Answers

- | | | | |
|------------|-------------------|----------------|-------------|
| a. coldest | b. most delicious | c. smallest | d. funniest |
| e. longest | f. luckiest | g. most boring | h. highest |

B. Answers

- a. more carefully
- b. harder...the hardest

- d. the most beautifully
- e. more clearly
- g. the earliest

C. Possible Answers

- a. A turtle is slower than a rabbit. A turtle is not as fast as a fox. A fox is the fastest among of the three.
- b. A book is heavier than a feather. A book is not as heavy as a television. The feather is the lightest of the three.
- c. Running shoes are more expensive than the bedroom slippers. Bedroom slippers are not as expensive as high heeled shoes. High heeled shoes are the most expensive of the three.
- d. A bicycle is smaller than a motorcycle. A bicycle is not as big as a car. A car is the biggest of the three.
- e. A teacher is more caring than a lawyer. A lawyer is not as caring as a doctor. A teacher is the most caring of the three.

9.10. Writing-II

There is only one task in this writing section. Students are required to write a paragraph about the similarities and differences between two persons.

Objective

Write a paragraph comparing two persons

Follow these steps:

- a. In this task, students are required to make comparisons between themselves and their friends based on the answers to the given questions.
- b. Ask students to answer the given questions in the table about themselves and one of their friends.
- c. Once they fill up the table, ask them to develop a paragraph based on the information from the table. The paragraph should compare the student and their friend.
- d. Remind students to use the adjectives with their comparative and superlative forms to make comparisons.
- e. Check their written work and provide students with individual feedback.

9.11. Project work

This is a project where students work together to make a bar chart and display it on the classroom wall.

Objective

Collect the information and prepare a bar chart

Follow these steps:

- a. Tell students that they will be working in groups to create a bar chart to show the number of students in different grades in their school.
- b. Remind them of the format and structure of a bar chart by creating one on the board using imaginary data. Make sure that all students understand the format and structure.
- c. Divide students into groups based on the number of students in the class.
- d. Provide students with sufficient time to collect data and create their charts.
- e. Let them display their charts on the classroom wall.
- f. Provide constructive feedback on each group's chart, highlighting their strengths and areas for improvement.

Unit 10

Introduction

The table below shows the contents of Unit 10. It includes a total of 11 tasks, including a project and an extra bit. Teachers can follow the guidelines suggested below while conducting teaching and learning activities, but these are not strict requirements. They can adapt these guidelines to their specific classroom situation.

S. N.	Topics	Tasks
1	Getting Started	Talk about pictures Listen and sing
2.	Reading I: A Brochure	Discuss the pre-reading questions Match the words with their meanings Answer the questions Post-reading: Communicate safety measures of Covid-19
3	Pronunciation	Learn the words related to diseases
4	Writing I	Prepare a leaflet
5	Listening: A Conversation	Discuss pre-listening questions Complete the given table Post-listening: Find two-word verbs
6	Reading II: Rules and Regulations	Discuss pre-reading questions Find the words for the given meanings Fill in the blanks Write true or false Answer the questions Post-reading: Talk to the friends on a given topic
7	Grammar: Modal Verbs	Study the example sentences Complete the sentences with correct word/phrase
8	Speaking: Expressing Obligations and Prohibitions	Look at the to-do-list and tell what one has to do Talk about a topic using given structures
9	Writing II: Write a Set of Rules	Complete the given rules Write a set of rules
10`	Project Work	Prepare a set of rules
11	Extra Bit	Read a story
Total Time for the Unit		9 Hours

The facilitation procedure for each activity presented in Unit 9 is given below.

10.1. Getting started

This is the first task of the unit. It has two activities, A and B. In Activity A, students should talk to each other based on the given pictures. In Activity B, they should listen to the song and sing along.

Objectives

- a. Talk to each other about the given pictures
- b. Listen and sing a song

Follow these steps:

A. Look at the signs below. What do you think they mean? Talk to your friend.

- a. Show/display the pictures one by one and ask students to observe them carefully.
- b. Ask them if they have ever seen such signs and symbols.
- c. Let them think for a while.
- d. Do the first one as an example.
- e. Ask students to work in pairs to talk about the rest of the given pictures.
- f. Move around the class and monitor students' performance.

Answers

- a. First picture: Don't feed animals/dogs.
- b. Second picture (right to the first picture): Maintain a distance of at least 2 metres.
- c. Third picture (below the first picture): No smoking/Smoking is strictly prohibited.
- d. Last picture: No talking/No chat.

B. Listen and sing.

- a. Prepare in advance to sing the song.
- b. Ask the following questions: "Do you enjoy singing? What
- c. types of songs do you like to sing? Have you ever sung English songs? Initiate
- d. a discussion around these questions."
- e. Sing the song while maintaining its appropriate rhythm, and instruct the students to point to the corresponding lines.
- f. Sing the song once more, directing the students to follow along. Sing it collectively. You can also assign some students to sing the song and have others follow them.
- g. Now, ask students to identify and underline all the auxiliary verbs in the given song. Move around the class and supervise their involvement in the activity.
- h. Once they have finished, ask them to tell the auxiliary verbs they have underlined. Finally, offer necessary feedback.

List of the auxiliary verbs used in the poem

could, would, may, might, ought to, should, can, will, have to, need, be able to, must

10.2. Reading I

This is the introductory reading text within the unit. It is a leaflet focused on raising awareness about COVID-19.

Objectives

- a. Learn these words: isolated, well-ventilated, hydrated, disinfect, utensils, and symptoms

b. Read the text and do the comprehension exercises

Follow these steps:

Pre-reading activities

- a. In addition to the pre-reading questions given in the textbook, ask the following questions to students:
Have you ever heard of COVID-19?
Do you know anyone who has been sick with COVID-19?
What were their symptoms?
- b. Listen to their responses carefully and give feedback.
- c. Show the picture of the coronavirus and ask students to identify it.
- d. Ask students to pick unfamiliar words from the text and write the words in their notebooks.
- e. Pronounce the words and ask students to repeat after you.
- f. Let students guess the meaning of the words from the context.
- g. Make sentences using these words to further clarify their meanings.

While reading activities

- a. Ask students to look at the leaflet and identify what it is. Elicit the responses such as: It is a leaflet/ brochure.
- b. Read the content in the leaflet at a normal speed. Ask students to point to the text/lines being read.
- c. Ask some of the students to read the text aloud and others to follow.
- d. Discuss the content in the leaflet. Explain the safety measures one by one. Ask students to pay attention to the signs and pictures used in the leaflet.

A. Match the words with their corresponding meanings.

- a. Ask students to read the words on the left column and the meanings on the right column carefully.
- b. Instruct them to match the words with their meanings.
- c. When they have completed the task, ask them to look at their answers and say the correct answers one by one.
- d. Let them correct their mistakes, if any.

Answers

- a. isolated: away from others
- b. ventilated: allowed fresh air to enter and move around a room
- c. disinfect: to clean something using a substance that kills bacteria
- d. symptoms: changes in your body or mind that show that you are not healthy
- e. hydrated: make something/somebody take in and hold water
- f. utensils: devices or tools used in kitchens

B. Answer the following questions.

- a. Pair up students.
- b. Ask them to read the text and find the answers to the given questions.
- c. Move around the class and provide assistance if needed.
- d. When all the pairs finish the task, ask them to share their answers.
- e. Have one pair share their answers, and the other pairs check to see if they are correct.
- f. Provide feedback on students' answers.

Answers

- a. A sick person should be isolated by preparing a separate room.
- b. The room should be well-ventilated and the windows should be opened frequently.
- c. We can protect ourselves by wearing a medical mask.
- d. The surfaces should be cleaned frequently.
- e. The serious symptoms of COVID-19 are difficulty in breathing, chest pain, loss of speech or mobility, and confusion.
- f. The three things are as follows: isolate the sick person, reduce contact with the virus/person, and take care of the person.
- g. World Health Organization has prepared the brochure.

Post-reading activity

C. Communicate any five safety measures of COVID-19 to your friend.

- a. Make sure that students understand the task.
- b. Discuss an example of a COVID-19 prevention measure.
- c. Ask students to work in pairs to think of five possible COVID-19 prevention measures.
- d. When they finish, ask the pairs to share their lists with the class.
- e. Make a final list of the most effective COVID-19 prevention measures on the board.
- f. Ask students to read the list.

10.3. Pronunciation

In this section, students will learn the pronunciation of some health and disease related words

Objectives:

Learn the pronunciation of the given words

Follow these steps:

- a. Learn the correct pronunciation of the words. You can consult dictionaries, online dictionaries, or download the correct pronunciation from online sources.
- b. Play the audio or pronounce the words one by one and ask students to listen carefully.
- c. Pronounce the words and ask the class to repeat them.
- d. Pronounce the words again and ask individual students to repeat them after you. Repeat the drill until everyone in the class can pronounce the words correctly.
- e. Discuss the meaning of the words.

10.4. Writing I

This is the first writing task of the unit. In this task, students will prepare a leaflet similar to the one in Reading I.

Objective

Prepare a leaflet on a given topic with the help of given clues

Follow these steps:

Prepare a one-page leaflet similar to the above poster on 'How to stay safe from COVID-19' for the juniors.

- a. Ask students to read the text once more and observe the overall structure of the leaflet and the organization of the content.
- b. Discuss the parts and format of a leaflet, such as the title, subtitles, text, images, and logo.
- c. Form small groups and ask students to prepare a similar leaflet.
- d. Provide them with the necessary materials, such as colored pencils, chart paper, and erasers. Encourage them to make their leaflets as attractive as possible.
- e. Monitor students as they work and provide assistance as needed.
- f. After all groups have completed the task, collect the leaflets and display them on the display board/wall.
- g. Ask all students to observe the leaflets and vote for the best one.

10.5. Listening

This is a listening task where students will listen to a conversation between a grandmother and a granddaughter.

Objective

Listen to a conversation and do the comprehension tasks

Materials

Audio file and audio player

Follow these steps:

A. Look at the picture and answer the questions.

- a. Ask students to look at the picture given in Activity A carefully.
- b. Instruct students to read the pre-listening questions from a-c and make sure they understand the questions.
- c. Go through the questions one by one, and ask individual students to answer them.
- d. Accept any answer that students give, even if it is not the correct answer.
- e. Provide feedback on students' answers, correct any misconceptions, and encourage further discussion.

Possible Answers

- a. The people in the picture are a grandmother and a granddaughter.
- b. They are in the kitchen.
- c. She is preparing the meal.

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

- a. Tell students that they are going to listen to an audio between a grandmother and a granddaughter.
- b. Ask them to read the exercise and help them if needed. You can ask information-checking questions (ICQs) to make sure they have understood what they have to do.
- c. Discuss the listening procedure with students.
- d. Play the audio once and ask students to listen to it carefully.
- e. Play the audio a second time and ask students to complete the table with the correct information. Move around the classroom to check that students are doing the task correctly. (Note: You can provide a transcript for students with hearing difficulty.)
- f. Play the audio a third time and ask students to check their answers.
- g. Finally, check students' answers and provide feedback as needed.

Answers

The grandmother is going to cook **pizza**.

The girl must wear an **apron**.

They must mix everything to get the **dough**.

The dough must be rolled with a **rolling pin**.

The grandmother is not going to let the girl slice the **onion**.

The girl can cut the **bacon**.

The girl must be careful with the **knife**.

They shouldn't bake the pizza more than **15 minutes**.

They are going to the park to have some **ice cream**.

They are taking their roller skates and **bike**.

Post-listening activity:

C. Listen to the audio again and write down two-word verbs like 'should wear'.

- a. Clarify the task to students. You can ask information-checking questions (ICQs) to make sure they understand what they have to do.
- b. Play the audio once more and ask students to write down the two-word verbs they hear. If necessary, you can play the audio again.
- c. After students have finished, ask them to share the list of two-word verbs with the class. Write the verbs on the board.
- d. Finally, provide feedback on students' answers.

Answers

1. must mix
2. must rol
3. may start
4. can cut
5. must be
6. must put
7. shouldn't bake
8. could get
9. would like
10. can take

10.6. Reading II

This is the second reading text in the unit. It is a resource for students to learn about the zoo rules.

Objectives

- a. Learn these words: deserve, yell, taunt, enclosures, scratch, veterinarian, hazards, prohibited, adventurous, and accompanied
- b. Read the rules and do comprehension exercises

Follow these steps:

Pre-reading activities

- a. Present a set of rules of any place such as the school library, park, etc. in the form of a photo or video.
- b. Instruct students to read/watch it carefully.
- c. Ask students to look at the text and guess the type of the text.
- d. Go through the pre-reading questions from a-d given in the pre-reading section one by one and get students to answer them.
- e. Ask them if they have heard of or visited a zoo and listen to their experiences.
- f. Ask students what they find in a zoo (e.g. animals of different sorts, reptiles, birds, etc.).
- g. Discuss the dangers in a zoo and listen to their ideas. (e.g. animals may attack, diseases may transfer from animals, etc.)
- h. Finally, ask students if there are rules in a zoo and elicit their answers. (e.g. yes.)

While reading activities

- a. Inform students that they are going to read the rules of a zoo.
- b. Read the text at a normal pace and ask students to point to the lines being read.
- c. Ask some students to read the text aloud. Other students can follow along.
- d. Have students underline unfamiliar words in the text and teach them the meaning of the words.
- e. Ask students to make sentences using those words.
- f. Discuss the text by asking self-made questions to students.

A. Identify from the text above, the single word that means the following.

- a. Ask students to read the given meanings carefully and find the single words for them.

- b. Remind them that they can only consult the words in red.
- c. While they are working, monitor them and provide assistance as needed.
- d. Tell the words one by one and ask them to check their answers.

Answers

- a. yell b. taunt c. hazards d. prohibited

B. Complete the sentences below with the words from the box.

- a. Ask students to read the sentences from a-d in Activity B.
- b. Ask individual students to do the task.
- c. Move around the class and provide assistance to students.
- d. When they complete the task, ask them to present their answers and provide feedback on their answers.

Answers

- a. prohibited b. accompanied c. veterinarian d. yell

D. Are these statements true or false? Write True or False.

- a. Ask students to read the sentences from a-e in Activity C.
- b. Ask them to read the text once more and mark the information that helps them to decide whether the given sentences are true or false.
- c. Instruct them to write their answers.
- d. You can provide students with clues about where the answers lie (e.g. line number/paragraph, etc.).
- e. After they complete the task, ask them to exchange their work with their partners for peer correction.
- f. Finally, tell the correct answers and let students check their answers.

Answers

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

E. Answer the following questions.

- a. Instruct students to read the questions from a-d in Activity D and make sure they understand the questions.
- b. Ask students to read the text once more.
- c. Form pairs and ask the pairs to discuss the answers to the questions and write the answers to the given questions.
- d. While they are working, monitor them and provide assistance as needed.
- e. Have students share their answers one by one and let the rest of the class decide whether the answers are correct or not.
- f. Finally, provide feedback on students' answers.

Answers

- a. Visitors aren't allowed to go close to and touch the animals for the safety of both the visitors and the Zoo animals.
- b. The Zoo animals can be fed when one participates in the 'Feed Your Friends' programme with approved food purchased from the gift shop.
- c. The children should be supervised at all times to keep them safe.
- d. *Accept any answer with a reason 'why'.*

Post-reading activity

Some people tend to violate the rules. What do you think of their behaviour? How might you improve people's behaviour? Talk to your friends.

- a. Ask students if they have understood what they are supposed to do and simplify the instructions if needed.
- b. Form small groups and ask each group to discuss the given situation.
- c. Monitor them and make sure that everyone is engaged in the activity.
- d. After the groups complete their task, ask some of the groups to share their views.
- e. Provide feedback on students' answers.
- f. Present your own view on the topic.

Possible Answer

I dislike people who break the rules. Rules help us become disciplined, and if everyone follows them, they will be praised. We can develop a good system in the country. Such behaviors can be improved by educating people. If they continue to break rules, we can fine the offenders.

10.7. Grammar

This is the only grammar section in this unit. In this section, students will practise using the modal verbs (can/could/be allowed to/must/have to).

Objectives

Make grammatically correct sentences using modal verbs

Follow these steps:

A. Study the following sentences.

- a. Ask students to read the sentences from a-h in Activity A. Remind them to pay special attention to the highlighted words.
- b. Write some more similar sentences on the board and ask students to identify the modal verbs.
- c. Ask students to make similar sentences in their notebooks.
- d. Tell students that they are going to learn about modal verbs. Discuss the use of different modal verbs, including when and how they are used.

B. Complete the sentences with the correct words/phrases. You can use the words more than once.

- Clarify what students are expected to do in this exercise.
- Fill in the blank in sentence (a) as an example and ask students to do the task.
- Walk around the classroom to observe whether students are staying on the assigned task.
- Identify students who need your assistance and help them.
- After everyone completes the task, have students share their answers. The class can give feedback on whether their friends' answers are correct or not.
- Finally, tell the correct answers and let students check their answers.

Answers

- a. can't b. mustn't c. have to d. must e. mustn't f. must g. don't
 have to h. mustn't i. have to j. can't k. can

C. Complete the sentences using can/could/might/must + given verbs in the brackets as given in the example. In some sentences, you need to use the negative, too.

- Clarify the task for students.
- Ask a pair of students to perform the example given.
- Discuss the example. If necessary, do another example.
- Form pairs and ask students to do the exercise. Walk around the classroom to monitor them and provide assistance if needed.
- When they complete the task, ask the pairs to perform the dialogues in the class. The rest of the class can give feedback on whether the answers are correct or not.
- Provide your feedback with the correct answers.

Answers

- a. must be b. might rain c. must have d. could not go

10.8. Speaking

This speaking task focuses on expressing obligations and prohibitions using modal auxiliaries.

Objective

Express obligations and prohibitions using modal auxiliaries

Follow these steps:

- Present a list of sentences that express obligations and prohibitions on the board.
- Ask students to read them aloud one by one.
- Explain that these sentences express obligations and prohibitions.
- Ask students to carefully observe the pictures given in Activity A and think about what each sign means.
- Print the signs on separate papers and place them in a box. Ask individual students to pick out one sign each and talk about it to the class.
- Use the table to help you assess students' understanding of obligations and prohibitions.

You must keep silent.	You mustn't use your mobile her.	You must turn right.
You mustn't make noise.		You mustn't turn left.

You mustn't park your vehicle here between 8 am to 5:30 pm.	You must drive on the left.	You mustn't take photos here.
You mustn't smoke.	You mustn't swim here.	You must keep the trash/garbage in the bins.
You mustn't go near. You must stay safe.	You must wear a mask.	You must walk carefully.
You must store chemicals only.	You mustn't bring your pets here.	You must be above 18 to enter the park/watch the movie.

B. Dinesh has to do many things today. Look at the To-Do-List and say what he has to do today.

- Ask students to carefully read the instruction for Activity B along with the given activities from a-e.
- Prepare role cards and distribute them to individual students.
- Ask students to speak in turn based on the role card they have. You can perform one as an example. For example, "Hi, I'm Dinesh. I must pay the electricity bill today."
- Provide your feedback on students' performance.

C. Choose one topic from the following 'How to ...' list. Work in pairs and take turns to talk about the topic. Use the structures in the box below as a prompt.

- Make sure that everyone understands the task.
- Form small groups of students.
- Prepare situation cards and distribute them to the groups.
- Ask the student with the situation card to state his/her problem (e.g., "I always fail my exams. How to pass them?").
- The other students in the group should respond using the structures given in the box. They can give many suggestions using the different structures given.
- Monitor students' performance and provide feedback as needed.

10.9. Writing II

This is the second writing section of this unit. Here, students will practise writing rules or obligations and prohibitions.

Objective

Write a set of rules for a specific place

Follow these steps:

A. Here are some rules for school students. Complete the sentences with appropriate words. You may need to use negative forms as well.

- Instruct students to complete the sentences in Activity A with appropriate words. Remind them to use the negative forms as well if needed.

- b. While students are working on the task, move around the classroom to monitor their performance and provide assistance as needed.
- c. After students have completed the task, write the correct answers on the board and let them correct their answers

Answers

- a. must
- b. mustn't
- c. have to
- d. should
- e. must
- f. don't have to
- g. shouldn't

B. You might have a library or a computer lab at your school. Prepare a set of rules (at least six) to be followed by students when they visit that area.

- a. Tell students that they are going to write a set of rules for a school library.
- b. Have students work in small groups of four to write the rules.
- c. Encourage them to use different structures while writing the rules.
- d. Walk around the classroom to monitor students and provide assistance as needed.
- e. After students have completed the task, ask them to share their lists of rules.
- f. With the help of all the rules they share, create a comprehensive list of the rules to be followed in the school library.
- g. Provide students with chart paper and colored pens and ask them to write the rules on the chart paper.
- h. Encourage them to make the rules as attractive as possible and display them on the library wall.

Answer

- 1. You must have a library card to borrow books.
- 2. You mustn't make noise in the library.
- 3. You should take care of the books while reading.
- 4. You have to return the borrowed books in time.
- 5. You don't have to have a library card to read the books in the library.
- 6. You have to throw the rubbish in the bins.

10.10. Project work

This is the project where the students have to prepare a set of rules and regulations to be followed to protect themselves from COVID-19.

Objective

Prepare a set of rules

Follow these steps:

- a. Remind students about Reading I, where they practised reading rules about protecting themselves from COVID-19.
- b. Discuss with students how the rules should be written.
- c. Have students work in groups to write a set of rules. You can provide them with chart paper, colored pencils/pens, etc., and encourage them to make the rules attractive.
- d. Monitor students' performance and provide assistance as needed.
- e. Instruct students to display their rules in different locations in the school.

Unit: 11

Introduction

The table below shows the contents of Unit 11, which includes 12 tasks in total, including a project and an extra bit. Teachers can follow the guidelines below when conducting teaching and learning activities, but these are not strict prescriptions. They can follow these guidelines according to their classroom situation.

S. N.	Topics	Tasks
1	Getting Started	Talk about the pictures Listen and sing
2	Reading I: Dr. Sanduk Ruit	Answer the pre-reading questions Write the words for the given meanings Complete the table with information from the text Write true or false Answer the questions Talk about Dr. Sanduk Ruit in pairs
3	Pronunciation	Pronounce the words related to professions
4	Writing I	Write a short biography of a person with the help of given clues
5	Grammar I: Relative Pronouns and Relative Clauses	Study the example sentences Complete the sentences Combine the sentences using who, which, or where
6	Listening: Description of the things	Answer the pre-listening questions Complete the sentences Talk about the objects
7	Speaking	Identify and describe people and scene Describe the objects
8	Reading II: Kathmandu	Answer the pre-reading questions Match words with meanings Complete the sentences Answer the questions Describe a place to a foreigner
9	Grammar II: Wh-questions	Study the examples Make questions for the given statements
10	Writing II	Write a short paragraph describing a village/town
11	Project Work	Prepare a poster
12	Extra Bit	Sentence completion
Total Time for the Unit		10 Hours

The facilitation procedure for each activity presented in Unit 11 is given below.

11.1. Getting started

This is the first task of the lesson. There are two sub-tasks. Follow the steps given below to facilitate these tasks. Learn the tune for the song before the lesson starts.

Objectives

- a. Describe the pictures in a few sentences
- b. Sing the song in a tune

Follow these steps:

- a. Tell students to observe the pictures in their book. You can also display the enlarged images of these pictures on the board.
- b. Ask students what they see in the pictures.
- c. Point to the individual students and ask them to describe each picture in 1-2 sentences. Ask other students to listen to their friends and give feedback.
- d. Encourage all students to speak. If students hesitate to speak, offer them some prompts, such as "Where is the lady standing?"

B. Listen and sing.

- a. Ask students if they have listened to this song before and whether they can sing the song in tune.
- b. Play the song if the audio or video is available or sing it with rhythm and tell students to listen.
- c. For the second time, sing the song line by line and ask students to repeat after you.
- d. Next, have students sing the song together with the recording/singing.
- e. When they get the tune, sing the song together with students for fun.
- f. Now, ask students to work in a pair and write 5 words that rhyme with 'space' and 5 words that rhyme with 'you'.
- g. Have students read the words aloud.
- h. If students are unable to come up with the rhyming words, write the words on the board.

Rhyming words

- a. Space: face, grace, base, chase, waste
- b. You: blue, through, new, glue, queue

11.2. Reading I

The first reading text in this unit is the biography of a world renowned ophthalmologist of Nepal Dr. Sanduk Ruit.

Objectives

- a. Learn the words: ophthalmologist, priority, surgeon, mentor, tribute, remarkable, prestigious, mission
- b. Read the text and do comprehension tasks

Follow these steps:

Pre-reading activities

- a. Show the picture of Dr. Sanduk Ruit.

- b. Ask students to identify the person in the picture.
- c. Ask the class as a whole, and then ask individual students.
- d. Ask students what they think Dr. Ruit's profession is. Accept all responses, even if they are incorrect.
- e. Ask students if they know anything about Dr. Ruit. Encourage students to share what they know, even if it is just a little bit.
- f. Ask students to make a list of unfamiliar words from the text. Write those words on the board.
- g. Pronounce the words correctly and ask students to repeat after you.
- h. Read the sentences with those words from the textbook and ask students to guess the meanings of the words.
- i. Provide visual aids, examples, and definitions to help students understand the meaning of the words.

While-reading activities

- a. Write the topic “ Dr. Sanduk Ruit” on the board.
- b. Read the text at a normal speed and ask students to point to the lines in their textbooks.
- c. Have 5 students read aloud the paragraphs in turn. Each student will read a single paragraph. Ask the other students to listen carefully and follow along in their books.
- d. Ask students to read the text silently. Keep asking questions from the text to make the reading interactive and engaging.
- e. Update the content in the text by adding information about the prestigious Isa Award for Service to Humanity awarded to Dr. Sanduk Ruit in January 2023 by the Isa Cultural Centre in Bahrain for his outstanding contributions to the field of humanitarianism.
- f. Use a graphic organizer to summarize the major events in the life of Dr. Sanduk Ruit.
- g. Ask students to find the words for the given meanings in Activity A. The initial letter of each word will guide students.
- h. When they complete the task, tell some students to share the answer with the class. Correct their answers if needed.
- i. Now, ask the students to discuss or read the text again in pairs and complete the table given in Activity B with the information from the text. Move around the class, monitor students' activities, and help them if needed.
- j. As soon as they complete the task, ask each pair to share their answer to the class. Give feedback and clarify any incorrect understanding.
- k. Now, ask students to go through the text again and write True or False for the given statements in Activity C.
- l. When they complete, ask them to do peer correction.
- m. Ask the students to read the text again if necessary and find the answer to the given questions. Let them do this exercise individually.
- n. Suggest certain paragraphs for students to go through in order to find the answers (e.g., Read the first paragraph and find the answer to question ‘a’).
- o. Write the correct answers on the board and ask students to make corrections if needed.

<p>A. Answers</p> <p>a. Priority</p> <p>b. Restore</p> <p>c. Remarkable</p> <p>d. Treatable</p> <p>e. Tribute</p> <p>f. Ophthalmologist</p> <p>g. Prestigious</p> <p>h. Mission</p> <p>i. Surgeon</p>
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B. Answers	
Year	Event
1954	Born
1972-1976	Studied MBBS from King George's Medical College, Lucknow
1980	Met Fred Hollows, an Australian eye surgeon
1995	Developed a new lens
2006	Awarded the Ramon Magsaysay Award
2018	Honoured by the Government of India with the Padma Shri
2021	Honoured by the Government of Nepal with Suprasiddha Prabal Janasewashree (First)

<p>C. Answers</p> <p>a. True b. False c. True d. False e. False f. True g. True</p> <p>D. Answers</p> <p>a. Dr. Ruit was born in Olangchunggola, Taplejung, Nepal.</p> <p>b. His father was a small-time businessman.</p> <p>c. The nearest school from his village was eleven days' walk away in Darjeeling.</p> <p>d. He studied in India, the Netherlands, Australia, and the United States.</p> <p>e. Dr. Ruit's new lens is cheaper and has the same success rate as western techniques.</p> <p>f. Tilganga Eye Centre was established in 1994.</p> <p>g. Dr. Ruit has received several prestigious awards, including the Ramon Magsaysay Award, the Padma Shri, and Suprasiddha Prabal Janasewashree (First).</p>

Post-reading activity

Work in pairs. Take turns to talk about Dr. Sanduk Ruit in your own words.

- a. Set this task as homework.
- b. Instruct students to consult any sources like newspapers, the internet, books, etc. etc. to find more information about Sanduk Ruit.
- c. Have students discuss the information they collected with their partners in pairs.
- d. Praise students' efforts and provide feedback on their performance.

11. 3. Pronunciation

This is a pronunciation task where students practise saying the given words with the help of the teacher.

Objective

Pronounce the words related to profession

Material

Recorded pronunciation of the words

Follow these steps:

- a. Learn to pronounce the words given in the exercise in advance. This will help you to correct students' pronunciation if necessary.
- b. Start by writing the words on the board and explaining that they are the words related to different professions. This will give students a context for the words and help them to remember them.
- c. Read out each word loud and ask the students to repeat after you, focusing on the pronunciation of each syllable. Alternatively, play the recorded pronunciation of the words.
- d. Break down the words into syllables and help students understand how to correctly pronounce each syllable.
- e. Let students practise the words in pairs or small groups. Have students take turns saying them loud to each other. Encourage students to pay attention to their pronunciation and correct each other if needed.
- f. Finally, have students practice saying the words on their own, either in pairs or individually, until they feel confident in their pronunciation.

11.4. Writing I

This is the first writing task in this unit. Students will write a short biography of a person with the help of given clues.

Objective

Write a short biography of a person based on the given clues

Follow these steps:

Write a short biography of a person you like most. Use the following clues to help you.

- a. Remind students of the style and content of the biography of Dr. Ruit in Reading I. Ask them what contents were included in the text.
- b. Elicit the responses such as: name of the person, date of birth, birthplace, educational details, works, contributions, etc.
- c. Explain to students what a biography is and its purpose. Make it clear that a biography is a written account of someone's life, focusing on important events, achievements, and contributions to society.
- d. Give students the clues listed above and ask them to choose someone they admire or find interesting to write about.
- e. Tell them to start by doing some research on the person they are writing about.

- f. Have students organize their notes and thoughts into a rough outline, using the clues given in the exercise. You can provide a sample biography to read.
- g. Remind them to use clear language to inform the reader about the person's life.
- h. Tell students to do this task as homework. They may also take help from Reading Text I as a model.
- i. The next day, tell them to exchange their work with a partner and check if s/he has included every piece of information given in the clues.
- j. Finally, check their written work and provide individual feedback on their writing.

Sample Biography

Mahabir Pun is a renowned social activist, teacher, and entrepreneur from Nepal. He was born on September 10, 1955, in a remote village, Nangi in Myagdi district of Nepal.

As a child, Pun had to walk for hours to get to the nearest school, which instilled in him a strong desire to improve access to education in his community. After completing his schooling, he pursued higher education in the United States and earned a Bachelor's degree in Science and Education from the University of Nebraska in 1986.

Upon returning to Nepal, Pun founded the Nepal Wireless Networking Project, which aims to provide internet access to remote areas of Nepal. His work has led to the establishment of computer labs, telemedicine centers, and a distance learning program for students in rural Nepal.

In recognition of his contributions to society, Pun has received numerous awards, including the Ramon Magsaysay Award in 2007, the Internet Hall of Fame in 2014, and the National Innovation Prize in 2019.

Today, Pun is considered a pioneer in the field of rural development and an inspiration to many young people in Nepal and beyond.

11.5. Grammar I

In this section, students will learn the use of relative pronouns and relative clauses. They will practise combining the sentences using who, where, and which.

Objective

Use the relative pronouns to combine the sentences

Follow these steps:

A. Study the following sentences.

- a. Read all the sentences from a-e aloud giving more stress on the words in red. Ask students to pay attention to the words in red.
- b. Explain that the words in red are relative pronouns. Relative clauses typically begin with a relative pronoun, such as "who," "which," "that," or "whom" and modify a noun or pronoun.
- c. Introduce the three types of relative pronouns used in the example sentences and the relative clauses they make. Explain that "who" is used to refer to people, "which" is used to refer to things, and "where," is used to refer to a place.
- d. Ask students to identify the noun or pronoun each relative clause refers to. For example: The man who is wearing a coat is my uncle. (Who refers to the uncle.) The book which I

borrowed from the library is interesting to read. (Which refers to the book.) This is the house where I spent my childhood life. (Where refers to the house.)

- e. Ask students to write sentences with each type of relative clause. You can write some sentences on the board and ask the students to combine them using who, where, and which orally.

B. Complete the sentences with who, where or which.

- a. This is a practise exercise. Ask students to work in pairs and complete the task.
- b. When they complete the task, ask them to exchange their notebooks and correct each other's work.
- c. Provide correct answers on the board and ask them to make necessary corrections.

Answers

- | | | | | |
|----------|-----------|----------|----------|----------|
| a. who | b. which. | c. which | d. where | e. who |
| f. which | g. who | h. which | i. who | j. where |

C. Combine the sentences using who, which, or where. The beginning of each sentence is given.

- a. This is a guided practice exercise. Ask students to read the instructions carefully and make sure that they understand what they need to do. You can do this by asking them to explain the instructions in their own words.
- b. Combine the sentences in (a) yourself as an example and ask students to do the others in a similar way.
- c. Ask them to do the task individually. This will help them to practise the skill and to see how well they understood the concept introduced in the earlier exercise.
- d. Move around the class and help the needy students.
- e. After they complete, ask some students to share their answers and ask some other students to give feedback.
- f. Do mass correction and provide necessary feedback. This will help them to identify any errors they have made and to learn from their mistakes.

Answers

- a. whom I met in Kathmandu.
- b. who helped us.
- c. which you watched yesterday.
- d. which is very expensive.
- e. which has three hearts.
- f. where I bought my TV.
- g. where I studied.
- h. which was broken down yesterday.

11. 6. Listening

In this section, students will listen to an audio recording about the description of things and do the tasks that follow.

Objective

Extract the required information from a listening text

Materials

Audio file and audio player

Follow these steps:

- a. Ask students to look at the pictures and identify the names of the objects.
- b. Elicit the responses such as: a fan, a pillow, a wheelbarrow, and coffee beans.
- c. After they identify the things, ask some individual students about the use of these things.
- d. Elicit the responses such as: Fan is used for keeping the room cool. A pillow is used for sleeping. Wheelbarrow is used for moving things around mostly in the garden. Coffee beans are used to make coffee.
- e. Write their responses on the board.
- f. Tell students to read the instructions for Activity B. Let them read the incomplete sentences in the table. This will help them to understand what to expect and to focus on the key information in the audio.
- g. Play the audio for the first time so that students get a general idea of what it is about. Provide a transcript if anyone has hearing difficulties. This will help students with hearing difficulty.
- h. Play the audio for the second time and ask students to complete the sentences on the table.
- i. Go around the class and identify any students who are struggling to fill up the information in the table. Provide them with additional support.
- j. Play the audio again and ask students to review their answers and make necessary corrections.
- k. Finally, play the audio once more. This will help students to identify any errors they have made and to learn from their mistakes.

Answers

Fan	It is made of plastic and metal. It is used for keeping the room cool .
Pillow	It is rectangular in shape. It is used for sleeping .
Wheelbarrow	It is used for moving things around in the garden . It has one wheel and two handles .
Coffee	It is brown in colour. It gives us energy .

Post-listening activity

Talk to your friends about the objects above. Say: what they are, what they are made of and what they are used for.

- a. Divide students into four groups.
- b. Distribute each group a picture of one of the items mentioned in the audio.
- c. Ask the groups to collect information about the particular item provided to them. Remind them that the information should include the name of the item, the material it is made up of, and its use.
- d. Ask each group to write the information they have collected on a sheet of paper. This will help them to organize their thoughts and to share their information with the class.
- e. Have each group share their information with the class.

- f. Give compliments to the groups for their efforts.

11.7. Speaking

In this section, students will identify the people engaged in various professions. They will work in pairs to describe those people.

Objective:

Identify the people engaged in different professions and describe those people

Follow these steps:

A. Look at the pictures. Work in pairs and take turns to describe and identify each person.

1. Show students the pictures of different people involved in different professions.
2. Ask individual students to identify each person and tell their profession.
3. Write the names of these professions from the pictures on the board: doctor, driver, teacher, pilot, porter, farmer, shopkeeper, carpenter, policeman, mason.
4. Ask students to identify each person in the picture with the help of the words written on the board.
5. Make pairs of students. They will practise asking and answering the questions as follows:
Student A: Who is the woman wearing a white coat?
Student B: The woman who is wearing a white coat is a doctor.
6. Instruct students to continue asking and answering the questions until they describe all the pictures.

B. Look at the picture. Describe the scene in five sentences.

- a. Show the picture to students and ask them to find the things and activities being done.
- b. Ask individual students to describe the picture in their own words.
- c. Remind them to use either simple present tense or present continuous tense to describe the picture.
- d. After one student describes a picture, ask the other students to provide feedback.
- e. Make sure that all the students participate in the activity.

Sample Answer

Two girls are playing swings. The place is very beautiful. There are some trees. There are no houses nearby. The girls are enjoying very much.

C. Look at the objects. Describe them. Talk about: what they are made of, what they look like and what they are used for.

[For this activity, follow the steps outlined in the post-listening activity in this unit.]

Sample Answers

1. The first picture is a whiteboard. It is made of wood. It is used for writing.
2. The second picture is a pencil. It is made of wood and lead. It is used for drawing.
3. The third picture is a book. It is made of paper. It is used for getting information.
4. The fourth picture is a ball. It is made of plastic. It is used for playing.
5. The fifth picture is a table. It is made of wood. It is used for keeping things.

6. The sixth picture is a bucket. It is made of plastic. It is used for storing water and other things.

11.8. Reading II

This is the second reading text in Unit 11. It is a description of a place, Kathmandu.

Objectives

- a. Learn the words: carve, hub, adjoining, pronouncements, outskirts, dome, vulnerable, and sprawl
- b. Describe a place

Follow these steps:

Pre-reading activities:

- a. Describe your birthplace to the class. Ask some students to describe their place of living or birth place in their own words.
- b. Show interesting and beautiful pictures of any places to attract the attention of the students. This will give them some visual information about places.
- c. Ask students to see the picture in the text and ask them the pre-reading questions.
- d. Encourage individual students to tell the answer. Ask other students to provide feedback. This will give students a chance to learn from each other.
- e. Tell students to copy the words in red from the text in their notebooks.
- f. Write those words on the board.
- 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. Provide visual aids, examples, and definitions to help students understand the meaning of these words.

While-reading activities

- a. Provide a model reading of the text at a normal pace. Ask students to point to the lines as you read. This will help them to follow along and to pay attention to the details of the text.
- b. After you finish reading, ask some individual students to read the text aloud. Ask the other students to listen carefully and follow along in their books.
- c. Ask self-made questions to make the reading interactive and engaging.
- d. Ask students to underline the words, phrases, or sentences that they find difficult to understand.
- e. When helping students understand difficult text, focus on the specific parts of the text that they are struggling with. Provide a definition, an example, or break down the text into smaller parts to make it clear to students.
- f. Ask 2-3 students to tell the main content of the text. Summarize the text briefly.
- g. Ask students to read the instructions for Activity A and Activity B. Make sure that they understand the task.
- h. Go around the classroom to see if any students need your help to complete the task.

- i. Now ask students to go through the text again and find the answers to the questions from a-g given in Activity C. Instruct them to underline the answers in their textbooks first and then write the answers in their notebooks.
- j. Go around the class and check whether all students are involved in the assigned task. Identify struggling students and provide them with extra support. Help them locate the answers in the text and organize the information to form complete answers.
- k. Have 3-4 students read aloud their answers.
- l. Provide the correct answers on the board and ask students to make corrections if needed.

A. Answers

- a. hub: a central point
- b. carved: having the patterns on something made by cutting
- c. adjoining: next to or joined to something
- d. pronouncements: formal public statements
- e. outskirts: the parts of a city that are furthest from the centre
- f. dome: a spherical roof with a circular base
- g. vulnerable: weak or easily hurt
- h. sprawl: construction spreading in an ugly way

B. Answers

- | | | | |
|-------------------|--------------|-----------|---------------|
| a. pronouncements | b. outskirts | c. dome | d. vulnerable |
| e. hub | f. adjoining | g. carved | |

C. Answers

- a. Kasthamandap refers to a wooden temple said to have been built from the wood of a single tree.
- b. The destruction caused by an earthquake in 1934 resulted in the construction of many modern-style buildings in Kathmandu.
- c. Raja Mahindra Malla built Taleju temple.
- d. Tundikhel is a parade ground located to the east of the palace of the Malla Kings in Kathmandu.
- e. Boudhanath is located about 3 miles northeast of Kathmandu.
- f. The UNESCO listed various sites of Kathmandu in the World Heritage List for their vast historic and cultural importance.
- g. Kathmandu was severely damaged, especially the buildings in its historic centre, and tens of thousands people were made homeless.

Post-reading activities

Suppose you are talking to a foreigner who doesn't know anything about the place where you live. Describe it to him/her.

- a. Explain the task to students. They need to describe the place they live in to a tourist who doesn't know about it.
- b. Provide a model description of a place. This will help students to understand what is expected of them.
- c. Remind students to note the following important points to include in their description:

- The name of the place
- The location of the place
- The history of the place
- The main attractions of the place
- The climate of the place
- The culture of the place
- d. Assign this task as homework. This will allow students time to do their research and to write their descriptions.
- e. The next day, ask students to read their descriptions.
- f. Provide individual feedback on their written work.

11.9. Grammar II

In this section, students will learn how to make wh-questions. However, this can be a challenging task for some students. Therefore, it is important to be patient and encouraging as they learn.

Objective

Make simple wh-questions

Follow these steps:

A. Study the following sentences.

- a. Ask students to read the sentences from a-e and their questions, focusing on the words in red or wh-questions.
- b. Write some simple sentences on the board and form wh-questions using wh-words. For example, you can write the sentence "Her bag is red in colour." and then form the wh-questions "What color is her bag?"
- c. Make statements and questions using what, where, why, whom, whose, which, when, how, etc.
- d. Provide additional examples of wh-questions. Explain the difference between wh-questions and yes/no questions with examples.
- e. Write some sentences on the board and ask students to make wh-questions.
- f. Provide your feedback on their answers.

B. Make questions for these statements so that the answers will be the words in bold.

This is a practice exercise where students are expected to make wh-questions using the concepts they learned in Activity A.

- a. Write some sentences from Activity B on the board and make questions using appropriate wh-words. For example, you can write the sentence "They went to Spain" and then make the wh-question "Where did they go?"
- b. Once again, remind students of the basic rules for making wh-questions, including placing the wh-word at the beginning of the sentence, using the correct auxiliary verb, and following subject-verb agreement.
- c. Now, ask students to work in pairs and form wh-questions for the given statements. The words in bold will guide them to choose appropriate wh-word.
- d. Go around the class and make sure that all students are engaged in the task.
- e. Have some students share their answers to the class.
- f. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

Answers

- a. Where did they go?
- b. What does he write?
- c. What did the girls watch?
- d. What did he discover?
- e. What time are you leaving?
- f. Whose book is this?
- g. How does he run?
- h. What kind of music do you like?
- i. How many students are there?
- j. How was the film?

11. 10. Writing-II

There is only one task in this section. Students will write a short paragraph about their village/town.

Objective

Write a paragraph about one's village or town with the help of given clues

Follow these steps:

- a. Ask students to read the instructions carefully and make sure they are clear about what they are supposed to do.
- b. Write the following questions on the board:
What is the name of your village/town?
Where is your village/town located?
How big is your village/town?
How did your village/town get its name?
What are the special features of your village/town?
What do you like the most about your village/town?
- c. Ask students to copy the questions in their notebooks and write answers to the questions.
- d. Now, tell them to develop an outline of a paragraph based on the answers they have written.
- e. Remind them that the paragraph should include the answers to the questions.
- f. Assign this task as homework.
- g. Check the homework the next day. Give your feedback on the students' paragraph.

Sample Paragraph on "My Village"

My village Ghumti is in the foothills of the Himalayas. It's a small village surrounded by mountains and forests. The name Ghumti comes from the Nepali word "ghum," which means

"to turn." The village got its name because of the winding road that leads to it. Ghumti has many special features. The houses are made of stone and wood. There are terraced fields for farming. A beautiful river flows through the village. I love the peaceful environment and the fresh air. The only problem is that the road becomes muddy and slippery during the monsoon season. But I still feel lucky to call Ghumti my home.

11.11. Project work

This is a project where students work in a team to prepare a poster of a famous person.

Objective

Collect the information and prepare a poster of a person

Follow these steps:

Collect the number of students in different grades of your school. In a group of five, make a bar chart on chart paper. Try to make it as attractive as possible and stick on the classroom wall.

- a. Tell students that they will be working in groups to create a poster.
- b. Divide students into groups of four. Ask each group to collect information about any famous person from Nepal or abroad.
- c. Explain the format and structure of the poster on somebody's life.
- d. Remind students that the poster should:
 - Include a brief biography of the person, including the birth date, major contributions, accomplishments, awards received, and any other relevant information
 - Include a photo or image of the person
 - Be visually appealing and easy to read.
- e. Provide sufficient time for collecting information and creating a poster.
- f. After all groups submit their work, display the posters on the classroom wall.
- g. Ask students to observe each other's posters.
- h. Appreciate students' efforts and provide constructive feedback on their posters for improvement.

Unit 12

Introduction

This is the twelfth of nineteen units in the grade 7 English textbook. The table below provides an overview of the unit. There are ten tasks in this unit, as well as a project work and an extra bit. Teachers can follow the suggested guidelines while conducting teaching and learning activities.

S. N.	Topics	Tasks
1	Getting Started	Talk about pictures Listen and sing
2.	Reading I: Differences between People	Answer the pre-reading questions Find the words for the given meanings Choose the correct answer Find the words that are used to describe eyes, skin and hair
3	Pronunciation	Pronunciation of words ending in /s/, /z/, and /ɪz/ sound
4	Grammar I: Use of “Look” and “Look like”	Study the example sentences Complete the given sentences Match the questions with possible answers Choose and write the correct verb
5	Listening: A Conversation between a Father and a Son	Pre-listening discussion Choose the correct answers Multiple choice Write the words used to describe people
6	Speaking: Describing People’s Appearances	Study the words used to describe people’s appearances Talk about people’s appearances Identify and describe the appearances of friends
7	Writing II	Write a paragraph describing the appearance of a friend
8	Reading II: Wonderful World	Answer the pre-reading questions Find the rhyming words Answer the questions
9	Grammar II: Present Simple	Study the example sentences Complete the sentences with correct forms of verbs Make questions in present simple tense
10	Writing II	Write a paragraph
11	Project Work	Find words to describe appearances and draw pictures
12	Extra Bit	Read a given story
Total Time for the Unit		8 Hours

The following is a list of the activities in the unit, along with the facilitation process for each activity. Please use these guidelines as starting point, and feel free to adapt them to your own teaching style and the needs of your students.

12.1. Getting started

The first task of the unit is divided into two sub-tasks: picture description and listening and singing. Students will first describe the pictures and then listen to a song and sing along.

Objectives

- a. Describe people's appearances
- b. Sing a song with rhyme

Follow these steps:

A. What do the people in the pictures look like? Describe each person.

- a. Ask students to carefully observe the pictures given in Activity A in the textbook.
- b. Ask them to describe what each of the people in the pictures looks like.
- c. Do one as an example.
- d. Encourage students to speak about the following:
 - Height and weight
 - Hair color and eye color
 - Clothing
 - Facial features
 - Build
 - Other physical characteristics
- e. Provide feedback on students' descriptions.

Answers

- a. The first picture: The man is tall. He wears a blue shirt, jeans, and slippers.
- b. Second picture: The girl is young. She likes wearing red clothes. She has braids.
- c. Third picture: The woman is handicapped. She is in a wheelchair. She has dark eyes.
- d. Fourth picture: The boy is small. He likes to wear a blazer, jeans, and shoes.
- e. Fifth picture: The man is heavily built. He likes to wear a T-shirt.

B. Listen and sing.

Follow these steps:

- a. Learn the tune of the song beforehand. Tell students that they are going to sing a song.
- b. Sing the song with proper gestures and ask students to point to the lines being sung.
- c. Sing the song again and ask students to follow you. Ask them to clap while singing.
- d. Ask some students to sing the song and ask the class to follow them. Repeat the drill until everyone in the class is able to do it.
- e. Lead the discussion to the given questions. Ask the questions and elicit answers from students.

Answers

- a. The boy has short black hair and brown eyes.
- b. The girl is small and has a small nose.

12.2. Reading I

This is the first reading text of this unit. It is an essay entitled 'Differences between People'.

Objectives

- a. Learn these words: conception, texture, inherited, experience, whilst, shoot up, and stamina
- b. Read the text and do the comprehension exercises

Follow these steps:

Pre-reading activities

- a. Display the enlarged form of the picture of a person given in the text.
- b. Ask students who the person in the picture is.
- c. Elicit the response: Rajesh Hamal; a renowned cinema actor.
- d. Now, discuss the clues given in the box and ask them to describe Rajesh using them.
- e. Write different questions on the board so that the students can answer them and develop a whole description. For example: What is his height? How does he weigh? What is his eye colour? What is his hair colour?
- f. Listen to individual students provide feedback on their descriptions.

While reading activities

- a. For the first time, read the text aloud at a normal pace and ask the students to point to the lines as you read.
- b. Then, ask 2-3 students to read the text aloud and tell others to follow along.
- c. Next, ask students to go through the text again and underline any unfamiliar words. Write these words on the board.
- d. Teach the words to the students. You can do this by providing definitions, synonyms, or antonyms. You can also ask students to guess the meaning of the words based on the context in which they are used.
- e. Discuss the text with students.
- f. Ask them to tell what they understand from the text. Ask some self-made questions to check understanding.
- g. Summarize the text.

A. Find the words from the text above which mean the following.

- a. Instruct the students to study the given meanings carefully and ask them to guess the words for themselves.
- b. Allow the students to find the appropriate words.
- c. Move around the classroom and identify students who need your support to complete the task.
- d. Help students if needed, and remind them that they can only consult the words in red.
- e. After the completion of the task, ask them to share their answers with the class.
- f. When one student reads his/her answer, have other students indicate whether they agree or disagree.

Answers

a. inherited b. conception c. experience d. shoot up e. stamina

B. Choose the correct answers.

- Ask students to read the questions from a-d along with their alternatives in Activity B.
- Ask them to read the text once more.
- Have them work in pairs to find the correct answers.
- Upon completion of the task, ask the pairs to exchange their notebooks and correct each other's tasks.
- Finally, provide the correct answers and let students check their answers.

Answers

- Their hair
- Exposure to the sun
- When they reach puberty at the age of 12 or 13
- We get fat and overweight

C. What words are used to describe eyes, skin and hair in the text above? Talk to your friends.

- Ask students to read the text once more.
- Instruct them to make a list of the words used to describe eyes, skin and hair in the text.
- Monitor students and provide necessary assistance while they are engaged in the task.
- After they complete the task, have them share their answers and provide necessary feedback.

Answers

For hair: ginger hair, fair hair, birth hair, fine, thick, straight, dark, grey, white curly, thin

For skin: pale

12.3. Pronunciation

This is the only pronunciation activity in the unit. In this activity, students will practise pronouncing the sounds made by the plural suffix –s/es. The plural suffix can produce three different sounds, /s/, /z/ and /ɪz/.

Objectives

Pronounce the words with plural suffix (-s/es) correctly

Follow these steps:

- Learn to pronounce the given words in advance. You can consult online dictionaries or download the correct pronunciation and play.
- Tell students that they are going to learn pronunciation today.
- Make strips of the words given in the box and distribute them to the individual students.
- Randomly play or pronounce the words and ask students with the correct words to stand up.

- e. Ask students to pronounce the words individually and in chorus. Repeat the drill until everyone learns the correct pronunciation.
- f. The plural suffix can produce three different sounds, /s/, /z/ and /ɪz/. Ask students to categorize those words under their specific headings: /s/, /z/, and /ɪz/.
- g. Upon completion, check their answers and provide necessary feedback.

Answers		
/s/	/z/	/ɪz/
results, amounts,	falls, others, turns, girls, bones, boys	differences, changes, processes

12.4. Grammar I

This is the first grammar section in the unit where students will learn to use look(s) or look(s) like.

Objectives:

Use look(s) or look(s) like correctly

Follow these steps:

A. Study the following sentences. Notice the use of look and look like. Also, notice what words are used after them.

- a. Ask students to read the example sentences from a-f . Tell them to pay special attention to the words in red.
- b. Ask them to identify what follow the words look and look like. Elicit the responses such as nouns, noun phrases, clauses, or adjectives.
- c. Write at least three sentences (your own or copy from the example sentences) and underline the words following 'look' or 'look like'.
- d. Ask students what each of the words/phrases are.
- e. Explain with sufficient examples that an adjective is used after look(s) and a clause or a noun phrase is used after look(s) like.

B. Complete the following sentences with look(s) or look(s) like.

- a. Assign the task to the individual students.
- b. Monitor their engagement in the activity and provide necessary assistance.
- c. When students complete the task, ask them to exchange their notebooks with their partners sitting next to them and check each other's answers.
- d. Finally, provide the correct answers and ask them to check their own answers.

Answers				
a. looks like	b. looks like	c. look	d. look	e. looks
f. looks like	g. look			

C. Match the questions with the possible answers. Sometimes, answers can repeat or more than one answer can be correct.

- a. Make sure that all students understand what they have to do. Explain the task clearly and answer any questions that students may have.

- b. Do one as an example. This will help students understand the task.
- c. Ask students to work in pairs and join the questions with their possible answers.
- d. Ask each pair to share their answers after they complete the task. This will allow you to see how well students understand the task and to provide feedback.
- e. Provide the correct answers with your feedback. This will help students learn from their mistakes.

Answers

- a. iii/x. b. viii. c. vi. d. vii. e. ix f. i./ii. g. iii./x. h. ix.
 i. i./ii. j. iv.

D. Choose and write the correct verbs look(s), be like, look(s) like or like.

- a. Ask students to do the task individually.
- b. Move around the class and provide necessary assistance to students.
- c. Ask students to share their answers one by one, and have the class discuss whether their answers are correct or not.
- d. Provide your feedback with the correct answers.

Answers

- a. looks
- b. What is she like?
- c. look like
- d. Who does she look like?
- e. does not look
- f. like
- g. look like
- h. What do they look like?
- i. look

12.5. Listening

In this section, students will listen to a conversation between two people and do the comprehension exercises.

Objective

Listen to a conversation and do the comprehension exercises

Follow these steps:

A. Study the following sentences and learn the meanings of the bold words.

- a. Ask students to study the given sentences. Remind them to pay attention to the bold words.
- b. Ask them what the words are used for. Elicit the responses like: to talk about appearances.
- c. Provide additional examples of words that are used to talk about appearances.

B. Listen to the audio in which Tom and his father are talking about Tom's friends.

Answer the questions below.

- a. Listen to the audio in advance to familiarize yourself with it.
- b. Discuss the listening procedure with students, including:

How many times you will play the audio.

When they have to do the exercise.

How the correction will be done.

- c. Ask students to read the exercise. Facilitate them as needed.
- d. Play the audio for the first time and ask students to familiarize themselves with it. Note: Give the transcript of the audio to those students with hearing difficulty.
- e. Ask students one or two questions based on the audio, e.g. who is speaking in the conversation, what are they talking about, etc.).
- f. Play the audio the second time and ask students to do the exercise.
- g. Play the audio again and ask students to check their answers. If needed, you can play the audio more times!
- h. Check students' answers and provide feedback. You can do mass correction if time does not permit you to go through individual tasks.

Answers

a. False

b. Patrick

c. is short

d. Marcel

e. Marcel

f. play a game

C. What words did Tom use to describe his friends? Write as many words as you can remember.

- a. Ask students to write the words that Tom used to describe his friends.
- b. Move around the class to check that everyone is doing the task.
- c. When they complete the task, ask them to compare their list with that of their friends' lists.
- d. The students may come up with the words like short black straight hair, tall, short, pretty funny, talkative, shorter, brown hair, round face, etc.
- e. Provide feedback as needed.

12.6. Speaking

In this speaking task, students have to talk about appearances.

Objective

- a. Learn the words used to describe people's appearances
- b. Talk about appearances

Follow these steps:

A. Look at the words to describe people's appearances. Discuss what they mean.

- a. Show/present the table to the students and ask them to observe it carefully.
- b. Explain the words in the table if required.
- c. Ask students if they can add any adjective to the list.
- d. Ask students to sort out the adjectives that best describe themselves and their friends.
- e. You can ask a student and describe him/her using different adjectives given in the list as a model.

B. Look at the pictures. Talk about their general appearance, age, build, height, eyes, face, nose, mouth or ears. Use the words from the above table. Use other words if you can.

- a. Make sure that students understand the task. Explain that they will be given a picture and asked to describe it.
- b. Print the pictures on separate pieces of paper and put them in a box.
- c. Do one in the class as an example. For example, you could say: "The boy in the first picture looks young. He is slightly built. He has a round face and small eyes. He looks like a Joker in this outfit. He has a flat red nose and short hair."
- d. Ask individual students to pick a picture each and talk about them. Listen to them and provide necessary feedback.

C. Work in pairs. Take turns to identify and describe one of your friends in your class. Talk about his/her height, ears, nose, eyes, face, build, etc.

- a. Make students clear about the task. Explain that they will be working in groups to describe each other.
- b. Do one as an example. Describe one of the students in the class and ask the class to identify him/her. For example, you could say: "I am thinking of a student who is tall and has short brown hair. He is wearing a blue shirt and jeans. Can you guess who I am talking about?"
- c. Divide students into groups of three.
- d. Ask one of the friends to describe one of their classmates and ask the other to identify the person. For example, you could say: "Student 1, please describe Student 2 to Student 3. Student 3, try to guess who Student 1 is describing."
- e. Monitor students' engagement in the task and provide necessary assistance. Move around the classroom to make sure that students are describing each other as instructed.

12.7. Writing I

This is the first writing task of this unit. In this activity, students will write a paragraph about a friend in the class.

Objectives

- b. Compose a paragraph describing a person

Follow these steps:

Write a paragraph about a friend. Describe that person. Remember to include information such as height, hair (colour; long or short; straight, curly or wavy), age and facial characteristics. Also, describe the person's personality and why you like him or her.

- a. Provide clear instructions to students regarding what they have to do. Explain that they will be writing a paragraph describing one of their friends.
- b. Present a picture/photo of a person. Discuss in detail the height, weight, build, eyes, hair, etc. For example, you could say: "My friend's name is Sheela. She is tall and thin. She has a short brown hair and brown eyes. She is wearing a blue shirt and jeans."
- c. Ask students to write a paragraph describing one of their friends. Give them time to do this task independently. Instruct students to use specific details to describe the person. This includes height, weight, build, hair color, eye color, and clothing.
- d. Identify the struggling writers and provide them with individualized support. This could involve helping them to brainstorm ideas or providing them with additional information.
- e. Check students' answers and provide necessary feedback.

Possible Answer

My friend's name is Anil and he is only twelve years old. He's in grade 7 in a community school. He is younger and even shorter than me. He has short, black hair, big ears, small eyes and, a pointed nose. His mouth is small. He doesn't wear jeans as I do. He is very intelligent and sociable. He helps all his friends in the class whenever they need it. This is why I like him.

12.8. Reading II

This is the second reading text in Unit 12. It is a poem. The title of the poem is 'Wonderful World'. Learn to recite it before you enter the class.

Objectives

- a. Learn these words: wonderful, curled, shaking, whirls, cliffs, isles, tremble, and whisper
- b. Do comprehension exercises based on the poem

Follow these steps:

Pre-reading activities

- a. Show a picture of nature from or outside the textbook and ask the following questions to students: Do you think the word is wonderful? Why?
- b. Ask the pre-reading questions one by one.
- c. Listen to students' responses; they might have varying experiences.
- d. Praise students' efforts and provide feedback on their responses.

While-reading activities:

- a. Recite or download and play the poem in class. Ask students to point to the lines being read. This will help them to follow along and understand the poem.
- b. Recite the poem once more and ask students to follow you. Ask them to clap while reciting the poem. This will help them to memorize the poem and to enjoy the rhythm and flow of the language.
- c. Ask some students to recite the poem and ask others to follow them.
- d. Ask students to recite the poem in small groups. Move around the class to see if they are really reciting the poem.
- e. Ask students to underline unfamiliar words from the poem. Write the words on the board. Teach the words or ask students to guess the meanings from the context. This will help students to understand the poem better.
- f. Discuss the theme of the poem.
- g. Summarize the poem and lead students to the activities.

A. Find the rhyming words for these words from the poem.

- a. Remind students about rhyming words by giving them some examples. You can present a stanza of another poem to introduce it.
- b. Ask individual students to read the poem once more and find the rhyming words for the words given in the exercise.
- c. When they complete the task, ask them to share their lists and provide necessary feedback.

a. dressed b. tree c. hills d. flow e. miles f. all g. say

B. Answer the following questions.

- a. Ask students to read the questions from a-d given in Activity B.
- b. Instruct them to find the answers to the questions from the poem and write the answers in their notebooks.
- c. While they are engaged in the task, walk around the classroom and provide support as needed.
- d. Upon completion of the task, ask students to share their answers in the class.
- e. Tell the correct answers and ask students to compare their answers with the correct answers.

Answers

- a. The wind shakes the tree.
- b. The wind talks to itself.
- c. The wind is so great because it travels a lot.
- d. The whisper says, "I am more than the Earth because I can love and think which the Earth cannot."

Post-reading activity

C. Although nature is wonderful, we are not caring its beauty and resources. What can we do to preserve the Earth for the future? Discuss.

- a. Hold a discussion on the resources we have in nature and their significance. This can involve discussing the different types of natural resources, such as water, air, land, and minerals along with the importance of these resources for human survival and well-being.
- b. Ask this question to students: "Are we careful about the Earth and its resources?"
- c. Ask students to work in small groups and think about possible solutions/measures that we can adopt to preserve the earth. This could involve brainstorming ideas for reducing pollution, conserving water, and protecting endangered species.
- d. Go around the class and help students if necessary.
- e. Upon completion of the task, ask students to share their answers to the class.
- f. Provide necessary feedback on their answers.

12.9. Grammar II

This is the second grammar section in this unit. Students will practice making sentences in simple present tense in this section.

Objective

Make sentences using the simple present tense

Follow these steps:

A. What does the wind do in the poem? Study these sentences.

- a. Ask students to read the example sentences given in Activity A. Remind them to pay special attention to the red words.
- b. Ask them different questions related to their present habits, for example,
What time do you usually get up?
What do your parents do?
When is your birthday?
What time does your school start and close?

- c. Write some sentences on the board and discuss when and where the present simple tense is used. Explain with examples that the present simple tense is used to describe actions that happen regularly or habitually. It is also used to describe facts or truths.
- d. Now, ask students to make more sentences of their own and provide the necessary feedback.

B. Complete the sentences with correct forms of verbs from the brackets.

- a. Assign the task to individual students. Move around the class to see if everyone is staying on the task.
- b. Identify the students who need your assistance and help them complete the sentences.
- c. When students complete the task, have 2-3 students read aloud their answers to the class.
- d. Listen to them and provide necessary feedback.

Answers				
a. arrives	b. comes	c. start	d. rises	e. begins

C. Turn a-g into questions as in the example.

- a. Tell students that they are going to practise making wh-questions.
- b. Write some wh-questions and discuss them. For example:
 What do you like to do in your free time?
 Where do you go on vacation?
 When do you go to school?
 Why do you like to read?
 Who is your best friend?
- c. Ask students to make similar sentences and write the sentences on the board.
- d. Discuss the addition of the 'do verbs' while making questions when only the main verb is given. For example, the sentence "I like to play" becomes "Do you like to play?" when it is turned into a question.
- e. Ask students to do the exercise in pairs. Move around the classroom and provide necessary assistance.
- f. When students complete the task, ask them to exchange their notebooks with their partners sitting next to them and let them correct each other's tasks.
- g. Finally, provide the correct answers and ask students to make necessary corrections.

Answers
a. How many children do you have?
b. How often do you study English?
c. What time does the film start?
d. Where do you play volleyball?
e. When do you drink tea?
f. Why does he play football?

12.10. Writing II

This is the second writing section of this unit. In this section, students are expected to write a paragraph describing their typical day using the simple present tense.

Objectives

Make grammatically correct sentences in simple present tense.

Follow these steps:

How do you spend a typical day? Write a paragraph describing what you do from the morning to the evening. Use present simple tense.

- a. Tell students that they are going to write a paragraph about how they spend their day.
- b. Ask them the following questions to generate ideas.
 - What time do you get up?
 - What time do you usually have breakfast in the morning?
 - What time do you have your lunch?
 - When does your school start and close?
 - What activities do you usually do at school?
- c. You can talk about your daily routine.
- d. Now, based on the answers to the above questions, ask students to write a paragraph.
- e. Ask them to think of a suitable title for their paragraph, too.
- f. You can assign this task as homework.
- g. Check students' written work and provide them with individual feedback.

Sample Paragraph

My Typical Day

Everyone has a daily routine. I follow a simple and easy routine as a student. I wake up early in the morning, usually at 5:30 a.m. I go for a morning walk with my parents because I care about my health. After the walk, I take a bath and relax for about half an hour. Sometimes, I read the newspaper during this time. Then, I have my morning tea. After that, I do my homework and study until my mom calls me for breakfast at 9 a.m. My dad takes me to school at 9:30 a.m. I have seven classes every day except Fridays. I come home at around 4 p.m. and have a snack. Then, I go play with my friends. I come home at around 5:30 p.m. and start doing my homework. I eat dinner at around 8 pm and watch TV for a while. I usually go to bed at 9:30 p.m.

12.11. Project work

In this project, students are required to work in a group to explore more words that describe the physical appearances of people. Moreover, they also have to draw pictures to illustrate their appearances.

Objectives

- a. Find words that describe people's physical appearances
- b. Draw pictures that illustrate people's appearances

Follow these steps:

Work in groups of five. Look for other/more words to describe the physical appearances of people. Draw pictures to illustrate the appearances and stick them on the wall.

- a. Explain the task in detail and answer any questions that students may have.
- b. Form small groups of students.
- c. Provide students with a list of words that describe appearance.

- d. Tell students to consult various sources and explore more words to describe people's appearances.
- e. Instruct students to illustrate some appearances of people.
- f. Allow them some time (2-3 days) for the completion of the task.
- g. Let them display the illustrations on the display board/classroom wall.
- h. Praise students' efforts and provide feedback on their illustrations.

Unit: 13

Introduction

This is the thirteenth of nineteen units in the grade seven textbook. The table below gives an overview of the whole unit. There are thirteen tasks in this unit from Getting started to Extra bit.

S. N.	Topics	Tasks
1	Getting Started	Describe the pictures Listen and sing
2	Reading I: A Terrifying Night	Answer the pre-reading questions Fill in the blanks Choose the correct answer Answer the questions Narrate the incident
3	Writing I	Write a paragraph narrating a past incident
4	Pronunciation	Learn to pronounce the words with the letter 'r'.
5	Grammar I	Use of can and could Connectives: because, because of, as, since
6	Listening: A Conversation about Abilities and Inabilities	Talk about abilities and disabilities Identify the abilities and inabilities of the speakers Recall the information from the audio
7	Speaking: Expressing Abilities and Inabilities	Study the example sentences Survey people's abilities Match the people with their abilities Give reasons using the connectives
8	Writing II	Rearrange the sentences to develop a meaningful story Write a story with the help of given clues
9	Reading II: The Echoing Green (Poem)	Answer pre-reading questions Match words with meanings Choose the correct answer
10	Writing II	Rewrite the passage using simple present forms of verbs
11	Grammar II	Complete the sentences with 'because' or 'because of'
12	Project Work	Make a survey about people's abilities and inabilities
13	Extra Bit	Read a news story and answer the questions
Total Time for the Unit		8 Hours

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

13.1. Getting started

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

Objectives

- a. Look at the pictures and say what people can/cannot do
- b. Sing the song and tell what people can do.

Follow these steps:

Look at the pictures. What do you think they can/can't do and why?

- a. Have students observe the pictures in their book carefully. Ask them what the people in the pictures can/can't do.
- b. Discuss each picture separately.
- c. Write students' responses on the board.
- d. Let students express their opinions about the people in the pictures freely but keep asking them why they think so.
- e. When all students have had a chance to describe the pictures, describe the pictures in detail, giving your feedback.

Possible Answers

First picture (Athlete): He can run faster.

Second picture (Weight lifter): He can lift heavy weight.

Third picture (Singer): She can sing songs.

Fourth picture (Boys): They can play football.

B. Listen and sing.

- a. Introduce the song. Ask students if they have heard the song before. If so, ask them if they can sing the song in tune.
- b. If you have an audio or video recording of the song, play it for students. If not, sing the song yourself in a tune.
- c. The first time you play or sing the song, have students follow along by pointing to the words in their books.
- d. The second time you play or sing the song, sing line by line and have students repeat each line after you.
- e. The third time you play the song, have students sing along with the recording or your singing.
- f. Once students have learned the tune of the song, sing the song together for fun.
- g. Now, ask students what a woman, man, girl, brain, kid, gang, soul, and dog can do, according to the song.
- h. Make sure they use the word with 'can' while expressing the abilities.

- i. Ask students what they can and can't do. Start by asking students general questions about their abilities, such as "Can you prepare a meal?" and "Can you repair your bicycle?"
- j. Have students talk in pairs about their abilities. This will help them feel comfortable speaking about their own abilities and inabilities. Encourage them to use complete sentences using the structures: "I can" or "I can't".
- k. Ask students about the abilities of their family members and friends. This will help them expand their understanding of abilities and inabilities. Ask them questions like "What can your father/mother do?" and "What can your brother/sister do?"

13.2. Reading I

The first reading text in this unit is a short story, "A Terrifying Night".

Objectives

Learn the words: terrifying, abroad, damp, adventure, terrifying, collapse

Read the text and do comprehension tasks

Follow these steps:

Pre-reading activities

- a. Share a brief anecdote or personal story that is similar to the one in the text. Ask students if they liked the story.
- b. Show students the picture in the text and ask them pre-reading questions. Encourage all students to answer the questions. If students hesitate to speak, offer them a prompt, such as "How many people are there in the picture?"
- c. Write students' answers on the board. This will help everyone get involved in the discussion.
- d. Ask one or two open-ended questions that encourage students to think critically.
- e. Share your own answers, providing feedback on students' answers.
- f. Write these words on the board: terrifying, abroad, damp, adventure, terrifying, collapse.
- g. Pronounce the words correctly and ask students to repeat after you.
- h. Provide visual aids, examples, and definitions to help students understand the meaning of these words.

While-reading activities

- a. Write the topic of the story on the board to help students get focused on the main idea of the story.
- b. Read the first paragraph and ask students to guess what may happen next. This will help students make predictions about what will happen next.
- c. Read the first three paragraphs and ask students to make another guess about what may happen next. This will help students to see how their predictions change as they learn more about the story.
- d. Read the complete story and nominate some students to read different paragraphs while other students listen to them.
- e. Ask students to underline the words, phrases, or sentences that they find difficult to understand. This will help to identify the parts of the text that students need help with.
- f. When helping students understand difficult text, focus on the specific parts of the text that they are struggling with.

- g. Ask 2-3 students to retell the story. This will help students to summarize the main points of the story and to demonstrate their understanding of the text.

A. Learn these words and use them in the sentences below.

- a. Ask students to read the instruction for Activity A. Tell them to complete the sentences from a-e using the words given in the box.
- b. Make sure that everyone is doing the task.
- c. After they complete the task, tell some students to share the answer with the class.
- d. Tell the correct answers and ask students to correct their work, if needed.

Answers

- a. adventure
- b. collapsed
- c. abroad
- d. terrifying
- e. damp

B. Choose the correct answer.

- a. Ask students to read the text again in pairs and choose the correct options.
- b. Move around the class, monitor students' activities and help them if necessary.
- c. Ask each pair to share their answers to the class.
- d. Tell correct answers and ask students to make necessary corrections.

Answers

- a. he wanted to hear all his uncle's exciting stories.
- b. after the dust had begun to clear.
- c. let the rain in.
- d. wounded.

C. Answer the following questions.

- a. Ask students to go back to the text and find the answers to the given questions.
- b. Write the answer to the first question on the board as an example. This will help students to see how to find the answers to the questions and to understand the format of the answers.
- c. Make sure that all students are engaged in the assigned activity.
- d. Identify students who need support and help them find the answers to the questions.
- e. When they complete the task, instruct them to do peer correction.
- f. Write the answers on the board and ask students to correct their work.

Answers

- a. The writer's uncle had rented the cottage.
- b. The writer's uncle didn't spend much time in his cottage because the cottage was in poor condition with broken windows, leaky roof, and uncomfortable furniture.
- c. The writer did not go to sleep because he did not want to miss any of his uncle's exciting stories.
- d. Yes, the writer's uncle was amused when he heard the loud noise.

- e. The writer could have been seriously injured or killed as a large part of the ceiling collapsed and fell right onto the pillow of his bed.
- f. They were afraid to sleep upstairs that night because they didn't want to risk their lives.
- g. No, the writer's uncle gave up his cottage after the incident.

Post-reading activity

D. Imagine that you were the writer's uncle. Tell your friends about the incident.

- a. Ask students to imagine that they were part of the story (the narrator's uncle).
- b. Have students to tell the story through the narrator's uncle.
- c. When everyone gets their turn, provide your feedback on their narration.

13.3. Writing I

This is the first writing task in this unit. Students will write a short paragraph narrating any terrible incident experienced by them.

Objective

Write a short paragraph about a terrible incident

Follow these steps:

Have either you, your family members or friends ever experienced a similar incident to the one in the story? What happened? Write a paragraph.

- a. Share a personal story about a terrible incident that you have experienced.
- b. Ask students to share their own stories about terrible incidents that they have experienced.
- c. Ask students to write a paragraph about a terrible incident that they have experienced. Remind them to use past tense and to be as specific as possible.
- d. Remind students to take help from Reading I if required.
- e. Ask students to read their stories to the class and ask other students to make comments. This will help students to get feedback on their writing and to improve their writing skills.
- f. Finally, check students' written work and provide them with individual feedback.

Sample Paragraph

My family and I went to our village house for Dashain. The house was old, but it had a beautiful view of the mountain. When we arrived, we saw that the windows were rusty and the doors didn't close properly. The bathroom had a leaky faucet that we couldn't fix, and the house smelled musty. We decided to stay anyway because we didn't have anywhere else to go. That night, we heard a loud noise coming from the kitchen. We thought it was just the wind, but the noise kept going. We went to the kitchen and we saw that the ceiling had collapsed. Water was pouring from a broken pipe. We were lucky that no one was in the kitchen when it happened.

11. 4. Pronunciation

In this section, students will practise pronouncing the words with the letter “r”.

Objective

Pronounce the words having the letter 'r'

Material

Audio recording of the pronunciation of the words with the letter "r"

Follow these steps:

1. Learn to pronounce the words in advance to be able to model the correct pronunciation for students.
2. Write the given words on the board.
3. Read each word clearly focusing on the letter "r" and ask students to repeat after you. Alternatively, play the audio recording of the pronunciation of these words.
4. Repeat this several times until students learn the pronunciation.
5. Have students practise pronouncing these words either in pairs or individually, until they feel confident in their pronunciation.
6. Encourage students to pay attention to their pronunciation and correct each other if needed.
7. Have students look for words with the letter "r" in Reading I and practise their pronunciation.

13.5. Grammar I

In this section, students will learn to express ability and inability using "can, could, can't, couldn't". They will also learn to use some connectives to express reason.

Objective

Express ability and inability using "can, could, can't, couldn't"

Express the reason using the connectives

Follow these steps:

- a. Read aloud all the sentences in Activity A and Activity B emphasizing the words in red.
- b. Ask students to study the sentences. This will help them see how the modal verbs are used in context.
- c. Introduce modal verbs "can" and "could" with some example sentences and explain that they are used to express ability. Explain that "can" is used for present ability, while "could" is used for past ability. Similarly, "can't" is used to express inability at present and "couldn't" is used to express past inability.
- d. Write some example sentences with "because" and "because of" on the board. Explain that the word "because" is a connective that shows the reason for something. Similarly, "because of" is also a connective that shows the reason for something, but it is followed by a noun. This will help students understand the difference between the two words.
- e. Next, explain the use of the connectives "since" and "as" with sufficient examples.
- f. Ask students to write their own sentences using the expressions of ability "can" and "could" and the connectives "because", "because of", "since", and "as".
- a. Activity C and Activity D are practice exercises where students are expected to choose the correct alternatives to complete the sentences. This will help them apply the knowledge they have learned about modal verbs and connectives.
- g. Ask students to work in pairs to complete Activity C and Activity D.

- h. When they complete the task, have some students share their answers with the class and ask others to give feedback if needed.
- i. Finally, tell the class the correct answers and ask students to make any necessary corrections.

C. Answers

a. Can he b. they can c. couldn't swim d. Could you e. can swim

D. Answers

a. because of b. since c. As d. because of e. as
 f. since g. As h. because of i. because of j. because
 k. because of l. because

13. 6. Listening

In this section, students will listen to a conversation between a boy and a girl. They are expressing their abilities and inabilities.

Objective

Extract the required information from the audio and complete the comprehension tasks

Materials

Audio file and audio player

Follow these steps:

- a. First, tell some of your abilities and inabilities to the class. Write them on the board using the structures, “I can...” and “I can’t...”.
- b. Now, ask students to share what they can do and what they can’t do in a similar way.
- c. Take their oral responses and make corrections in their sentence structures if needed.
- d. Tell students to read the instructions for Activity B. Inform them that they are going to listen to a conversation between a boy and a girl who are talking about their abilities and inabilities.
- e. Play the audio for the first time and ask students to listen carefully.
- f. Play the audio for the second time and ask them to do the task as instructed. Provide a transcript if anyone has hearing difficulties.
- g. Go around the class and check whether all students are engaged in the assigned task.
- h. Play the audio again and ask them to review their work.
- i. Write the correct answers on the board and let students make necessary corrections.

B. Answers

Girl	play basketball	√
	play baseball	√
	run pretty fast	√
	jump high	X
	play soccer	X
	sing	X
	play an instrument	X
Boy	play an instrument	X

	cook very well	X
	cook basic things	√
	cook an omelette	√
	bake cookies	√

Post-listening activity

- Tell students to remember the name of the food and the sports mentioned by the boy and the girl in the audio.
- Instruct them to write the names of those food and sports in their notebooks.
- Now, ask them if they can play those sports and cook those food items.
- Encourage all students to share their abilities and inabilities with the class.

13.7. Speaking

This is a speaking activity where students express their ability and give reasons for their ability and inability.

Objective

- Express ability and inability
- Give reason for ability and inability

Follow these steps

A. Study the following sentences.

- Ask students to study the given sentences, paying attention to the words in red.
- Pair up students and assign roles to each pair. One student will be A and the other student will be B.
- Ask them to read out the expressions made by A and B. For example, A will ask "Can you lift the table?" and B will reply "Yes, I can." Next time, A will read the expression like "He can swim two kilometres" and B will add a reason "because he has practiced a lot".
- Monitor students' performance in pairs and help them if needed.

B. Move around the class. Talk to your friends and find at least one person who can do these things below. (Ask them to show you too) When you finish, report back to your class.

- Invite one student to the front of the class.
- Ask the student if s/he can do the tasks mentioned in the table. For example, you can ask "Can you name ten colors?" or "Can you raise one eyebrow?"
- The student will reply "Yes, I can" or "No, I can't" to each question.
- After the student has answered all the questions, report to the class what s/he can do. For example, you can say "Chandra can name ten colors".
- Repeat these steps with two other students.
- Have students move around the class, ask if their friends can do the activities mentioned in the table, and then fill up their names on the table.
- Ask students to find at least one person who can do all the activities mentioned in the table.

B. What do the people on the left typically do? Match the descriptions and tell your partner.

- a. Ask students to read the list of people engaged in different professions and the activities they can do. They need to match the people with the activities.
- b. Write two or three sentences on the board as examples for the students. For example, you can write “A painter can paint houses and buildings”.
- c. Now ask each student to do as shown in the examples. They should match the people on the left with their descriptions on the right.
- d. Ask students to copy the sentences in their notebooks.
- e. Have them practise telling the sentences to their partners sitting next to them.

Answers

- a. Farmer: I can grow vegetables and fruits on my farm.
- b. Painter: I can paint houses and buildings.
- c. Cook: I can cook you nice dishes in a restaurant.
- d. Musician: I can play the drums in a band.
- e. Carpenter: I can make furniture from wood.
- f. Teacher: I can teach kids new things at school.
- g. Magician: I can do tricks to make you surprised.
- h. Dentist: I can treat you when you have a toothache.
- i. Waiter: I can serve your food in a restaurant.
- j. Scientist: I can do experiments in my laboratory.
- k. Police officer: I can catch thieves and robbers.

C. Give any reason why the people in the next sentences can/could or can't/couldn't do the task.

- a. Divide students into pairs. Instruct them that Student A in a pair will read the statements given in the exercise, while Student B will provide the reasons using the connective "because." For example:
Student A: He can't jump high.
Student B: He can't jump high because he hasn't practised enough.
- b. Next time, they will switch roles, with Student B reading the statement and Student A providing the reason.
- c. Let students practise in pairs. Move around the classroom and observe students' performance. Help them with more examples if needed.

Possible Answers

- a. He can't jump high because he practised enough.
- b. Naren can't help you because he is busy with his own work.
- c. Shital can help you with your homework because she has expertise in the subject.
- d. Namita couldn't call you yesterday because she lost her phone.
- e. They couldn't attend the prayer meeting because they had gone somewhere else.
- f. The teacher can help you with this task because s/he has knowledge on that matter.
- g. She can give you the book because she has already read it.
- h. Birendra can attend the show because he has free time.

13.8. Writing-II

In this section, students are required to rewrite the given sentences in the correct order to make an interesting story. They are also required to write a story with the help of the given outline.

Objective

Rewrite the given sentences in the correct order to make a story
Write a short story with the help of given outlines

Follow these steps:

A. Have you heard the story 'The Hare and the Tortoise'? Put these sentences in order to make the story.

Stripe Story Technique

- a. Introduce the story to students. You can read the story or tell it without looking at the script.
- b. Write 10 sentences from a-j on separate pieces of paper. Make sure there are altogether 10 stripes of paper in total. Each strip should contain one sentence from the story.
- c. Distribute the strips to 10 students in the class. If there are more than 10 students in class, let the remaining students observe the activity and later share their observation. If there are fewer than 10 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 2-3 students to retell the story.

Answer

1. A hare was making fun of the tortoise one day for being so slow.
2. "Do you ever get anywhere?" he asked with a mocking laugh.
3. "Yes," replied the tortoise, "and I get there sooner than you think. I'll run you a race and prove it."
4. The hare was much amused at the idea of running a race with the tortoise, but for the fun of the thing he agreed.
5. The fox, who had consented to act as judge, marked the distance and started the runners off.
6. The hare was soon far out of sight.
7. The tortoise, meanwhile, kept going slowly but steadily, and, after a time, passed the place where the hare was sleeping.
8. But the hare slept on very peacefully; and when at last he did wake up, the tortoise was near the goal.
9. The hare now ran his swiftest, but he could not overtake the tortoise in time.

B. Have you heard the story of a thirsty crow? Read the hints below and write the story.**Use the past tense.**

- a. Ask students to read the question and given outline of the story carefully. Make it clear that they have to write a story based on the clues or guidelines given.
- b. Write a similar skeleton story on the board and make a model story on the basis of the information given. This will give students a good example of how to structure their own story.
- c. Tell students that they have to develop a similar type of story using the outline given in the question. Remind them to use past tense to make a story. This will help them to stay focused on the task and ensure that their story is grammatically correct.
- d. You can assign this task as a homework.
- e. The next day, check their homework and give feedback on their written work.

13.9. Reading II

This is the second reading text in Unit 13. It is a poem entitled "The Echoing Green" composed by William Blake.

Objectives

- a. Learn the words: arise, bush, cheerful, echoing, outskirts, folk, weary, merry, descend, laps, darkening
- b. Complete the comprehension tasks

Follow these steps:**Pre-reading activities**

- a. Show students the picture given in the text or any other picture of nature and ask them what they can see in the picture. This will help them to visualize the poem and understand the setting.
- b. Ask students the pre-reading questions:
Do you think the scene in the picture is beautiful? Why?

- Do you like greenery? Why?
- c. Encourage individual students to share their answers to get everyone involved and generate discussion.
 - d. Write the words highlighted in red on the board.
 - e. Tell students to look up the meaning of the words in the glossary/dictionary.

While-reading activities

- a. Recite the poem aloud to the class, slowly and clearly. Ask students to follow you.
 - b. Ask some students to recite different stanzas of the poem.
 - c. Clarify the the concept of rhyming words. Show 3 or 4 words and their rhyming words.
 - d. Explain the theme of the poem.
 - e. Ask 2-3 students to retell the theme of the poem. This will help students to summarize the poem and to demonstrate their understanding of the poem.
- a. Instruct students to read the words in Activity A and match them with their meanings.
 - a. After they complete have 2-3 students read their answers to the class.
 - b. Correct their answers orally if needed.
 - c. Next, tell students to choose the correct answers and complete the sentences in Activity B.
 - d. Move around the class and help the students if needed.
 - e. Again, have 2-3 students read their answers to the class.
 - f. Correct their answers orally if needed.

A. Answers

- a. oak: a kind of tree
- b. merry: happy
- c. folk: people in general
- d. arise: to rise
- e. descend: to go down
- f. weary: very tired

B. Answers

- a. The sun makes the sky happy.
- b. The merry bells welcome the spring.
- c. Old John has white hair.
- d. The old men are sitting under a tree.
- e. In the evening, the children come to the laps of the mother.

13.10. Writing II

This is the second writing task in this unit. Students are required to rewrite the description of the poem using the present simple form of the given verbs.

Objective

Rewrite the description of the poem in simple present tense

Follow these steps:

- a. Teach students the structure of simple present tense with plenty of examples.

- b. Now tell them to work in pairs and rewrite the description of the poem using the simple present form of the verbs given in the brackets.
- c. Move around the class and check whether the students are staying on the topic. Help them if needed.
- d. Finally, write the correct answers on the board and let student correct their work.

Answer

The poem *describes* the joy and happiness after the arrival of the spring. The sun *shines* brightly. The sky *looks* beautiful. The sound of bells coming from nearby *is* very pleasant. Birds *sing* cheerfully. The sounds of bells and the songs of the birds *mix* into a beautiful melody worthy of the season of spring. The old people of the village *sit* under the trees on the green and young innocent children *play* their favourite games there.

During the day the green grass *is* filled with the noises of the children playing different games. The children *are* happy and excited. The old people *watch* their children play happily on the green and *think* of the happy days of their childhood. They, too, had played on the same green. They even had the same excitement and joy which only young children can experience. When the sun sets, it *becomes* dark and lonely. Then, the evening *comes*. Children *grow* tired. They *return* home to rest in the laps of their sisters and mothers.

13.11. Grammar II

In this section, students will have the opportunity to practise using the connectives "because" and "because of" that they were introduced to in the previous lesson.

Objective

Use the connectives ‘because’ and ‘because of’ to give reasons

Follow these steps:

- a. Write some sentences on the board as in the examples below, and remind students of the conditions in which the conjunctions "because" and "because of" are used.
I want to go to the market because I need to buy a bag.
The house was destroyed because of the fire.
We were tired because we played all day.
I scored a good GPA because of my hard work.
- b. Remind them that "because" is used to introduce a reason that is expressed as a complete sentence while “because of" is used to introduce a reason that is expressed as a noun phrase.
- c. Pair up students in such a way that each pair consists of students with different abilities, and tell them to complete the sentences from a-j given in the exercise.
- d. Have some students read aloud their answers.
- e. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

13.12. Project work

This is a project in which students collect information from people engaged in different professions about their abilities and disabilities.

Objective

Collect information about the abilities and disabilities of people in different professions

Follow these steps:

- a. Tell students that they will be working in groups to collect information from five people in their village or town about what they can and cannot do in their professions.
- b. Draw the table given in the textbook on the board and ask students to make the same table in their notebooks.
- c. Divide the students into groups of five.
- d. Ask each group to meet five people from their area who are involved in different professions. Tell students to ask those people the following questions:
What can you do in your profession?
What can't you do?
- e. Tell them to note down the answers from all five people and write it on the table.
- f. Provide sufficient time for the collection of information.
- g. After all the groups have submitted their tasks, tell them to compare each pair's table.
- h. Provide constructive feedback on their efforts.

Name	Profession	Can do	Can't do
Nitesh	Driver	Drive a car	Fly an airplane
Shyam	Teacher	Teach the students	Treat the patients
Swikriti	Doctor	Treat patients	Design a house
Ankita	Pilot	Fly airplane	Make furniture
Kul Prasad	Carpenter	Make furniture	Repair a car

Unit 14

Introduction

This is the fourteenth unit of the grade 7 textbook. The table below provides an overview of the unit, which includes twelve tasks, including a project and an extra bit. The given guidelines can be followed for classroom teaching and learning activities.

S. N.	Topics	Tasks
1	Getting Started	Talk about pictures Listen and sing
2	Reading I: Mt. K2	Answer the pre-reading questions Solve the crossword puzzle/ Answer the questions Write True or False Post-reading: Make a list of the mountains in Nepal and compare their heights
3	Pronunciation	Syllable stress
4	Writing I	Write a short description using the idea map
5	Grammar I: Subject-verb Agreement	Study the example sentences Choose the verbs and complete the sentences
6	Listening: A Description of the Panama Canal	Answer the pre-listening questions Complete the sentences Post-listening: Find more information about the Panama Canal and share with the class
7	Reading II: A Prospectus	Answer the pre-reading questions Fill in the blanks with suitable words Write True or False Answer the questions Post-reading: Visit different sections of the school and make a list of the facilities available
8	Speaking: Expressing Quantity	Act out the given conversation Ask and answer the questions based on the clues Ask and answer the questions about height, weight, and distance
9	Writing II	Design a school's prospectus
10	Grammar II: Wh-questions	Match the questions with their possible answers Rearrange the words to make sensible questions
11	Project Work	Collect prospectuses of different schools, colleges, or institutions and talk about them
12	Extra Bit	Use of different quantifiers
Total Time for the Unit		8 Hours

The above table summarises the activities incorporated in the fourteenth unit. The facilitation process for each activity is given below. These are just guidelines, so feel free to adapt them to your own classroom situation. Please, be creative and use what works best for your students.

14.1. Getting started

This is the first task of the unit. There are two sub-tasks under this activity. The first activity is related to picture description while the second task is 'listen and sing'. Learn the tune of the song in advance.

Objectives

- a. Describe the given pictures
- b. Listen and sing a song

Follow these steps:

A. Look at the pictures. Ask and answer the questions in pairs. Use the given clues.

- a. Ask students to carefully observe the pictures and the prompts given in Activity A.
- b. Invite a student to come to the front of the class and ask and answer a question about one picture. You can also use a different picture.
- c. Pair up students. Ask them to take turns asking and answering the questions based on the given pictures and prompts.
- d. While they are working, move around the classroom and provide them with feedback as needed.

Answers

First picture:

A: How tall is Mt. Everest?

B: It's 8848.86 metres tall.

Second picture:

A: How much sugar do you need?

B: I need 5 kg.

Third picture:

A: How far is your house from here?

B: It's only five kilometres away.

Fourth picture:

A: How tall is this tree?

B: This is about 20 metres.

B. Listen and sing.

Follow these steps:

- a. Learn the tune of the song in advance.
- b. Sing the song for the first time and ask students to point to the lines.

- c. Sing the song again and ask students to repeat it after you.
- d. Call on 2-3 students to sing the song in turn and ask the others to follow along.
- e. Form small groups and ask them to sing the song together. Repeat until everyone is able to sing the song.
- f. Now, ask students to read the statements given under the song.
- g. Discuss the statements from a-c given below the song.
- h. Ask students to write 'Yes' if they agree and 'No' if they do not agree with the statements.

14.2. Reading I

This is the first reading text of this unit. It is a descriptive essay on Mt. K2.

Objectives:

- a. Learn these words: located, portion, glacier, discovered, summit, expedition, ascended, crest, approximately, route, conquer, elevations, constitutes, fraction, and proportion
- b. Read the text and do comprehension exercises

Follow these steps:

Pre-reading activities

1. Show a picture of a mountain (e.g., Mount Everest) and ask students if they can name it. Ask them different questions related to the picture, such as:
Where is it located?
Who climbed it for the first time?
Does it have any importance?
2. Ask the pre-reading questions one by one . Elicit answers from students. They may come up with different answers. Accept all the answers.
3. Ask students to guess the content of the reading text by looking at the title.
4. Introduce the title of the reading text and write it on the board.
5. Ask individual students to underline all the words that are unfamiliar to them. Write those words on the board.
6. Encourage students to guess the meanings from the context.
7. Provide visual aids, examples, and definitions to help students understand the meaning of the words.
8. Make sure that they understand the meaning of these words, their spelling, and pronunciation.

While-reading activities

- a. Model the reading with proper pauses and fluency. Ask students to point to the lines as you read. This will help them to follow along and understand the text.
- b. Ask 4 students to read the text aloud. Each student reads one paragraph. This will help students to practise reading and to listen to different voices.
- c. Explain the text through questions and answers. Ask questions and seek answers from students. This will help students to understand the text better.
- d. Summarize the text and lead students to the next activity. This will help students to stay on track.

A. Solve the crossword puzzle.

- a. Ask students to observe the puzzle carefully and read the given meanings. Inform them that the letters of the words have been given as clues.

- b. Ask individual students to do the task. Tell them that they can only consult the colored words for the answers.
- c. Go around the class and provide necessary assistance to those who need it.
- d. After students complete the task, give answers one by one and ask them to check whether their answers are correct or not.

Answers

1. conquer 2. located 3. constitutes 4. elevation 5. discovered
6. expedition 7. ascended 8. summit 9. route

B. Answer the following questions.

- a. Ask students to read the questions from a-f in Activity B carefully.
- b. Form pairs of students with mixed abilities. Ask them to read the text once more and discuss the answers to the questions.
- c. Provide students with clues on where they can find the answers. For example, tell them the sentences or paragraphs in the text where the answers are located.
- d. Move around the classroom to make sure that students are engaged in the assigned task.
- e. When they complete the task, ask the pairs to exchange their notebooks with another pair for peer correction.
- f. Write/display the correct answers on the board and let students check their work.

Answers

- a. The local name of Mt. K2 is Dapsang or Chogori.
- b. The mountain was discovered in 1856.
- c. H.H. Godwin Austen is a 19th century English geographer.
- d. People started climbing K2 in 1902.
- e. People successfully reached the top of K2 in 1954.
- f. Frequent and severe storms make the climbing of K2 more difficult.

C. Write True or False for the following statements.

- a. Ask students to read the statements from a-e given in Activity C. If necessary, explain them.
- b. Have students work individually. Go around the class to monitor and provide necessary assistance.
- c. Ask 3-4 students to share their answers. Discuss whether the answers are correct or not.

Answers

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

D. There are many mountains in the northern part of Nepal. Make a list of the mountains and find out their heights and compare them.

- a. Instruct students on the task. Make sure they understand what they are supposed to do and what resources they can use.
- b. Set the task as a home assignment. Ask them to consult the internet and other resources. Give students enough time to complete the task and to find the necessary information.
- c. Check students' answers and provide feedback as needed.

14.3. Pronunciation

In this section, students will learn about syllable stress and practise pronouncing words with correct stress. Learn the correct pronunciation of the given words before the class begins.

Objective

- a. Develop awareness of syllable stress in English words
- b. Pronounce the given words by placing the stress on the correct syllables

Follow these steps:

- a. Write the given words on the board.
- b. Pronounce the words one by one. You can use an authentic dictionary or download the correct pronunciation and play it in the classroom.
- c. Point to the words as you pronounce them.
- d. Have students repeat the words after you. This will help them practise the correct pronunciation.
- e. Have individual students pronounce the words. This will give them a chance to practise in front of the class.
- f. Praise students for their efforts.
- g. Explain the importance of stress in English. Stress can change the meaning of words, so it is important to learn how to pronounce words with the correct stress.
- h. Give more examples of words that change meaning with stress. For example, the same word "present" can mean a noun or a verb depending on where the stress is placed.

14.4. Writing I

This is the first writing task of this unit. In this task, students will practise writing a short description of Rara Lake using the ideas given.

Objectives

Write a cohesive and coherent descriptive text on "Rara Lake"

Follow these steps:

- a. Tell students that they will be writing a short description of Rara Lake.
- b. Ask them to read the idea map of Rara Lake given in Activity A in their textbook.
- c. Discuss the information given in the idea map in detail.
- d. Have students write the title of their description at the top of the page.
- e. Have individual students write a short description of Rara Lake, incorporating the information from the idea map.
- f. Encourage students to add any additional information they know about Rara Lake.

- g. Walk around the classroom and provide assistance as needed.
- h. Provide individual feedback to students on their written work.

Sample Answer

Rara Lake

Rara Lake is the biggest freshwater lake in Nepal. It lies in Mugu district. This lake is surrounded by the smallest national park, Rara National Park. The lake is situated at a height of 2990 metres. The area of the lake is 9.8 square kilometres. The lake is very deep. It is 167 meters deep at maximum. It is surrounded by beautiful mountains and green forests. Rara Lake changes its colour many times a day. This lake attracts many tourists every year. In fact, the lake is one of the greatest tourist destinations for both national and foreign tourists.

14.5. Grammar I

This is the first grammar activity in this unit. In this activity, students will have an opportunity to practise subject-verb agreement.

Objectives

Use the verbs according to the number and person of the subjects

Follow these steps:

- a. Write some sentences on the board (your own sentences or from Reading I) with different subjects and verb forms. Ask students to identify the subjects and verbs in the sentences.
- b. Ask students to study the sentences from a-g in Activity A. Remind them to pay attention to the words in blue (subject) and red (verb) in each sentence.
- c. Tell them that the words in blue are the subjects and the words in red are the verbs.
- d. Make it clear to them that singular subjects take singular verbs and plural subjects take plural verbs. You can discuss the rules as well.

B. Choose a verb from the brackets to complete the sentences.

- a. Ask students to study the sentences carefully and choose the correct verb forms.
- b. Help them identify the subjects and their numbers.
- c. Monitor them as they work and provide assistance as needed.
- d. After they complete the task, correct their work.

Answers

a. has b. consists c. have d. attracts e. is f. were g. has h. look

14.6. Listening

In this section, students will listen to a description of the Panama Canal and do the comprehension exercise.

Objective

Listen to a description and fill in the gaps with the correct information

Follow these steps:

A. Look at the picture and answer the questions.

- a. Ask students to look at the picture carefully.
- b. Ask them the pre-reading questions from a-c one by one. You can elicit answers by asking students to point to or describe what they see in the picture.
- c. Listen to students' answers and accept any answer they give. Do not correct their answers at this stage.
- d. Provide your feedback on their answers after all students have answered.

B. Now, listen to the audio and complete the sentences. Use one word only.

- a. Tell students that they are going to listen to an audio about the Panama Canal.
- b. Discuss the listening procedure.
- c. Ask them to carefully study the sentences from a-e given in Activity B. Explain the meaning of any unfamiliar words or concepts in the sentences.
- d. Play the audio file (at least three times) and get them to do the exercise.
- e. When they complete the task, ask them to exchange their notebooks with their partners for peer correction. This will help students learn from each other and identify any mistakes they have made.
- f. Listen to their answers and provide necessary feedback.

Answers

a. Atlantic b. French c. 25,000 d. 2000 e. ships

C. Surf the internet or visit the library and find out more statistics about the Panama Canal and share them with your friends.

- a. Make sure that students understand what they have to do. Explain the task clearly and answer any questions that they may have.
- b. Form pairs and set the task as project work. This will help students collaborate and share ideas.
- c. Assign this task with a specific time frame. This will help them stay on track and avoid procrastination.
- d. Ask them to either visit a library or surf the internet to find interesting facts and statistics about the Panama Canal.
- e. When they bring their answers, let them read aloud the information to the class. This will help them learn from each other.

14.7. Reading II

This is the second reading text of this unit. Students will read a prospectus of a school and do different comprehension activities.

Objectives

- a. Learn these words and phrases: devoted, human resources, excellent, global, acclaimed, ensure, motto, salient, support, underprivileged, marginalised, cafeteria, deserving, nominal, and deprived of
- b. Read the text and do the comprehension exercises

Follow these steps:

Pre-reading activities

- a. Ask students to look at the text with the picture and ask them the questions. Get some students to answer these questions.
Have you ever seen this type of document? Where?
What is it called?
Does your school have one?
- b. Ask students if they know anything about a prospectus. Let them share their ideas.
- c. Tell them that they are going to read a prospectus of Saraswati Secondary School, Ilam. Write the title on the board.
- d. Ask students to underline the unfamiliar words in the prospectus.
- e. Write those words on the board.
- f. Teach the vocabularies one by one making the students guess the meanings from the given contexts.

While reading activities

- a. Read the text at a normal speed.
- b. Ask 4-5 students to read different parts of the prospectus and others to listen carefully.
- c. Discuss the text and then summarise it. You can let some students do it. Ask them different questions and listen to their answers.

A. Choose the words from the box to complete the sentences.

- a. Instruct students to choose the words from the given box and complete the sentences from a-h in Activity A.
- b. Monitor them while they are working and provide assistance if required. This involves checking students' work, answering questions, or providing clarification.
- c. Upon completion, ask students to share their answers one by one and ask the class to decide whether their answers are correct or not. This will help students learn from each other and identify any mistakes that they have made.

Answers

- a. deprived of b. ensure c. underprivileged d. support e. human resources f.
nominal g. cafeteria h. devoted

B. Write True or False for the following.

- a. Ask students to read the text once more and find the information related to the statements given. This will help them understand the context of the statements.
- b. Ask them to decide whether the given statements are true or false.
- c. Ask them to share their answers when they complete the task.
- d. Provide your feedback with the correct answers.

Answers

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

C. Answer the questions.

- a. Ask students to read the questions carefully.
- b. Ask them to work in pairs and write answers to the questions from a-e. This will help them collaborate and share ideas.
- c. Monitor and provide necessary assistance while they are doing the task.
- d. When they finish, ask them to exchange their notebooks with other pairs for peer correction.
- e. Finally, provide your feedback with the correct answers.

Answers

- a. The school was established in 2018 BS.
- b. The programmes offered by the school are: Montessori-based pre-primary classes, basic level classes (1-8), and secondary level classes (9-12).
- c. Yes, because it offers scholarships to students from underprivileged and marginalised groups.
- d. Yes. It has got a well-equipped computer lab.
- e. The email address of the school is ssschool2018@gmail.com.

D. Visit different sections of your school and list the facilities available there.

- a. Form small groups of 3-4 students. Name the groups.
- b. Instruct that each group will visit different sections of the school (staff room, library, canteen, computer lab, science lab, etc.) and make a list of the facilities available there.
- c. Assign the task with a specific due date.
- d. When the groups complete the task, let them share their findings in the class.
- e. Encourage all the groups to provide feedback on each other's work.

14.8. Speaking

In this section, students will talk about quantities.

Objectives

Ask and answer the questions about height, weight, and distance using appropriate words or phrases

Follow these steps:

A. Act out the following conversation.

- a. Invite a student to perform the first dialogue with you. After you finish, switch roles.
- b. Ask two other pairs to perform the given dialogues. After they finish once, ask them to exchange roles.
- c. Pair up students and ask them to practise the conversations given in Activity A.
- d. Monitor students' performance and help them if needed.

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

- a. Ask students to read the given clues carefully.
- b. Invite a student to the front of the class and perform a dialogue with him/her using the first clue given in Activity B. After you finish, switch roles.

- c. Pair up students and instruct them to take turns to ask and answer the questions based on the clues from b-g.
- d. While students are engaged in the activity, monitor their performance and provide necessary assistance.
- e. Provide feedback on the students' performance.

Possible Answers

- a. A: How much time does it take to get to your school?
B: It takes 20 minutes.
- b. A: How much kerosene do you need?
B: I need 5 litres.
- c. A: How far is your school from the bus park?
B: It's only 3 kilometres.
- d. A: How tall is your father?
B: He's 5 feet tall.
- e. A: How much do you weigh?
B: I weigh 35 kg.
- f. A: How big is your classroom window?
B: It's 3 feet in width.
- g. A: How long is the Koshi River?
B: It's 720 km long.

C. Work in groups. Take turns to ask and answer questions. Think about different questions you could ask about height, weight, and distance. Be honest with your answer.

- a. Inform students that they will be working in small groups to ask and answer questions about themselves or their surroundings.
- b. Model the activity with one of the students. Ask the student some questions, such as "How tall are you?" or "How far is your home from here?" The student should answer the question honestly. After you finish asking questions, switch roles.
- c. Divide the students into small groups of 3-4 members.
- d. Have students ask and answer questions. Encourage students to ask open-ended questions that require more than a one-word answer.
- e. Monitor the activity. Monitor around the classroom and provide assistance as needed.
- f. Have students exchange roles.
- g. Provide feedback to the students on their performance.

14.9. Writing II

This is the second writing task of this unit. In this task, students have to design a prospectus.

Objectives

Design a prospectus with the help of the given clues

Follow these steps:

Read the Reading II once again. And, design a similar prospectus for your school with the help of the given outline. Get help from your teacher. Use a photo if possible.

- a. Provide clear instructions and make sure that everyone understands the task. Answer any questions that students may have.
- b. Form small groups of 3-5 students.
- c. Assign the task of designing an attractive prospectus of the school. Tell students to take help of the outlines given in the box.
- d. Provide students with the materials they need to complete the task, such as chart paper, color pencils, and markers.
- e. Set a deadline of 2-3 days for the task.
- f. Hang the completed prospectuses on the wall.
- g. Invite students to evaluate them and vote for the best one.

14.10. Grammar II

This is the second grammar section in Unit 14. In this section, students are expected to practise wh-questions.

Objective

Form wh-questions

Follow these steps:

A. Match the questions in column A with their possible answers in column B.

- a. Present a set of different sentences (simple sentences, wh-questions, imperative sentences) and ask students to identify the wh-questions.
- b. Ask them if they can produce similar sentences. If they make questions, write the questions on the board.
- c. Ask them to tell the structure of the questions. Ask questions like What words do all wh-questions start with?
- d. Discuss different types of wh-questions. Present examples of how different wh-questions are formed.
- e. Now, ask them to read the instructions for Activity A. Ask them to match the wh-questions on the left column with their answers on the right column.
- f. Provide some example questions and answers to help them get started.
- g. Provide necessary assistance. If the students are struggling, offer them some hints or suggestions.
- h. When they complete the activity, ask them to share their answers one by one and provide feedback.

a. iv.	b. iii	c. vi.	d. v.	e. ii.	f. i.
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B. Rearrange the words to make sensible questions.

- a. Instruct students to form wh-questions by arranging the given jumbled words.
- b. Deal with the example sentence. Remind students about the way questions are formed. For example, the jumbled words "the dog /does/eat /What" can be rearranged to form the wh-question "What does the dog eat?"

- c. For all the questions in Activity B, write the words on separate pieces of paper and paste them on the wall/board. Invite any 5 students to the front of the class and ask them to assemble the words one by one to make wh-questions.
- d. Let the class check whether the questions formed are correct or not.
- e. If a student's question is incorrect, explain why it is incorrect and how it can be corrected.

Answers

- a. How far has the pilot reached?
- b. How long is the Karnali Bridge?
- c. How tall is a giraffe?
- d. How high can you reach?
- e. How long is your ruler?

12.11. Project work

This is project where students are required to collect different prospectuses and talk about them.

Objective

Collect and talk about prospectuses of different institutions

Follow these steps:

Visit two or three schools, colleges or other institutions in your locality and collect as many prospectuses as you can. Present them to your class and talk briefly about them in short.

- a. Make the students clear about the work to be done. Explain that they will be collecting prospectuses from different schools, colleges, or other institutions in their locality. They will then be discussing the prospectuses in small groups.
- b. Divide students into groups.
- c. Instruct students to visit different schools, colleges or other institutions and collect as many prospectuses as they can. Allow them one week to complete the task.
- d. Once students collect the prospectuses, ask them to discuss them in their groups. You can get them to talk about the content, organisation, language used, facilities available, etc.
- e. Praise students for their efforts.

Unit: 15

Introduction

This is the fifteenth of the nineteenth units in the grade seven textbook. It consists of twelve tasks from ‘Getting started’ to ‘Extra bit’. Teachers can follow the activities suggested below to facilitate their students’ learning. The table below summarises the tasks introduced in the unit.

S. N.	Topics	Tasks
1	Getting Started	Describe the picture Listen and sing
2	Reading I: Climate Change	Answer the pre-reading questions Write true or false Answer the questions Discuss the effects of global climate change
3	Pronunciation	Match the words with their phonetic transcription
4	Grammar I: Simple Future and Future Perfect Tense	Study the example sentences Choose the correct alternatives to complete the sentences Make sentences in simple future and future perfect tense Talk about future
5	Writing I	Write a paragraph about what may happen in the future
6	Listening: Audio on Weather Forecast	Say the weather words that represent the given pictures Complete the table Write true or false Post-listening activity: Talk about the weather in the locality
7	Reading II: Gratefulness (Poem)	Answer the pre-reading questions Match the parts of the body with their functions State true or false
8	Speaking: Talking about Future	Act out the pieces of conversations Ask and answer the questions about future Collect information about someone’s future plans
8	Writing II	Write a paragraph on “The future of the Earth”
9	Grammar II: Use of may, might, and must to Express the Degree of Probability	Act out the conversation Make sentences using may, might, and must to express the degree of probability
10	Project Work	Collect information on the positive and negative impacts of the changes taking place
11	Extra Bit	Learn the use of may, might, must, could, should, can’t
Total Time for the Unit		8 Hours

Detailed classroom procedures each topic and task within Unit 15 are presented below. Teachers can follow these activities to facilitate language learning. There is still room for creativity to make the language learning activities even more interesting. In addition to the activities presented here, teachers can add some other tasks to teach and assess language skills and aspects throughout the unit.

15.1. Getting started

This is the first task of the unit. There are two sub-tasks. Follow the procedures suggested below to facilitate these tasks. Learn the tune of the song before the class starts.

Objectives

- a. Look at the picture and predict what may happen next
- b. Sing the song and answer the questions

Follow these steps:

- a. Ask students to look at the pictures in the book carefully.
- b. Get four pictures on separate pieces of paper or on the slides and show students one at a time.
- c. Describe each picture and ask students what may happen next.
- d. Encourage all students to participate in the discussion.
Elicit the responses such as:
The girl may swim in the swimming pool.
The bulls may fight fiercely.
It may rain very soon.
The athlete may win the race.
- e. Actively listen to students' responses, giving them your full attention, not interrupting, and not correcting them, even if you disagree with their opinions. This will encourage them to speak freely and share their ideas.
- f. Sing the song given in Activity B. You can choose any tune you like. When you sing for the first time, ask students to point to the lines of the song in their books. You can also play the song if audio/video is available.
- g. For the second time, sing the song yourself and ask students to follow along in their books. Sing line by line and wait for students to repeat each line after you.
- h. For the third time, play the song again and have students sing the song together with the recording/singing.
- i. When they get the tune, sing the song together for fun.
- j. Ask questions from a-c to students. Collect their oral responses and correct their answers if needed.

13.2. Reading I

The first reading text in this unit is an essay entitled “Climate Change”.

Objectives

- a. Learn the words: glaciers, seriously, blooming, continuously, Fahrenheit, century, intensity, hurricanes, atmosphere, greenhouse, satellite
- b. Read the text and do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. To warm up, ask students to look at the picture in the text and ask these pre-reading questions:
- b. What do you think is happening in the picture?
- c. Do you think it is good or bad for the environment? Why?
- d. Elicit the responses such as:
The forest is in the fire.
It's bad for the environment because it damages the life of both plants and animals.
- e. Ask the questions to the whole class and record students' answers on the board.
- f. Summarize the discussion with your brief opinion on global climate change.
- g. Ask students to copy the words in red from the text in their notebooks.
- h. Tell them to work in a pair and guess the meaning of those words from the context.
- i. Help students to visualize, understand, and use the target words in context.

While-reading activities

Reading Race

- a. Divide students into three groups: Group A, Group B, and Group C.
- b. Inform students that they are required to read the text within 10 minutes.
- c. Make sure that all students have read the entire text.
- d. Ask each group to choose one member as a leader.
- e. Write a set of questions from Activity C (a-f) on a chart paper and paste it on the wall.
- f. Create three columns on the board or paste three blank newsprints on the three corners of the wall.
- g. The leaders from each group go to read the questions from the chart paper.
- h. They read the first question, return to the group, tell the question to the group, discuss the answer in the group, return to the board/wall, and finally write the answer to the first question.
- i. When they have answered all the questions, ask them to read their answers to the class.
- j. Declare the group that answers all the questions correctly within the shortest duration as the winner of this "Reading Race."
- k. Let students continue working in the same groups. Ask them to find the words for the given meanings in Activity A, and then decide whether the statements in Activity B are true or false.
- l. Have one student from each group read aloud the answers to the class. Other groups should listen carefully and make corrections if they hear a wrong answer.

A. Answers

- a. Glacier
- b. Continuously
- c. Fahrenheit
- d. Century
- e. Intensity
- f. Hurricane
- g. Atmosphere
- h. Greenhouse
- i. Satellite

B. Answers

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

C. Answers

- a. Global climate change refers to the average long-term changes throughout the earth such as warming temperatures and changes in rainfall, rising sea levels, decreasing mountain glaciers, ice melting at a faster rate than usual in Himalayan regions, and changes in flower and plant blooming times.
- b. The negative effects of global climate change include increasing intensity and amount of rainfall during storms, rising sea levels, heat waves, shortage of water, and negative impact on the health of the earth's plants and animals.
- c. The earth's climate has been changing continuously, even long before humans came into the picture.
- d. Human activities such as burning fuel in factories, cars, and buses are changing the natural greenhouse.
- e. The components of the global climate are oceans, land, air, plants, animals, and energy from the sun.
- f. NASA is conducting the research about climate change and its effects.

Post-reading activity**D. Has Nepal been affected by the global climate change? How? Discuss in groups and draw a few pictures to demonstrate your points.**

In this activity, students will express their understanding of the impacts of global climate change in a pictorial form. For this:

- a. Divide students into different groups. Make sure that each group consists the students of different abilities.
- b. Write the following questions on the board:
What is global climate change?
What are some possible causes of global climate change?
How has it affected the earth and the people?
- c. Ask students to discuss the answers to these questions in their groups and come up with answers.
- d. Invite each group to share the answers with the class and write the key points in their answers on the board.
- e. Clarify and explain the concepts of global climate change, factors that contribute to global climate change, and its effects in Nepal. Use simple language and examples that are relevant to Nepal.
- f. Show students some pictures of Nepal's glaciers, mountains, rivers, forests, and human settlements.
- g. Ask them to discuss in groups and brainstorm the possible effects of global climate change on these areas.
- h. Ask each group to choose one of the effects of global climate change on Nepal that they discussed earlier and instruct them to draw a picture that demonstrates their understanding of the effect in a pictorial form.

- i. Let all the groups display their drawings on the wall/display board and ask them to explain what their pictures represent.
- j. Praise students for their efforts and provide feedback on their team work.

15.3. Pronunciation

This is a pronunciation task where students match the words with their phonetic transcriptions and practise pronouncing the words.

Objective

Identify the phonetic transcription of the climate related words and pronounce them

Material

Audio recording of the target words

Follow these steps:

- a. Learn to pronounce the words and their phonetic transcriptions in advance to be able to model the correct pronunciation for students..
- b. Write the words on the board along with their phonetic transcriptions.
- c. Introduce the words one at a time and pronounce each word aloud, emphasizing the correct pronunciation. Alternatively, play the audio recording of the pronunciation of the target words and have students practice saying the words along with the recording.
- d. Have students repeat each word after you/the recording.
- e. Instruct them to match the climate related words in the exercise with their phonetic transcriptions.
- f. Ask students to practise pronouncing the words in pairs or small groups, with one student saying the word and the other(s) checking for correct pronunciation.
- g. Observe students as they practise the words and provide feedback as needed.

15.4. Grammar I

In this section, students will learn the structure of simple future tense and future perfect tense.

Objective

Use simple future and future perfect tense structures

Follow these steps:

A. Look at the following set of sentences.

- a. Ask students to study the sentences, paying attention to the words in red.
- b. Explain that the sentences in the left column are in simple future tense and the sentences in the right column are in future perfect tense.
- c. Write some other sentences in simple future tense on the board and explain how they are formed. Write the structure of simple future tense as follows:
Subject + will/shall + base form of verb
- d. Explain the uses of simple future tense with plenty of examples.
- e. Write some sentences in future perfect tense on the board and explain how they are formed.
- f. Write the structure of future perfect tense on the board as:
Subject + will/shall+ have + past participle

- g. Explain the uses of future perfect tense with examples. Teach both negative and interrogative forms of both simple future and future perfect tense with sufficient examples.
- h. Have students make their own sentences using the structures they have learned.
- i. Ask students to complete Activity B and Activity C based on this learning.
- j. Write the correct answers on the board, and let students know if they need to make any corrections.

Uses of Simple Future Tense

- To express a future action or event that is likely to happen
- To make a promise or offer
- To make a prediction about the future
- To express a willingness or determination to do something

Uses of Future Perfect Tense

- To express an action or event that will be completed at a specific time in the future
- To talk about an action that will be finished before another future action
- To express a prediction about a future event that will have already happened
- To show cause and effect between two future events

B. Answers

- a. will win
- b. will have finished
- c. will watch
- d. will rain
- e. Will the weather be
- f. will have arrived
- g. will have visited
- h. won't help

C. Possible Answers

- a. I will take a bath before going to bed. I will have taken bath by bed time.
- b. I will watch TV after completing my assignments. I will have watched TV by 2.00 p.m.
- c. I will go shopping with my friends this weekend. I will have gone shopping by Friday.
- d. I will call my parents tonight after dinner. I will have called my parents before dinner.
- e. I will wash clothes this evening. I will have washed cloths before going to bed.
- f. I will prepare food for my family this evening. I will have prepared food for my family by 7 p.m.
- g. I will feed the animals before leaving for work. I will have fed the animals before I go for work.
- h. I will take my final exams next week. I will have taken my exam by 2023.

15.5. Writing-I

This writing exercise emphasizes the use of future tense and words of probability (may, might) to describe the pictures and form a paragraph.

Objective:

Write a paragraph in future tense describing the pictures

Follow these steps:

- a. Show the pictures to students one by one and ask them to describe what they see.
- b. Listen to them carefully and describe each picture to the class, if necessary.
- c. Divide the class into groups and ask them to discuss the possible results of these actions shown in the pictures.
- d. Discuss with students the impact of each of these actions on the environment and the future consequences.
- e. Ask students to make notes on what might happen in the future if these actions continue.
- f. Ask each group to present their findings to the class.
- g. Based on the group presentations, ask students to write a paragraph for each picture.
- h. Remind them to use the future tense to talk about the future consequences and future actions.
- i. Assign the writing task this as homework.
- j. Check their written work and provide them with individual feedback.

Sample Paragraphs

1. In this picture, a car is releasing too much smoke into the air. This is harmful to the environment because it causes air pollution. If this continues to happen, the air will become more polluted and it could affect people's health. We should use less fuels consuming vehicles. We should try to use public transport or walk instead of driving to reduce air pollution. We should use electric vehicles and cycles.
2. In this picture, people and a truck are throwing garbage into the river. This is harmful to the environment because it causes water pollution. If this continues to happen, the water in the river will become polluted and it could affect the animals and plants that live in the river. We should put our garbage in bins and not throw it in the river.
3. In this picture, industries are releasing too much smoke from chimneys. This is harmful to the environment because it causes air pollution. If this continues to happen, the air will become more polluted and it could affect people's health. Industries should use filters to reduce the amount of smoke they release. They should use electricity to operate their plants and machines.
4. In this picture, people have cut down trees. This is harmful to the environment because trees absorb carbon dioxide and provide oxygen. If this continues to happen, the amount of carbon dioxide in the air will increase and it could lead to global warming. We should plant more trees and protect the ones that are already there.

15.6. Listening

In this section, students listen to an audio recording of the weather forecast.

Objective

Listen to the audio and complete the tasks

Materials

Audio file and audio player

Follow these steps:

- Ask students to look at the picture carefully and guess the weather conditions each picture represents. Ask questions such as: What weather condition does the first picture represent?
- Listen to their responses and describe the weather each picture represents.

Answers

sunny, snowy, rainy, windy

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

- Tell students that they will be listening to an audio recording and completing a table based on what they hear.
- Direct them to the task in Activity B and make sure they understand what they need to do.
- Play the audio for the first time and ask students to listen carefully. Provide a transcript of the audio if anyone has hearing difficulties.
- Play the audio for the second time and ask them to complete the table with the correct information.
- Move around the class to check that all students are involved in the assigned task. Play the audio again and ask students to make sure that they have completed the task correctly.
- Check that all students have completed the task.
- Make the following table on the board and let students correct their work.

Direction	Temperatures
North	10 °C
East	Around 13 °C
West	10 °C
South	15 °C

b. Listen to the audio again and write True or False.

- Ask students to go through the statements given in Activity C. Allow them some time to read and understand the statements.
- Play the audio and ask the students to do the task.
- Play the audio again and tell the students to check their answers.
- Do not be rigid about the number of times you play the audio, as all students do not have the same capacity to listen and understand.

Answers

- False
- True
- True
- True

Post-listening activity

D. What is the weather like in your locality now? Talk to your partner about it.

- a. Ask students to remember some words from the audio that are used to describe the weather.
- b. Make a list of the words on the board.
- c. Ask students the following questions:
 What is the temperature like in your locality right now?
 What is the sky like?
 Is it cloudy, sunny, or raining?
 Is there any wind? If so, how strong is it?
- d. Take their oral responses and write the keywords from their responses on the board.
- e. Pair students up and have them talk to each other about the weather in their locality. Remind them to take help of the words from the board.
- f. Move around the classroom and see whether students are staying on the topic.
- g. Identify students who need help, and help them while others work independently.

15.7. Reading II

This is the second reading text in Unit 15. It is a poem entitled "Gratefulness" composed by Joseph T. Renaldi.

Objectives

- a. Learn the words: sobbing, aid, arduous, pray, guidance
- b. Extract the required information from the poem to complete the comprehension exercises

Follow these steps:

Pre-reading activities

- a. Ask students to guess what the poem is about through the title and the picture.
- b. Encourage students to speak freely by offering positive reinforcement to make them feel comfortable speaking up in class.
- c. Write these words on the board: sobbing, aid, arduous, pray, guidance
- d. Tell students to look for the words in a dictionary or in the glossary.

While-reading activities

- a. Tell students that they are reading a poem entitled "Gratefulness." Mention that the poem is about being grateful for the different parts of our body and how we can use them to help others.
- b. Recite the poem aloud to the class, slowly and clearly, emphasizing the rhyming pattern. Use your voice and body language to convey the meaning of the poem.
- c. Ask students to follow you as you recite the poem.
- d. Ask some students to recite different stanzas of the poem.
- e. Show students the rhyming words like see/me, hear/near.
- f. Discuss the meaning of each stanza. Ask students what they think the author is grateful for in each verse. Encourage them to share their thoughts and ideas.
- g. Now, ask students to complete Activity A and Activity B.
- h. After they complete the task, have some students stand up and read the text aloud. Ask other students to listen carefully and make corrections if they hear any wrong answers.

A. Answers

- a. mind: help the needy ones

- b. eyes: perceive the activities done by the speaker
- c. ears: pay attention to the sorrows of the near and dear ones
- d. hands: do difficult and easy tasks
- e. lips: help people establish peace and comfort

B. Answers

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

15.8. Speaking

In this section, students will practice the use of future tense to express future activities.

Objective

Use future tense to talk about future activities

Follow these steps:

A. Act out the following piece of conversation.

- a. Pair up all the students. Invite each pair to the front of the class, one at a time, with their books. Ask them to act out the pieces of conversations.
- b. After everyone has had a chance to act out a conversation, give feedback on their acting.
- c. Remind them of the simple future tense structure that they learned in the previous lesson. Explain that people are expressing future plans and activities in the conversations given in the books.

B. Work in pairs. Take turn to ask and answer the questions as given in the example.

- a. Divide the class into pairs.
- b. Inform students that they will be practising asking and answering questions plans and activities with their partners. Remind them that they can use the simple future and future perfect tenses to ask questions.
- c. Write the following phrases on the board: tonight, on Saturday, after exams are over, after school today, during winter vacation, during Dashain vacation, next week.
- d. Model the activity by asking and answering a few questions with a volunteer student. For example, you can ask: What will you do tonight?
- e. Invite each pair to the front of the class and have them take turns asking and answering questions with their partners using the phrases on the list.
- f. Monitor the students and provide assistance as needed.

Go round the class. Ask your friends to say at least two things about their future plans. Complete the given table.

- a. Instruct students to ask at least two of their friends about their future plans and activities.
- b. Tell them to ask questions such as: What will you do after your final exam? How much work will you have finished by May?
- c. Ask students to make a table with three columns as shown in the book and fill up the questions and their friends' responses in the table.
- d. Now, ask students to write the information collected in the table in the form of a paragraph.
- e. Ask students to read their paragraphs to the class.
- f. Provide feedback on students' work focusing on the structures of simple future tense and future perfect tense.

15.9. Writing-II

In this section, students will write a paragraph on “The Future of the Earth”.

Objective

Write a paragraph describing future activities

Follow these steps:

- a. Ask students to read the instructions for this writing task carefully. Explain to them that they will be discussing what the Earth will be like in the next 20 years. Tell them to focus on the following issues:
 - Rapid population growth
 - Cutting down of trees/deforestation
 - Increased pollution
 - Reduction of fuel production
- b. Model the activity by discussing one of the issues with a volunteer student.
- c. Tell students to use future tense and the modal verbs may, might, and must.
- d. Encourage students to use simple language and ask each other questions to get more information on the issues.
- e. Move around the class, monitor students' activities, and provide assistance as needed.
- f. Ask students to develop a paragraph based on this discussion.
- g. Check students' written work and provide them with individual feedback.

Sample Paragraph

In the next 20 years, the Earth will face significant challenges due to rapid population growth, deforestation, increased pollution, and a reduction in fuel production. The population is expected to grow continuously. It will lead to increased demands for resources. Therefore, pressure on the environment will increase. The conflict among the countries will rise over limited resources. Deforestation may continue at a shocking rate, leading to further loss of biodiversity and environmental degradation. Pollution levels will continue to rise, posing health risks to both people and wildlife. Pollution from industrial activities and transportation may increase, further degrading air and water quality. Reductions in fuel production may lead to a shift towards renewable energy sources but also potentially create economic challenges. It is important for individuals, organizations, and governments to take action to address these challenges and work towards a sustainable future for the planet.

15.10. Grammar II

This section deals with the model verbs: may/might and must. Students will practise expressing the degree of probability using these model verbs.

Objective

Use the model verbs: may, might, and must correctly

Follow these steps:

- a. Ask the students to look at the pictures and read the corresponding sentences.
- b. Ask them to focus on words in red and see in what conditions the words are used.
- c. Explain the use of the words in red (modal verbs): may, might and must with sufficient examples.

Use of Modal Verbs: May, Might, Must

May: I may go to the party tonight. (Expresses Possibility)

Might: I might go to the party tonight. (Expresses possibility that is less likely to happen)

Must: I must finish my homework before I go to bed. (Expresses obligation)

Must have: He must have missed the bus. (Express a strong degree of certainty about a past event or situation based on the available evidence.)

- d. Have students make sentences of their own using may, might, and must.
- e. Ask students to read the instructions for Activity B. Tell them to read the given example and the situations from a-f.
- f. Write any two situations on the board and make sentences using may/might and must.
- g. Explain how these modal verbs are used to predict the possibility of the situations.
- h. Write some situation of your own on the board and make sentences using the modal verbs: may/might and must.
- i. Now, ask students to write the task individually in their notebooks
- j. Ask some students to share their answers and others to listen carefully.
- k. Check students' answer and provide feedback.

15.11. Project work

This project work is about collecting information from elderly people in town or village about the changes they have seen in their lives, both positive and negative. The information should be presented in a table.

Objective

Collect the information about the changes people have seen in their lives

Follow these steps:

- a. Tell students that they will be working in groups to prepare a table collecting information from elderly people in their village or town about the changes they have seen, both positive and negative.
- b. Make a format of the table as given in the book and ask students to make a similar table in their notebooks. Later, they have to prepare a table on a separate paper.
- c. Divide students into different groups on the basis of the number of students in the class.
- d. Ask each group to meet at least 3 elderly people from their village/town.
- e. Tell students to ask those people the following questions:
 - How old are you?
 - How were things in the past and how are they at present?
 - What changes have you seen during your life in your village/town?
 - What are the positive impacts of the changes that have occurred?
 - What are the negative results of the changes that you have seen or faced?

- f. Tell students to note down the answers from the elderly people.
- g. Provide sufficient time for the collection and organization of information. Set a specific date by which students must submit their work.
- h. After all the groups submit their task, display their tables on the display board/classroom wall.
- i. Let students study each group's table.
- j. Provide constructive feedback on their efforts.

Unit 16

Introduction

The table below provides an overview of the unit, which includes twelve tasks, including a project and an extra bit. The guidelines provided below are a set of instructions that can be followed to conduct classroom teaching and learning activities. The unit is organized as follows.

S. N.	Topics	Tasks
1	Getting Started	Make a picture story Listen and sing
2	Reading I: A Lesson from a Son	Answer the pre-reading questions Find words for the given meanings Arrange the sentences in proper order Answer the questions Post-reading: Write a paragraph about how to treat elderly people in the family
3	Pronunciation	Write words for the given transcriptions
4	Writing I	Write the past forms of verbs from the story Rearrange the sentences to make a story Develop a story with the help of the given clues
5	Grammar I: Past Continuous Tense	Study the example sentences Make sentences from the given table Put the correct forms of verbs in the sentences Write sentences in past continuous tense
6	Listening: A Conversation between a Father and a Daughter	Answer the pre-listening questions Choose the correct answers Make a list of activities done during school and after school

7	Reading II: A Party in a Restaurant	Answer the pre-reading questions Find the words for the given meanings Answer the questions Give reasons
8	Speaking: Narrating Past Events	Act out the given conversations Make sentences in past continuous tense
9	Writing II	Rearrange the given sentences to make a story Write a story based on the pictures
10	Grammar II: Simple Past and Past Perfect Tenses	Read the example sentences Fill in the blanks with suitable forms of given verbs
11	Project Work	Create a story
12	Extra Bit	Develop a short story
Total Time for the Unit		8 Hours

As stated above, the table above is a general summary of the contents of the unit. The item-wise facilitation process is given below. These are guidelines that help you plan and execute the lessons. Feel free to adapt them to your own teaching style and the needs of your students.

16.1. Getting started

This is the first task of this unit. There are activities. The first activity is to make a story with the help of the given pictures. The second activity is to listen and sing a song. Learn the tune of the song beforehand.

Objectives

- a. Narrate a story with the help of the pictures
- b. Listen and sing a song

Follow these steps:

A. The following pictures suggest a story. Put them in order and narrate the story.

- a. Present the pictures given in Activity A. You can display the enlarged images if possible.
- b. Ask students to look at the pictures carefully.
- c. Ask them to order the pictures so that they make a complete story. You can help students with some clues, such as the order of events in the story or the relationships between the characters in the story.
- d. Ask some students to narrate the story and give your feedback.

Possible Answer

Once, Rebika was going to school. She was in a hurry because it was getting late. Meanwhile, she found a golden ring on the way. She looked here and there thinking that somebody might have dropped it recently. But, no one was there. She picked it up and kept it in her bag for the whole day. As soon as she returned home, she told everything to her mother. The next day, both the mother and daughter went to the police station and handed the ring to a policeman. The policeman thanked Rebika for her good deed.

B. Listen and sing.

- a. Sing the song for the first time. Ask students to point to the lines of the song in the book. This will help them to follow along and learn the lyrics.
- b. Sing the song again and ask students to follow you. This time, ask students to clap along with the song.
- c. Next, ask students to sing the song. Monitor whether everyone is singing it or not. Repeat it until everyone is ready to sing the song independently.
- d. Now, lead the discussion to the given question: What happened in the song? Let students discuss in pairs and put the following sentences in the correct order.
- e. Upon completion of the task, check their answers and provide necessary feedback.

Answers

- 1: c
- 2: d
- 3: a
- 4: b

16.2. Reading I

This is the first reading text in Unit 16. It is a moral story entitled 'A Lesson from a Son'.

Objectives

- a. Learn these words: carpenter, earthen, reputation, drunkard, intelligent, attitude, harsh, wounded, severely, shocked, reared, and joyous
- b. Read the text and do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Display the picture given in the text. Ask students what they saw in the picture.
- b. Ask them the pre-reading questions given in the book.
- c. Listen to their responses. They may guess anything, let them speak without any interruption.
- d. Write the following words on the board: carpenter, earthen, reputation, drunkard, intelligent, attitude, harsh, wounded, severely, shocked, reared, joyous.
- e. To teach new words, use the pronunciation-form-meaning technique. Pay attention to the colored words in the text. Students may also come up with other unfamiliar words. Be sure to teach the meanings of these words as well.

While reading activities

- a. Read the first three paragraphs of the story and ask students to guess what may happen next.
- b. Read the fourth paragraph and ask students to make another guess about what may happen next.
- c. Read the complete story and ask 2-3 students to retell the story. This will help students to summarize the main points of the story and to demonstrate their understanding of the text.
- d. Discuss the moral of the story. The moral could be: Children learn to imitate elders' behavior.

A. Find the words in the story above that have the following meanings.

- a. Ask the individual students to do the task. Inform them to consult the red-coloured words only. Move around the classroom and provide necessary assistance to students.
- b. When students complete the task, ask some of them to share their answers one by one. Encourage shy students to speak out.
- c. Finally, provide correct answers and let students check their work.

Answers

a. carpenter b. reputation c. intelligent d. severely e. rear f. joyous

B. Put the given sentences from the story in the correct order.

- a. Ask students to read the given sentences from a-f carefully.
- b. Ask them to go back to the story and underline the sentences in the text that are related to the sentences in the exercise or that give related sense.
- c. Tell them to arrange the sentences in proper order and write the answers in their notebooks.
- d. Monitor students and provide necessary assistance if needed.
- e. Ask students to share their answers after they complete the exercise. This will help you to assess their understanding.
- f. Provide your feedback with the correct answers.

1: b
2: d
3: a
4: e
5: f
6: c

C. Answer these questions.

- a. Ask students to study the questions from a-f given in Activity C.
- b. Pair up students and ask them to go through the text again and find the answers to the questions.
- c. Instruct them to underline the answers in their textbooks and then write the answers in their notebooks.
- d. Go around the class and check whether all the pairs are involved in the assigned task.
- e. Identify struggling students and provide them with extra support. Help them locate the answers in the text and organize the information to form complete answers.
- f. When students have completed the task, involve them in peer correction.
- g. Provide the correct answers and ask students to make corrections if needed.

Answers

- a. There were three members in Velan's family.
- b. The grandfather was weak because he was not given enough food and the food he was given was not nutritious.
- c. Mithu was a good boy. He was very intelligent and he had a great respect for his grandfather. He did not like his father's attitude and character.
- d. Mithu was making a wooden plate for his father to eat from when he grows old.
- e. Velan's childhood days were joyous. His father raised him with much care and attention.
- f. Yes, he did. Velan started treating his father well and stopped drinking alcohol, too.

Post-reading activity

D. Do you have a grandfather or a grandmother at home? How does your family treat him/her? Make a list. Using the list as a prompt, write a very short paragraph about how you should treat elderly people in the family.

- a. Explain the instructions clearly. Answer any questions that students may have.
- b. Pair up students and ask them to think about the answer to the question for a while.
- c. Ask students to make a list of the ways their families treat their grandparent/s.
- d. Instruct students to use the list as a guide and write a short paragraph on how they should treat elderly people in the family.
- e. Finally, ask students to share their answers and provide feedback.

16.3. Pronunciation

In this section, students will listen to their teacher pronounce some words. After listening, they will write the correct spelling of the words.

Objective

Write words correctly after hearing the pronunciation

The pronunciation of some of the words from the story is given below. Listen to your teacher and write the words in the blank spaces.

Follow these steps:

- a. Learn to pronounce the transcribed words given in the exercise correctly.
- b. Inform students that they will be learning to pronounce the transcribed words from the story.
- c. Write the transcriptions of the words from a-f on separate cards. Pronounce a word aloud.
- d. Repeat the pronunciation for several times. Ask students to write the word in their notebooks.
- e. Repeat the same procedure for all the given words.
- f. Move around the classroom and see whether the students have written the words correctly.
- g. Ask students to pronounce the words in a group
- h. Then, ask students to pronounce the words individually.

Answers

b. energy c. treated d. broken e. wooden f. respect

16.4. Writing I

This is the first writing section of this unit. It requires students to develop the stories with the help of given information.

Objectives

- a. Identify the verbs in past tense in a story
- b. Write a short story based on the given clues

Follow these steps:

A. We use past forms of verbs when we tell a story. Write all the past forms of the verbs from the story.

- a. Discuss with students that stories are usually written and told in the past tense.
- b. Explain the task to students clearly. Tell them to identify the verbs in past tense from the story in Reading I and write them down in their notebooks.
- c. Give students time to find all the verbs in past tense from the story. Monitor them to make sure they are on task.
- d. Have students exchange their notebooks and check each other's work.
- e. Ask students to provide feedback to each other on their work.

B. Put these new sentences in the correct order to make a new story.

- a. Ask students to read the given sentences carefully. You can explain the sentences if necessary.
- b. Make strips of the given sentences and distribute them to the students.
- c. Let students read the sentences and decide the order of the sentences.
- d. Once they have arranged the sentences, have students read the sentences in turn.
- e. Check whether students have arranged the sentences in proper order to make a complete meaningful story. Provide correct answer on the board if needed.
- f. Tell 2-3 students to retell the story.

Answer

1. A lion was sleeping in the jungle when a mouse started running up and down his body just for fun.
2. This disturbed the lion's sleep, and he woke up quite angry.
3. The lion was about to eat the mouse when the mouse desperately requested the lion to set him free.
4. "I promise you; I'll be of great help to you someday if you save me."
5. Though the lion laughed at the mouse's confidence, he let the mouse go.
6. One day, a few hunters came to the forest and took the lion with them.
7. They tied him up against a tree.
8. The lion was struggling to get out and started to whimper.
9. Soon, the mouse walked past and noticed the lion in trouble.
10. The mouse quickly ran to set the lion free. Both of them sped off into the jungle.

C. Now, develop a story with the help of the clues given in the correct order below. Give a suitable title, too.

- a. Ask students to read the given clues carefully.
- b. Ask them to guess what the story is about. Discuss the plot, characters, and moral of the story.
- c. Tell them the basics of story writing, such as using the past tense, how to begin and end a story, and how to choose a title.
- d. Have individual students write the story based on the clues given. Monitor them, providing assistance to struggling writers while others write independently.
- e. Ask them to give the story a suitable title and a moral.
- f. Check students' work and provide them with individual feedback.

Sample Answer

Once upon a time, there lived a farmer. He was hardworking and earned a lot of money. He had several sons. They were lazy and always quarrelled with each other. This made the farmer sad. One day, the farmer became ill and was taken to a hospital. He was almost dying. Thus, he called all his sons and gave them a bundle of sticks and asked them to break. One by one, they tried to break it but none of them could break the bundle. Again, the father gave the stick one by one and all the sons easily broke them. The sons understood what their father meant by doing so.

Moral: Unity is strength.

16.5. Grammar I

This is the first grammar section in Unit 16. It deals with the use of the past continuous tense.

Objectives

Describe what was happening at some point in the past

Follow these steps:

- a. Ask students what they were doing at this time the previous day. Elicit different responses from students. You may write some of them on the board.
- b. Share your own experiences too. Describe what you were doing at different times in the past.
- c. Introduce the past continuous tense. Tell students to study the example sentences from a-e given in Activity A. Remind them to pay attention to the words in red.
- d. Discuss the use and structure of the past continuous tense presenting sufficient examples on the board.
- e. Ask students to tell at least five such sentences and listen to them.
- f. Correct the sentences if needed.

B. Make at least 10 sentences from the given table.

- a. Ask students to observe the given table carefully. Ask them to make at least 10 sentences from the given table.
- b. Have students work individually and provide necessary assistance.
- c. When they complete the task, ask them to exchange their notebooks with their partners for peer correction.
- d. Write the correct answers on the board and let students check their work.

C. Put the verbs in the brackets in their correct forms. Use either was or were and present participle forms of verbs.

- a. Discuss the example given in the exercise.
- b. Pair up students and ask them to do the exercise. Remind them that they have to use the negatives, too.
- c. Make sure everyone is doing the task. Provide necessary assistance.
- d. When students complete the task, ask them to share their answers one by one and provide necessary feedback.

Answers

- a. was not playing
- b. were painting
- c. were not flying
- d. was giving
- e. was cooking
- f. were not doing
- g. was swimming

D. Write at least 10 sentences about what was going on when you arrived at your school this morning.

- a. Explain the instructions to make sure students are clear about what they need to do.
- b. Ask students to remember the activities that were going on when they arrived at their school that day.
- c. Ask them to describe those activities using the past continuous tense. You can do one as an example.
- d. While they are doing the exercise, monitor them and provide any assistance needed.
- e. When students complete the task, ask them to share their lists with the class.

16.6. Listening

In this section, students will listen to a conversation between a girl and her father. The girl and her father are talking about what she did in her school on a particular day.

Objective

Listen to a conversation and do the comprehension tasks

Follow these steps:

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

- a. Ask students to look at the picture given and ask them to identify the place shown.
- b. Elicit the responses such as : It is a school.
- c. Ask students the pre-reading questions from a-c one by one.

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

- a. Tell students that they are going to listen to a conversation and answer some questions about it.
- b. Ask students to read the sentences from a-e given in Activity B.
- c. Discuss the listening procedure, such as what to listen for and how to answer the questions.
- d. Play the audio once and ask students to listen carefully. They can do the exercise while listening to it.
- e. Play the audio again as needed until students are able to answer all the questions.
- f. Have 2-3 students share their answers to the class.

- g. If a student's answer is wrong, correct the answer and explain why the answer is wrong.

Answers

- a. an animal b. glue c. rode her bicycle d. cousin e. a house

C. Make a list of the activities that you did at school and after school yesterday.

- This is a post-reading activity. Ask students to remember the activities they did the previous day.
- Get them to write those activities in their notebooks. You can support them if necessary.
- Ask some of them to share their list. Make sure the sentences are written in the past tense.
- Provide feedback. Answers may vary, accept them.

16.7. Reading II

This is the second reading text in this unit. The text narrates the events in a restaurant.

Objectives

- Learn these words and phrases: celebrate, recognised, invasion, about to, hold on, quantities, and full of apologies
- Read the story/text and do the comprehension exercises

Follow these steps:

Pre-reading activities:

- Ask students to observe picture in the text and ask questions like:
- Who do you think the people are?
- Where are they?
- What they are doing?
- Ask them the pre-reading questions given in the book
- Let students speak. The answers may vary. Listen to them and provide feedback.
- Teach the words pronunciation, form, and meaning of the words in red. You can ask students to make sentences using the target words and phrases.

While-reading activities

- Ask students to read the title of the text. Then, write it on the board.
- Ask them to guess the content of the text by looking at the title.
- Read the text at a normal speed and ask students to point to the lines in their textbooks.
- Have 5 students read aloud the paragraphs in turn. Each student will read a single paragraph. Ask the other students to listen carefully and follow along in their books.
- Ask students to read the complete text silently.
- Keep asking questions from the text to make the reading interactive and engaging.
- Ask 3-4 students to retell the story.
- Summarise the text.

A. Find and write the words from the text which mean the following.

- Ask students to study the given meanings from a-e in Activity A carefully.
- Explain that they will need to find and write the words from the text that match the given meanings. Remind them to consult only the words in red.
- Monitor students while they are doing the task and provide necessary assistance as needed.

- d. When students have finished, let them share their answers and provide feedback with the correct answers.

Answers

- a. celebrate b. recognised c. hold on d. about to e. quantities

B. Answer the following questions.

- Ask students to read the given questions carefully. Explain that they will need to find the answers to the questions from a-f in Activity B.
- Form small groups and ask students to find the answers to the questions.
- Go around the class and help students find out the answers from the text.
- When students have finished, ask each group leader to tell the answers. Let other groups decide whether the answers are correct or not. Ask other groups to correct the answers if needed.

Answers

- The restaurant was in a quiet part of the town.
- The writer liked the restaurant because the food was good, the waiters were friendly and the place was not usually crowded.
- He did not book a table because it was hardly ever crowded.
- Yes, they were.
- They ordered the best dishes. No, they didn't get them.
- Perhaps not. Because the speaker was going to celebrate his birthday that day.

C. Say why:

- Ask students to read the situations given in Activity C carefully.
- Explain that they will need to work in pairs to find and write the reasons for each situation from a-g.
- Provide a reason for situation (a) as an example.
- Let students work in pairs to find and write the reasons why the situations happened.
- Move around the classroom and make sure that students are staying on the task.
- When students have finished, ask them to share their answers. Listen to them and provide necessary feedback.

Answers

- to celebrate his birthday
- because it was his favourite restaurant, the food was good and the waiters were friendly
- because a party of tourists came there
- because the people at the corner left the table
- because the table was out of sight as it was at the corner
- because a waiter came
- because there was no meat or fish left for them

Post-reading activity

- Ask the following questions to students:

Do you also have a similar experience about a party in a restaurant or somewhere else?
What was the party like?
Who was there?
What did you do at the party?
What was the most memorable thing about the party?
Would you go to a party like this again?

- b. Let students share their experiences in the class. You can also share one if you have any.

16.8. Speaking

This section allows students to practise using the simple past and past continuous tenses to narrate past events.

Objective

Narrate past events using the simple past and the past continuous tenses

Follow these steps:

A. Act out the following conversation with your friends.

- Display sentence cards with the pictures. Ask one of the students to come to the front and perform the dialogue with you. After you finish, switch roles.
- Call different pairs of students in turn. Give them sentence cards and ask them to act out their roles. After they finish, have them switch roles.
- Provide necessary feedback on their performances.

B. Look at the clues below. Say what they are doing at the given times.

- Ask students to study the given situations from a-h in Activity B carefully.
- Prepare strips of the situations from a-h. Place them in a box.
- Pair up students. Call different pairs to choose a strip and act out the situation. After they finish, ask them to switch roles.
- Monitor students' performance and provide assistance as needed.

16.9. Writing II

In this section, students are expected to write short stories with the help of the given clues and pictures.

Objective

Write short stories with the help of the given clues

Follow these steps:

A. Arrange the sentences to make a story.

- Ask students to read the given sentences carefully.
- Form groups of 6 students. Give each student a different sentence. Ask them to discuss and arrange the sentences in the correct order to make a meaningful story.
- Ask students from each group to stand in the order of the sentences they have.
- Now, ask each group to take turns telling the complete story. One student reads only one sentence at a time. The class will judge whether the group is correct or not.

Answer

- 1: e
- 2: b
- 3: d
- 4: f
- 5: a
- 6: c

B. Your friend Anjali was going to school yesterday. On the way, she saw an accident. The following pictures show the sequence of events. Now, write a story based on the pictures above. Use past tense. You may start like this:

Yesterday, my friend Anjali was going to school. On the way, she saw

- a. Explain the task to students. Make sure they understand what they are supposed to do.
- b. Ask students to observe the given pictures carefully. Explain that the pictures tell a story.
- c. Discuss the basics of story writing. Tell them that they need to use the past tense and begin with the given sentence.
- d. Form small groups and ask them to write stories. Monitor them and provide help if needed.
- e. Ask them to give a suitable title to their stories when they finish writing.
- f. Let students share their stories with the class. Listen to them and provide individual feedback on their written work.

Possible Answer

Anjali and her Effort

Yesterday, my friend Anjali was going to school. On the way, she saw a house caught on fire. She ran up to the telephone booth and called the fire extinguisher. After a while, a fire extinguisher arrived. There were many crew members who tried their best to control the blaze. Villagers also actively supported them. However, it took nearly two hours to put out the fire. By then, the house was completely destroyed. All the villagers gathered together and decided to build a new house there. Anjali felt happy with this.

16.10. Grammar II

This is the second grammar section in Unit 16. Here, students will practise making sentences in simple past and past perfect tenses.

Objectives

Make grammatically correct sentences in simple past and past perfect tenses

Follow these steps:

A. Read the following passage carefully. Notice the highlighted words.

- a. Ask students to read the given passage carefully and notice the words in red.
- b. Write some sentences with those words on the board.

- c. Discuss the use of the past simple and past perfect tenses. You can provide more example sentences.
- d. Discuss the structures of the past simple and past perfect tenses.

B. Fill in the blanks with the suitable forms of the verbs given in the brackets. Use simple past or past perfect tenses.

- a. Ask the students to do the task individually.
- b. Monitor and check if everyone is doing it correctly.
- c. When they complete the task, do mass correction. Tell the correct answers one by one and let all students correct their answers.

Answers

- | | | | |
|--------------|---------|------------|---------|
| a. had spent | b. left | c. arrived | d. sang |
| e. watched | f. was | g. moved | h. fed |

16.11. Project work

This is the project where students have to create a short story with the help of their teacher. Also, they have to draw a storyboard that tells the story.

Objective:

Create a storyboard to show a sequence of events in a story

Follow these steps:

- a. Divide students into different groups of four members and give them unique names.
- b. Tell a story. Ask students to draw different pictures that represent the events in the story.
- c. Provide students with necessary materials like pencils, markers, colour pencils, chart paper, etc.
- d. Instruct the groups to make their storyboard as attractive as possible.
- e. Display each group's creation on the wall.
- f. Ask all the groups to observe each other's work and vote for the best one.

Unit: 17

Introduction

This is the seventeenth of nineteen units in the grade seven textbook. It consists of eleven tasks from ‘Getting started’ to ‘Extra bit’. Teachers can follow the activities suggested below to facilitate their students’ learning. The table below summarises the tasks introduced in the unit.

S. N.	Topics	Tasks
1	Getting Started	Practise making expressions of surprise and dismay Listen and sing
2	Reading I: Fair Shares	Answer the pre-reading questions Find the words for the given meanings Decide true or false Answer the questions Talk about something surprising in the story
3	Pronunciation	Learn to pronounce the given expressions
4	Grammar I: Simple Past and Past Continuous Tenses	Write the past form of verbs from the story Study the example sentences Choose the correct answer Complete the sentences with the correct forms of given verbs
5	Listening: A Conversation	Answer the pre-listening questions Complete the table Post-listening discussion
6	Reading II: At the Hotel	Answer the pre-reading questions Fill in the blanks Answer the questions Underline the expressions that show surprise or dismay in the text
7	Speaking: Expressing Surprise or Dismay	Act out the given conversations Use appropriate expressions of surprise or dismay
8	Grammar II: Simple Past and Past Continuous Tenses	Rewrite the story using the simple past and past continuous forms of the given verbs
9	Writing	Rewrite the text correcting the mistakes Complete the conversation Compose a dialogue using expressions of surprise and dismay
10	Project Work	Make a list of expressions of surprise and dismay from a movie
11	Extra Bit	Study the Expressions of Surprise
Total Time for the Unit		6 Hours

The following topics are discussed with detailed classroom activities and procedures. Teachers are suggested to assess language learning throughout the learning process.

17.1. Getting started

This is the first task of the unit. Follow the procedures suggested below to engage students in the tasks given in this section. Learn the tune of the song before the class starts.

Objectives

- a. Copy the expressions of surprise and dismay
- b. Sing the song and answer the questions

Follow these steps:

A. Look at the girl's expressions. Practise saying them.

- a. Ask students to look at the picture of a girl in their textbooks and read the expressions given in the boxes.
- b. Ask students when we use these sorts of expressions.
- c. Articulate the expressions in a natural manner and ask students to listen carefully.
- d. Ask them to practise saying all the expressions in turn.
- e. Make corrections if needed.

B. Listen and sing.

1. Ask students if they have listened to the song of a pig.
2. Inform them that they are going to sing the song of a wise pig.
3. Sing the song slowly for the first time. You can choose any tune you feel comfortable with. When you sing for the first time, ask students to point to the lines. You can play the song if audio/video is available.
4. For the second time, sing the song yourself and ask students to follow the song. Sing line by line and wait for students to repeat each line.
5. Continue this until the end of the song.
6. For the third time, play/sing the song again and have the students sing the song together with the recording/singing.
7. Next, tell students to guess the answers to questions from a-c.
8. Encourage them to speak out. If a student's answer is wrong, correct the answer and explain why the answer is wrong.
9. Conclude this section with your answers to the questions.

17.2. Reading I

The first reading text in this unit is the story "Fair Shares".

Objectives

- a. Learn the words/phrases: date-tree, cunning, hind, portion, utter, resolve, intact, seep, huge, chopping, shouted at, interfere, ashamed of, pardon
- b. Read the text and do comprehension tasks

Follow these steps:

Pre-reading activities

Look at the picture below and answer these questions.

- a. Ask interested students to share any short stories they know about animals.
- b. Ask students to look at the picture in the text and ask the following pre-reading questions:
- c. What do you think the men in the picture are doing?
- d. Is the cow happy? Why?
- e. Ask the questions to the whole class and write students' answers on the board.
- f. Describe the picture in simple words.
- g. Tell students to copy the words in red in the text in their notebooks.
- h. Teach the words with pictures, definitions, examples, synonyms, antonyms, or real objects. Focus on their meanings, pronunciation, and spelling.

While-reading activities

- a. Write the topic of the story on the board to help students get focused on the main idea of the story.
- b. Read the first two paragraphs and ask students to guess what may happen next. This will help students make predictions about what will happen next.
- c. Read the first three paragraphs and ask students to make another guess about what may happen next. This will help students to see how their predictions change as they learn more about the story.
- d. Ask students to underline the words, phrases, or sentences that they find difficult to understand. This will help to identify the parts of the text that students need help with.
- e. When helping students understand difficult text, focus on the specific parts of the text that they are struggling with.
- f. Ask 2-3 students to retell the story. This will help students to summarize the main points of the story and to demonstrate their understanding of the text.
- g. Ask students to work in pairs and complete Activity A, Activity B, and Activity C.
- h. Move around the classroom to identify the struggling students and provide them with extra support while others work independently.
- i. After students complete the task, tell some students to share the answers with the class.
- j. Tell the correct answers and ask the students to check their work.

<p>B. Answers</p> <ul style="list-style-type: none">a. cunningb. portionc. huged. choppinge. interferef. shouted <p>B. Answers</p> <p>a. false b. false c. true d. false e. false f. True g. true</p> <p>C. Answers</p> <ul style="list-style-type: none">a. The front part of the cow was given to the younger brother.b. They divided two things between them, a cow and a date tree.
--

- c. When Abraham beat the cow Ali realized that he would lose his share of milk and then he agreed to share the money they would earn from the cow.
- d. Small holes were made in the tree to extract sweet-smelling juice that Ali could sell and earn money.
- e. The villager suggested Abraham to beat the cow to make Ali share the profit.
- f. Ali realized his mistake and felt ashamed of his selfishness. He apologized to his brother and promised not to hurt him anymore.
- g. Yes, Ali realized his mistake and apologized to his brother.

Post-reading activity

- k. Tell one thing that you found surprising in the story to the class.
- l. In a similar way, ask students to discuss in groups or pairs and come up with one thing they found surprising in the story.
- m. Invite each group or pair to the front of the classroom to share their answer.
- n. Finally, provide your feedback on students' work.

17. 3. Pronunciation

In this section, students will learn to read the expressions used to express surprise or dismay.

Objective:

Pronounce the given expressions correctly

Follow these steps:

- a. Learn to pronounce the expressions in advance.
- b. Write the expressions on the board.
- c. Pronounce each expression slowly and clearly, using facial expressions and gestures to help students understand the meaning of the expressions.
- d. Have students repeat each expression after you.
- e. Ask students to practise saying the expressions with their peers.
- f. Observe students as they practise and provide them with corrective feedback as needed.
- g. To make the practise exercise more interesting, you can record the students saying the expressions with the help of a device available to you and play it back in class.
- h. Encourage students to use these expressions in their daily conversations.

17.4. Grammar I

In this section, students will learn to use simple past, past continuous, and past perfect tense structures to talk about past activities.

Objective

Use simple past, past continuous, and past perfect tense structures to talk about past activities

Follow these steps:

A. Write all the past forms of verbs from the story above. Make sentences of your own.

- a. First, draw a table with three columns on the board. Write some sentences in simple past, past continuous and past perfect tense in those columns

- b. Now ask the students to study those sentences. Tell them to pay attention to the structures of the sentences in different columns.
- c. Explain with structures and enough examples the use of simple past, past continuous and past perfect tenses.
- d. Ask students to make similar types of sentences.
- e. Now, pair up students and ask them to go through the story and underline all the sentences in past tense. For example: Ali and Abraham were brothers. Their mother died when they were very young.
- f. Move around the class and help students if needed.
- g. Ask some students to share their answers with the class.
- h. Write the answers on the board and ask students to correct their work.

B. Study the following diagrams. Describe them.

- a. Start by writing some sentences with the structures of both past perfect tense and simple past tense or past continuous tense and simple past tense. For example:
- b. I had completed my task when the teacher arrived.
- c. When they entered the room, I was sleeping.
- d. Explain that sometimes we use more than tense in a sentence to show the sequence of events in the past. The past perfect is often used to show that one action was completed before another action in the past. For example, the sentence "I had finished my homework before I went to bed" shows that the homework was completed before the bedtime. Similarly, the sentence "I was watching TV when my friend called" shows that the action of watching TV was happening before the friend called.
- e. To help students see the relevance of using past tenses together, use real-life examples. For example, you could describe a vacation you took and the sequence of events using the appropriate past tenses. For example, you can say, "I had planned for the vacation before the summer started".
- f. Make the concept clearer by using the diagrams given in Activity B. The diagrams can help students visualize the sequence of events and see how the past tenses are used.
- g. Pair up students and ask them to complete Activity C and Activity D.
- h. When students complete the task, involve them in peer correction.
- i. Provide the correct answers and ask students to make corrections if needed.

Note

Use the simple past tense to describe an action that happened in the past.

Use the past continuous tense to describe an ongoing action that was happening at the same time as another action in the past.

Often, the past continuous action is interrupted by the simple past action. This can be shown using the structure "When + simple past (second action) + past continuous (first action)" or "While + past continuous + simple past".

For example, in the sentence "I was studying when my friend called me.", the past continuous action of studying was interrupted by the simple past action of the phone call.

Use the past perfect tense to describe the first action that happened before the second action in the past.

For example, in the sentence “I had finished my homework before I went to bed.”, the past perfect action of finishing homework happened before the simple past action of going to bed.

C. Answers

- a. was cycling
- b. took off
- c. went
- d. left ...wasn't having
- e. won

D. Answers

- a. had known
- b. had not eaten
- c. had lost
- d. had worked
- e. it had snowed/was snowing
- f. had lost
- g. had not seen
- h. was singing
- i. was washing

17. 5. Listening

In this section, students will listen to a conversation between two people and do the comprehension tasks.

Objective

Listen to the audio and extract the required information

Materials

Audio file and audio player

Follow these steps:

- a. Ask students the following questions:
 - Have you or your friends ever won a prize? When?
 - How do people feel when they win a prize?
- b. Elicit the responses such as: Yes. They feel happy, excited, and so on.
- c. Listen to students' answers and write them on the board.
- d. Conclude the pre-listening discussion by sharing your own experiences on winning the prize, if any.
- e. Tell students that they are going to listen to the audio and complete the table.
- f. Tell them to read the table in Activity B and make them clear about what they are expected to do.

- g. Play the audio for the first time and ask students to listen to it carefully. Provide a transcript if anyone has hearing difficulties
- a. Play the audio for the second time and ask them to complete the table with the correct information.
- b. Go around the class and check whether all students are doing it.
- c. Play the audio again and ask them to make sure that they have done correctly.
- d. All students do not have the same level of listening comprehension, so be flexible with the number of times you play the audio.
- h. 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	
Prize won	in competition
Prize includes	a weekend for two: train travel, hotel, museum tickets
Prize has to be used by	Saturday the 20 th
They have to go to	John and Charlotte's wedding
They don't know who could use the	prize

Post-listening activity

- a. This activity is a great way to help students express their imagination and creativity.
- b. Ask students to assume that they were the winner of the prize and ask them to think for some time about the things they would do with the prize during the weekend.
- c. Tell something like if I were the winner of the prize, I would
- d. You can provide students with a list of possible things that they could do with the prize.
- e. Now, ask individual students to share their answers.
- f. Encourage students to speak up.

17.6. Reading II

This is the second reading text in Unit 17. It is a conversation between a guest and a receptionist in the hotel.

Objectives

- a. Learn the target words such as: check-out, brochure
- b. Read the conversation and do the comprehension tasks

Follow these steps:

Pre-reading activities

- a. Ask students to guess what the conversation is about after reading the title of the text.
- b. Encourage every individual student to speak up.
- c. Ask them the pre-reading questions:
Have you recently spent a night away from home?
Who did you go with?
Where did you stay?
Was the stay comfortable?

- d. Listen to students' responses without correcting them. Make eye contact and nod your head. This will let students know that you are interested in what they are saying.
- e. Write these words on the board: vacant, check-out, facilities, brochure.
- f. Pronounce the words correctly and ask students to repeat after you.
- g. Read the sentences with these words from the textbook and ask students to guess the meanings of the words.
- h. Provide visual aids, examples, and definitions to help students understand the meaning of these words.

While-reading activities

- a. Tell students that they are going to read a conversation.
- b. Invite one student to read the conversation with you. You will act as the guest and one of your students will act as the receptionist.
- c. Pair up students and ask them to read the part of the guest and receptionist.
- d. Ask 2-3 students to narrate what happened in the text. This will help students to summarize the main points of the conversation and to demonstrate their understanding of the text.
- e. Tell students to fill in the blanks to complete the sentences in Activity A.
- f. Ask students to read the questions in Activity B. Instruct them to go through the text again and find the answers to the given questions. Assign it as an individual task.
- g. Instruct them to underline the answers in their textbooks and then write the answers in their notebooks.
- h. Go around the class and check whether all the students are involved in the assigned task. Identify struggling students and provide them with extra support. Help them locate the answers in the text and organize the information to form complete answers.
- i. When students have completed the task, involve them in peer correction.
- j. Provide the correct answers and ask students to make corrections if needed.
- k. Ask students to work in pairs to find all the words/phrases used to express surprise or dismay in the text and underline them.
- l. Have some students read the words/phrases they have underlined.

A. Answers

- a. a double
- b. ground floor or the first floor
- c. 12 noon
- d. 11:20
- e. brochure on page ten

B. Answers

- a. The conversation has taken place at a hotel.
- b. There might be two vacancies.
- c. His watch is little slow.
- d. She wanted him to sit over the sofa and wait.
- e. He thinks the price of the hotel rooms were really expensive.

17.7. Speaking

In this section, students will practise expressing dismay and surprise using some expressions.

Objective

Use the expressions of dismay or surprise and act out the conversation.

Follow these steps:

A. Act out the following conversation with a partner. Notice and underline expressions of surprise or dismay.

- a. Pair up students. Invite each pair to the front of the class with their books, one at a time. Ask one student to play the role of "A" and the other to play the role of "B" to act out the conversation.
- b. Ask them to notice the words or expressions of surprise or dismay and to emphasize them.
- c. When everyone finishes acting out the conversation in pairs, give your feedback on their acting and speaking quality.

B. In what situations might you say the following expressions of surprise or dismay? Act those out with the partner.

- a. Write the expressions given in Activity B on the board.
- b. Ask students to read all the expressions and think about when and where they have used or might use those expressions.
- c. Ask some individual students to share their responses.
- d. After listening to their answers, explain in detail with examples when and how the given expressions are used.
- e. Invite one student to volunteer to use the expressions and make a modal conversation with you.
- f. Make sure that all the students have understood the concept about when and how these expressions are used.
- g. Now, divide the class into pairs.
- h. Invite each pair to the front of the class and have them take turns telling the situations and answering using the expressions.
- i. Monitor the students and provide support as needed.
- j. Provide feedback on students' performance in pairs and correct any mistakes made during the activity.

Answers:

Situations where the expressions of surprise or dismay might be used:

- a. Really? - When someone tells you something that you find hard to believe or unexpected
- b. That's very surprising! - When you hear some news that is unexpected or shocking
- c. Wow! - When you see something amazing or surprising
- d. Oh no! - When something goes wrong or when you hear unexpected bad news
- e. What a surprise! - When someone surprises you with unexpected news or a gift
- f. Oh my goodness! - When something shocking or unexpected happens
- g. I find that very surprising. - When you want to express your surprise or disbelief in a more formal or polite way
- h. You must be kidding. - When you think that someone is joking or teasing you about something

C. Look at the situations below. Work in pairs and take turns to talk as in the example. Use any appropriate expressions of surprise or dismay. Use different expressions for each situation.

- a. Pair up students and instruct clearly what they are expected to do in Task C.
- b. Invite any one student to the front of the class and make a modal conversation as given in the example, using any situations from a-h. Example:
You: I don't understand the assignment.
Student: What? That's very surprising!
- c. Then, ask each pair to come to the front of the class and act out the conversation as in the example.
- d. Listen to their conversations and provide assistance as needed.
- e. Give constructive feedback to students' attempts.

Possible Answers

- a. A: I don't understand the assignment. B: What? That's very surprising!
- b. A: my friend Janak is sick and has been hospitalised. B: Oh no! I hope he gets better soon.
- c. A: I had an accident while I was riding a bicycle yesterday. B: Oh my goodness! Thanks God! You are safe.
- d. A: Gita had a nice vacation. B: What a surprise! Where did she go?
- e. A: The party was terrible. B: Wow! That's very surprising!

17.8. Grammar II

It is the second grammar task in Unit 17. It deals with the use of simple past and past continuous tense.

Objective

Rewrite a story using simple past and past continuous tenses

Follow these steps:

Rewrite the story given below. Use past simple or past continuous tense.

- a. Ask students to work individually and tell them to read the story once.
- b. Ask them to use the knowledge of past tense they learned in grammar I and rewrite the story.
- c. Make clear that they have to use simple past and past continuous tense of the given verbs to rewrite the story.
- d. Remind them of the use of simple past tense and past continuous tense they learned in the previous grammar lesson.
- e. When they complete the task, ask some students to share their answers with the class.
- f. Correct their answers and give feedback.

Answers

was waiting..... was carrying..... was..... asked..... told..... disappeared..... opened..... saw.....
approached..... saw..... ran away

17.9.Writing

There are three writing tasks: rewrite the story correcting punctuation errors, complete a dialogue, and compose a dialogue

Objectives

- a. Correct the punctuation mistakes in a short text
- b. Complete a dialogue
- c. Compose a dialogue using expressions of surprise and dismay

Follow these steps:

A. The following extract from the earlier story contains some mistakes. Rewrite the text correcting the mistakes.

- a. Ask students to read the given text and find the punctuation errors in it.
- b. Ask some students to share their findings with the class.
- c. Now, discuss the rules of using punctuation marks and capital letters.
- d. Then, ask students to rewrite the text correcting the mistakes they have identified.
- e. Let them exchange their answers with their partners sitting next to them and do peer checking.
- f. Finally, rewrite the text on the board correcting the mistakes.

Answer

The case of the cow was resolved, but the issue of the tree remained. Ali made holes in the lower part of the tree, and a kind of sweet-smelling juice came out of those holes. Small pots were attached to the holes where the juice could collect. Ali sold the juice and earned a huge sum of money.

B. Read and complete the following conversation using any correct expressions of your own.

- a. Ask the whole class to go through the skeleton dialogue.
- b. Tell students to work in pairs and think of any correct expressions that can be used to make the dialogue meaningful.
- c. You can provide students with a list of target expressions.
- d. While they work, move around the class and help them if needed.
- e. Ask some pairs to share their answers and others to give feedback.
- f. Check their answers and give feedback.

C. You and your friend are planning for a picnic next week. Compose a dialogue that takes place between you and your friend. Include examples of surprise and dismay.

- a. Ask students if they have gone for a picnic before.
- b. If they say "yes," ask them how they planned for it and what discussion they had with each other.
- c. Ask them to assume that they are organizing a picnic and they have to make a plan.

- d. Tell them to have a discussion with their friends.
- e. Help them with some clues:
 - When will you go?
 - Who are you going with?
 - What things will you take?
 - What activities will you perform?
- f. Write a model conversation on the board through discussion. Don't forget to use expressions of dismay or surprise.
- g. Let students copy the model dialogue and ask them to compose a similar dialogue. Assign this task as homework.
- h. Have students share their dialogues with the class the next day.

Sample dialogue

Raman: Hey, Hira! Are you free next weekend? I was thinking of going on a picnic in the countryside.

Hira: Oh, that sounds great, Raman. But I don't know if I can go.

Raman: Why not? What's going on?

Hira: My younger brother is coming to town and I promised to show him around. I completely forgot about it until now.

Raman: Oh no, really? That's too bad. I was looking forward to having you come along.

Hira: I know, I'm sorry. Maybe we can plan for another time?

Raman: Yeah, maybe. I just hope the weather holds up. I was really counting on this picnic.

Hira: Yeah, me too. It's a shame we can't go. Maybe we can do something else instead?

Raman: Sure, we can think of something else. But a picnic would have been so much fun!

17.10. Project work

This is a project where students will collect the expressions of dismay or surprise used by the characters in a movie and then make a presentation to the class.

Objective

Collect the expressions of dismay or surprise from a movie and present the expressions to the class

Follow these steps:

- a. Tell students that they are working in a group to prepare a list of expressions of dismay or surprise used by the characters after watching any suitable movie.
- b. Once again, remind them of the expressions of surprise or dismay.
- c. Divide students into different groups of four.
- d. Ask each group to watch an English movie either at home or at the cinema hall. They can also watch the movie at school if there is an audio-visual room.
- e. Tell students to pay attention to the dialogue used by the characters while watching the movie.
- f. Provide sufficient time for this task. Give the deadline to submit their task.
- g. After all the groups submit the task, tell them to compare each other's list.

Unit 18

Introduction

This is the second-to-last unit of the grade 7 textbook. The table below provides an overview of the unit, which includes eleven tasks in total, including a project and an extra bit. You can follow the guidelines provided below in the classroom to conduct teaching and learning activities. You are also encouraged to adapt and tailor them to your unique classroom situation.

S. N.	Topics	Tasks
1	Getting Started	Make a picture story Listen and sing
2	Reading I: A Hotel Menu	Answer the pre-reading questions Write True or False Answer the questions Post-reading: Share experiences of hotel/restaurant menu
3	Writing I	Prepare a menu
4	Grammar I: Question Tags	Study the example sentences Match the sentences with question tags Provide question tags to the statements
5	Listening: A Conversation between Two Friends	Answer the pre-listening questions Choose the correct answers Post-listening: Talk about cooking
6	Reading II: A Visit to a Market	Answer the pre-reading questions Substitute words in the sentences Answer the questions Post-reading: Share experiences of going to a market
7	Speaking: Seeking Confirmation	Study and act out the dialogues Ask and answer the questions Make a statement and supply the question tag
8	Writing II	Write an email/letter to a friend
9	Grammar II: Question Tags	Identify the question tags Complete the dialogue with appropriate question tags
10	Project Work	Make notes of items and prices in restaurants/hotels and talk about them
11	Extra Bit	Seek confirmation using the question tags
Total Time for the Unit		8 Hours

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.

18.1. Getting started

This is the first task of the lesson. There are two sub-tasks. The first task is related to pictures, and the second is to listen and sing.

Objectives

- a. Talk about pictures and seek confirmation
- b. Sing the given song

Follow these steps:

A. Work with your partner. Take turns to ask and answer different questions.

- a. Ask students to look at the given pictures in Activity A carefully. Tell them to read the sentences given under each picture.
- b. Invite one student to the front of the classroom and ask him/her the question given with the first picture: "Elephants are not the tallest animals, are they?"
- c. The student will reply to your question.
- d. Add other questions like:
"There are two elephants, aren't there?"
"An elephant is a carnivorous animal, isn't it?"
- e. The student will again reply to your questions.
- f. Now, pair up students and ask them to ask and answer the questions about the rest of the pictures in a similar way. Remind them that they should make statements followed by question tags.
- g. Move around the classroom and observe students' performance in pairs. Help them to make questions if needed.

B. Listen and sing.

- a. Learn to sing the song in advance. You can choose any tune you are comfortable with.
- b. Sing the song and ask students to point to the lines as you sing.
- c. Sing the song again and ask students to sing after you.
- d. The third time, let students sing the song.
- e. Repeat the practice until everyone is capable of singing it perfectly.
- f. Now, ask students to answer the question: "What comes to promise a new day?" Elicit "dawn" as the answer.

18.2. Reading I

This is the first reading text in Unit 18. It is a hotel menu.

Objectives

Read the menu and do the comprehension exercises

Follow these steps:

Pre-reading activities

- a. Ask students the pre-reading questions one by one. Students may come up with different ideas. Listen to them.
- b. Ask them if they have seen a menu. If they say 'yes' ask them different questions like where they saw it, how it looked like, and what information it contained.
- c. Provide necessary feedback on their responses. You can share your experiences, too.

While reading activities

- a. Read the text aloud. Ask students to point to the lines/sections being read.
- b. Ask students to read the menu silently and underline the unfamiliar words.

- c. Write those words on the board. Teach them the meaning of the words. You can ask them to use those words in their own sentences.
- d. Discuss the text. Talk about the format of a menu, different sections, specialities, notes to the customers, etc.
- e. Ask different questions and elicit answers. You can ask factual questions like:
 What is the name of the restaurant?
 Where is the restaurant located?
 How many items are sold as the main course?
 What are the different sections of the menu?
 What are the specialities of the restaurant?

A. Write whether these statements are 'True' or 'False'.

- a. Ask students to read the given statements carefully.
- b. Work together with students to determine whether the first statement is true or false. Ask students to do the rest themselves.
- c. Walk around the class to monitor whether everyone is doing the task.
- d. When students complete the task, ask them to share their answers with the class.
- e. Provide the correct answers and ask students to make corrections to their work if needed.

Answers

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

B. Answer these questions.

- a. Ask students to read the given questions and if necessary, explain the questions.
- b. Pair up students and ask them to find the answers to the questions from the menu.
- c. Provide them with clues if they are unable to find the answers.
- d. Ask the pairs to exchange their notebooks for peer correction. Make sure that every pair is doing the task.
- e. Finally, provide the correct answers on the board and let students check their answers.

Answers

- a. The restaurant is located in London, England.
- b. The most expensive item is German sausage and chips.
- c. English tea and Irish cream coffee are the cheapest items available.
- d. Because cheese burger is served only during lunchtime.
- e. We need to pay £4.85 for vegetable pasta.
- f. The snacks are served with salad and chips.

Post-reading activities

C. Have you or any of your friends ever seen a hotel/restaurant menu? Was that similar to or different from this? Share your experiences.

- a. Ask students if they have seen a hotel menu like the one given in Reading I.
- b. Ask them to think about any differences and similarities between the two menus.
- c. Let them share the differences and similarities between the two menus.

- d. Acknowledge their answers and provide feedback on their responses.

Sample Answer

Last week, my parents and I went to a restaurant near our house for lunch. When we got there, the restaurant was very busy. We found a table and sat down. A waiter came and gave us a booklet. I had never seen a booklet like it before. My dad told me it was a menu. The menu had different food items and their prices listed on it. The menu I saw was in the form of a book, unlike the one in Reading I.

18.3. Writing I

Suppose your family is going to start a new tea shop/restaurant. Prepare a menu similar to the example above for your restaurant. Use the clues in the box.

- a. First, explain the task to students clearly. Remind them of the language, format, layout, and design of a menu.
- b. Form small groups and instruct them to create a menu for their own shops or restaurants.
- c. Provide students with chart paper and colored pencils and encourage them to make their menus as attractive as possible.
- d. Move around the classroom to monitor students' progress and provide support as needed.
- e. When students complete the task, display their menus on the wall.
- f. Let students vote for the most creative and informative menu and then announce the best performing group.
- g. Acknowledge all the groups for their efforts.

18.4. Grammar I

In this section, students will learn to make question tags.

Objective

Make question tags to seek confirmation

Follow these steps:

A. Study what the teacher says to his students.

- a. Ask students to study the example sentences given in Activity A. Ask them to identify the question tags at the end of each sentence.
- b. Copy the sentences one by one and explain how question tags are formed. Add more relevant statements and add tags for them. Explain the rules behind them.
- c. Provide more examples to students.
- d. Write about 5 sentences on the board and ask students to supply the correct tags.

B. Match the sentences in column A with their question tags from column B.

- a. First, write the statements from a-h given on the left column of Activity B on separate pieces of paper. Write one statement per piece.
- b. Write the question tags given on the right on separate pieces of paper as well. Fold them and put them in a box.
- c. Divide students into two groups. Distribute the statements to one group of students and the question tags to another group.
- d. Now, let students find their pairs. They need to match the question tags with the statements.
- e. Ask each pair to read aloud their statement and question tag in turn.

Answers

a. vi. b. iii. c. iv. d. i. e. vii. f. viii. g. ii. h. v.

C. Complete the statements with the correct question tags.

- a. Ask students to study the statements from a-j given in Activity C.
- b. Do the first one (a) together. Write the statement on the board and ask students to guess the correct tag. You can give them a few alternatives to choose from.
- c. Discuss why the supplied tag is correct.
- d. Now, pair up students and ask them to work together to supply question tags to the statements from b-j.
- e. Help them if they have any problems while doing the task.
- f. When they finish, let the pairs share their answers with the class. Student A in a pair will read the statement and Student B will read the question tag.
- g. Correct the answers if needed.

Answers

- a. do I?
- b. isn't he?
- c. haven't they?
- d. did it?
- e. wasn't it?
- f. had she?
- g. isn't it?
- h. won't he?
- i. does he?
- j. isn't she?

18.5. Listening

This is the only listening task in this unit. Here is a conversation between two friends; Hana and Daniel, who are talking about preparing food items.

Objective

Listen to a conversation and do the comprehension exercises

Materials

Audio file and audio player

A. Look at the picture and answer these questions.

- a. Ask students to observe the picture given in the pre-reading section carefully.
- b. Ask the following questions to students:
 - Who do you think these people are?
 - Where do you think they are?
 - What might they be talking about?
- c. Encourage students to speak and listen to their oral responses.

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

- a. Tell students that they are going to listen to a conversation.
- b. Ask them to read the questions in Activity B carefully.
- c. Explain the listening procedure.
- d. Play the audio and ask students to listen to it carefully.
- e. Ask them to tick the correct alternatives for the questions given in the exercise.
- f. Play the audio again to let students check their answers.
- g. After everyone completes the task, tell the correct answers and let students check their work.

Answers

- a. her roommate
- b. He buys it from the shop.
- c. sometimes
- d. during the weekend
- e. Daniel

C. How often do you cook at your home? What would you like to cook more? Talk to your friends.

- a. Ask the individual students to write how often they cook at their home and what they would like to cook more.
- b. Go around the class and make sure everyone is doing the task.
- c. When they complete, ask at least one student from each bench to share their answers. Listen to them and provide feedback.

18.6. Reading II

This is the second reading text in Unit 18. It is about an experience of going to a market.

Objectives

- a. Learn these words and phrases: pleasant, shot up, things, stuff, crowd, unbearable, roaming, wearily, breathed a sigh of relief, emerged, and exhausted
- b. Read the text and do the comprehension activities

Follow these steps:

Pre-reading activities

- a. Download a video of a marketplace and play it.
- b. Ask different questions about the video. Alternatively, ask students to look at the given pictures in their books and ask the pre-reading questions one by one
- c. Listen to students' experiences.

While reading activities

- a. Have a few students read aloud the paragraphs in turn. Each student will read a single paragraph. Ask the other students to listen carefully and follow along in their books.
- b. Then, ask students to read the text silently and underline all the words and phrases that are unfamiliar to them.
- c. Ask them to guess the meaning of the words and phrases from the given context. If they are unable to guess the meaning, teach them the meaning of those words/phrases.
- d. Discuss the text in detail. Narrate the story of the writer. You can ask questions to students to make the discussion interactive.
- e. Ask 2-3 students to retell the story and then summarize the text.

A. Rewrite the given sentences below replacing the underlined words with one of the words or the expressions given in the box.

- a. Ask students to read the sentences carefully and make sure they understand what they have to do.
- b. Do the first sentence as an example. Then, ask students to do the rest.
- c. Go around the class to check whether everyone is doing the task and help students if needed.
- d. When students complete the task, ask them to share their answers and provide feedback on their answers.

Answers

a. pleasant b. stuff c. unbearable d. breathed a sigh of relief e. emerged

B. Answer these questions.

- a. Ask students to read the given questions. If necessary, explain them.
- b. Pair up students and ask them to underline/find the answers to the given questions from the text.
- c. Ask them to write the answers in their notebooks.
- d. Invite 2-3 pairs to share their answers to the class in turn.
- e. Let the class decide whether their answers are right or wrong.

Answers

- a. The speaker went to the market last Saturday.
- b. The speaker found going to the market before the festive season to be unpleasant due to the lack of parking spaces, the high prices, and the difficulty of finding the things they were looking for.
- c. The speaker returned to the car before his mother because he could not stand being among many other people.
- d. The beautiful songs and the air that smelled sweet and fresh made the speaker feel relieved as soon as he got back to the car.
- e. The mother looked exhausted when she appeared in front of the car.

C. Have you ever been to a market during a festival season? How did you feel when you were there? Share your experiences with your friends.

- a. Make sure that students understand what they are expected to do.
- b. Share your own experiences of going to a market during a festive season.
- c. Ask students to think about their experiences of going to a market during a festive season.
- d. Encourage students to share their experiences with the class.

18.7. Speaking

This is a speaking activity where students will have the opportunity to practise seeking confirmation.

Objective

Confirm the statements using question tags

Follow these steps:

A. Study these short dialogues carefully. Then, act them out with your peers.

- a. Ask students to study the given pictures and the dialogues.
- b. Perform the first dialogue with one of the students as a model.
- c. Make role cards and distribute them to students.
- d. Form pairs of students and ask them to perform their roles.
- e. Monitor students' performance in pair work and help them if needed.

B. Work in pairs. Take turns to ask and answer the questions. Use the clues.

- a. Ask students to read the instructions given in Activity B. Tell them to read the example provided.
- b. Invite a student and perform the dialogue with him/her using the first clue.
- c. Pair up students and ask them to perform similar dialogues using the clues from b-h.
- d. Move around the class to make sure that everyone is engaged in the assigned task.

C. Work in pairs. Take turns to say any statement and supply the correct question tag.

- a. First, make sure students understand the task.
- b. Ask one student to tell a statement and you supply a correct question tag.
- c. Repeat this, but this time, the student supplies the question tag.
- d. Now, ask students to work in pairs.
- e. Instruct them that one partner in the pair will tell a statement and the other will supply a question tag.
- f. The next time, they will switch roles.
- g. Monitor students' performance in pairs and help them if needed.

18.8. Writing II

This is the second writing task where students are expected to write an email or a letter describing their experiences of going to a market.

Objective

Write an email or a letter describing experiences of going to a market

Follow these steps:

Suppose you went to your nearest market last week. Write an email/a letter to your friend describing your experiences. Use the guidelines given.

- a. Discuss the basics of both email and letter. This includes the format, layout, and content of each type of communication.
- b. Present examples of both an email and a letter to help students visualize the different formats and layouts of each type of communication.
- c. Remind students to use the guidelines/clues given in the box.
- d. Assign this writing task as homework. Ask students to write whatever they like; an email or a letter.
- e. Check students' written work and provide necessary feedback.

Sample Email

From: sunnyb12@gmail.com
To: maiyat@yahoo.com
Subject: My market experiences
Dear Meena, I hope this letter finds you well. I'm doing great. Last month, I went to the nearest market with my parents to buy things for my birthday party. We got there around 11a.m. and it was already really crowded. There were so many people everywhere, it was hard to move around. I liked how everything was organized though. We bought a lot of stuff, including a new iPod for me. I'm going to use it to learn new things. I'll show you it when I see you next. We didn't finish shopping until 4 p.m. We were all hungry and tired, so we went to a restaurant for lunch. After that, we went home. It was a long day, but it was a lot of fun. I hope to hear from you soon. Best regards, Sunny

18.9. Grammar II

This is the second grammar section in this unit. Like the first grammar section, it is also about forming question tags.

Objective

Supply question tags to the statements

Follow these steps:

A. Read the following sentences and underline the question tags.

- a. Ask students to read the sentences given in Activity A carefully and identify the question tags.
- b. Remind them of the rules to form question tags. Ask them why those specific tags are added to the statements.

- c. When they complete the task, ask some students to read aloud their answers.
- d. Correct their answers if needed.

B. Complete the following dialogue with appropriate question tags. Then, act it out with your friend.

- a. Ask students to supply question tags and complete the given dialogue.
- b. Write the complete dialogue on the board and let students correct their work.
- c. Next, pair up students. Ask the pairs to act out the given dialogue.
- d. Move around the classroom and observe students' performance.

Answer

Nira: Hello, you are new to this school, **aren't you?**

Niraj: Yes, I am.

Nira: You've just moved here from Kavre, **haven't you?**

Niraj: That's right. It's nice here, **isn't it?**

Nira: Yes, it's great. Have you got any brothers or sisters?

Niraj: No, I haven't. But, you've a sister, **haven't you?**

Nira: Yes, I have. How do you know that?

Niraj: She's in my class. She is Laura, **isn't she?**

Nira: Yes, that's right.

Niraj: She has the same eyes and blonde hair like you, **hasn't she?**

Nira: Yes, we both look like our mum.

18.10. Project work

This is a project where students work in pairs to visit nearby restaurants, hotels, or tea shops and make a note of the items available there along with their prices. Then they need to discuss their findings with their partners using question tags for confirmation.

Objectives

Talk about the items available in restaurants or hotels

Follow these steps:

'Work in groups. Visit two nearby restaurants or hotels or tea shops and make a note of their items and prices. Talk about them with your partner. Use the question tags for confirmation.'

- a. Explain the instructions clearly and answer any questions that students may have.
- b. Divide students into groups of 4 and give them 2 days to collect the information from the restaurants or hotels, or tea shops.
- c. When they have collected the information, ask them to share their lists with the class.
- d. Next, ask them to discuss the items and prices in their groups using question tags.
- e. You can model a conversation with one of the students to demonstrate how to use question tags for seeking confirmation.

- f. Observe students' performance in groups and provide assistance if needed.

Unit: 19

Introduction

This is the last unit in the grade seven English textbook. It consists of twelve tasks from ‘Getting started’ to ‘Extra bit’. Teachers can follow the activities suggested below to facilitate their students’ learning. The table below summarises the tasks introduced in the unit.

S. N.	Topics	Tasks
1	Getting Started	Report the statements Listen and sing
2	Reading I: Elephants	Answer the pre-reading questions Solve the crossword puzzle Write True or False Answer the questions Describe the features of an elephant
3	Pronunciation	Pronounce the words related to animals
4	Speaking: Reporting Facts and Truths	Study the statements Report the statements
5	Grammar I: Reporting Statements	Report the statements spoken by a person Match the statements with the reported speech Report the given statements
6	Listening: A Voice Message	Answer the pre-listening questions Answer the questions Write the script of the audio recording
7	Writing I	Answer the questions Study the short messages Write short messages
8	Reading II: Use of a Personal Computer	Answer the pre-reading questions Match the parts of a computer with relevant information Write true or false Answer the questions Discuss the advantages of computer in student life
9	Grammar II: Zero Conditional	Study the example sentences Rearrange the given words to make meaningful sentences Use the correct form of verbs to complete the sentences
10	Writing II	Match the instructions with pictures Write a set of instructions for brushing your teeth

11	Project Work	Draw pictures to show instructions for operating an electronic gadget
12	Extra Bit	Read interesting facts about the human body
Total time for the Unit		10 Hours

Detailed classroom procedures for each task within Unit 19 are presented below. Teachers can follow these activities to facilitate language learning. There is still room for creativity to make the language learning activities even more interesting. In addition to the activities presented here, teachers can add some other tasks to teach and assess language skills and aspects throughout the unit.

19.1. Getting started

This is the first task of the unit. There are two sub-tasks. Learn the tune of the song before the class starts.

Objectives

- a. Read the statements and report them to someone
- b. Sing the song and answer the question

Follow these steps:

A. Read what Raju is saying. Tell your friends what he is saying.

- a. Ask one student to tell two sentences about himself/herself. For example, "I am 12 years old. I study in grade 7."
- b. Report the sentences to the class, using the speaker's name and the pronoun "he" or "she" as appropriate. For example, "Ankita said that she is 12 years old. She said that she studies in grade 7."
- c. Write the sentences spoken by Raju on the board.
- d. Ask students to look at the speech bubbles in their books and let some students read the sentences aloud to the class.
- e. Now, report one sentence from the speech bubbles to the class, using the speaker's name and the pronoun "he" or "she" as appropriate. For example, "Raju said that two plus two equals four."
- f. Next, ask students to report the remaining sentences in the same way.
- g. Elicit the responses such as: Raju said that two plus two is four. He said that the sun is a star. He said that there are countless stars in the sky. He said that the earth moves round the sun.
- h. Provide other simple sentences and make students practice reporting them in pairs.
- i. Help students if they need your support in reporting the sentences.

B. Listen and sing.

- a. Tell students to quickly read the lines of the song.
- b. Ask if anyone can sing the song in a tune. If so, let the student(s) try singing the song in a tune. Ask others to repeat after him/her. Next time, sing the song together with students.
- c. If students cannot sing the song in a tune, sing it to them. Ask students to repeat each line after you. When they learn the tune, sing the song together for fun.

- d. Ask students to guess the names of three animals described in the song. Elicit the responses such as: snail, lion, shark.
- e. If students are unable to make the guesses, tell them the correct answers.

19.2. Reading I

The first reading text in this unit is a description of an elephant. The text states some facts about the elephants.

Objectives

- a. Learn the words: mammals, species, continents, rainforest, scrub, tusks, evolve, dominant, gathering, worn down, consuming, matriarchal, herds, pregnancy, bachelor
- b. Read the text and do comprehension tasks

Follow these steps:

Pre-reading activities

- a. To warm up, begin the class by telling an interesting fact about any animal. You can also ask interested students to share amazing facts about some animals.
- b. Ask students to answer these pre-reading questions:
What are the largest animals on Earth? Make a list of five animals.
What animal do you think is the largest of them all?
- c. Elicit responses from students, such as: Blue Whale, African Elephant, Giraffe, Ostrich, Saltwater Crocodile, White Rhinoceros, etc.
- d. Ask the questions to the whole class. Do not interrupt students while they are speaking, even if their answers are incorrect.
- e. Share your answer and provide feedback on students' responses.
- f. Write these words on the board: mammals, species, continents, rainforest, scrub, tusks, evolve, dominant, gathering, worn down, consuming, matriarchal, herds, pregnancy, and bachelor.
- 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. Provide visual aids, examples, and definitions to help students understand the meaning of these words.

While-reading activities

- a. Read aloud the text for the first time.
- b. Then divide the class into nine groups or pairs as there are nine paragraphs in the text. Number the paragraphs (1-9).
- c. Now get nine stripes of paper with the numbers (1, 2, 3, 4, 5, 6, 7, 8, 9) written. Fold the papers and ask each group or pair to pick up one.
- d. Now, ask each group or pair to read the paragraph they have been assigned and discuss the content.
- e. Then, let one member from each group or pair explain the paragraph to the whole class. Start from paragraph 1.
- f. Once all the groups or pairs have explained the paragraphs assigned to them, retell the complete text once again covering the information missed by any of the groups.

A. Solve the crossword puzzle.

- a. Tell students to read the text and find the words for the given meanings in Activity A to solve the crossword puzzle.
- b. Ask students to find the word for the meaning "a large group of animals that lives and feeds together" which starts with the letter "H". Elicit the answer: herd.
- c. Now, ask them to do the task individually. Remind them that there are clues (meanings and the initial letters) to find out the words.
- d. Move around the classroom to identify students who need your help to complete the task. Provide them with individualized support while others work independently.
- e. Once students complete the task, have some students share their answers with the class.
- f. Write the correct answers on the board, and let students know if they need to make any corrections.

Answers

1. Herd
2. Dominant
3. Matriarchal
4. Mammal
5. Species
6. Tusks
7. Pregnancy
8. Gathering
9. Scrub

B. Write whether the following statements are True or False.

- a. Now, ask the students to read the text again and write whether the statements in Activity B are true or false.
- b. Move around the class and monitor students' activities.
- c. When they complete the task, ask each pair to share their answers with the class.
- d. After one pair reads the answer, have the other pairs give their feedback. You can also offer your own feedback if you have any.

Answers

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

C. Answer these questions.

- a. Ask students to go through the text again and find the answers to the given questions. Do the first one or anyone as an example to the whole class.
- b. Assign the task as an individual work and make sure that everyone is involved in the task.
- c. Move around the classroom and provide assistance to students who are having difficulty understanding the questions or finding the answers.
- d. Once they are done, ask them to exchange their work with a partner for peer checking.
- e. Check their answers and provide feedback.

Answers

- a. Elephants look unique because of their unique physical structure.
- b. African elephants live in Sub-Saharan Africa and the rainforest of Central and West Africa.
- c. The average age of Asian elephants is 60 years.
- d. Human beings are left and right-handed. In a similar way, elephants are also either right-tusked or left-tusked.
- e. Elephants care for weak and injured members by paying close attention to their well-being and by taking care of them.
- f. Male elephants quit their herd at 8 to 13 years of age.

Post-reading activity

Have you or any of your friends ever seen an elephant? Where did you or they see it? Describe the features of an elephant to your friends.

- a. Start by asking students if they have seen an elephant or if they have heard about elephants from their friends who have seen it.
- b. Then, ask them to work in groups of four to discuss the features of an elephant. One member of each group will take notes on the main points of the discussion.
- c. To guide the discussion, write the following questions on the board:
What are the different parts of an elephant's body?
What are the functions of the different parts of an elephant's body?
How tall is an elephant?
How big are the elephant's ears?
What physical features make an elephant look different from other animals?
- d. After the discussion, have each group present their findings to the class.
- e. Provide feedback on the students' presentations.

19. 3. Pronunciation

In this section, students will learn the pronunciation of some words related to animals.

Objective

Pronounce the target words correctly

Material

Audio recording of the pronunciation of the target words

Follow these steps:

- a. Write the words given in the box on the board.
- b. Pronounce each word slowly and clearly. Alternatively, play the audio recording of the pronunciation of the target words.
- c. Have students repeat each word after you or the recording.
- d. Ask students to write the pronunciation of the given words using the dictionary. Assign this task as homework.
- e. Encourage students to use a digital dictionary if they have and listen to the pronunciation of the words.

19.4. Speaking

In this section, students will practice reporting the statements and facts.

Objective

Report the statements and facts.

Follow these steps:

- a. Ask students to read the statements about elephants given in the speech bubbles silently.
- b. Write the statements on the board.
- c. Make one sentence reporting what has been said about the elephants. For example, "Dorje said that elephants are the world's largest land animals."
- d. Explain to students that we can use reporting verbs such as said, told, asked, etc. to report the already said statements. Give plenty of examples of reporting statements.
- e. Ask students, in turn, to report the statements in the speech bubbles.
- f. Provide feedback on students' responses.

19.5. Grammar I

In this grammar task, students will learn to report the statements about universal truth.

Objective

Report the statements of universal truth

Follow these steps:

- a. Write all the sentences that the boy said on the board.
- b. Tell students that all the statements said by the boy are true.
- c. Explain that such statements of facts do not get changed while changing them into reported speech.
- d. Change some of the statements into indirect speech so that students can see the process of reporting the statements of universal truth.
- e. Now, tell students to write the sentences reporting the statements given in the exercise.
- f. Go around the class and monitor students' activity. Help them if needed.
- g. After they complete the task, ask some students to share their answers with the class.
- h. Correct their answers if needed.
- i. Next, ask students to match the statements in Activity B with their reported speech.
- j. Write the answers on the board and have students correct their answers if needed.
- k. Pair up students and instruct them to report the statements from a-g given in Activity C.
- l. Once they complete the task, have some students read aloud their answers to the class.
- m. Acknowledge their answers and provide them with feedback.

B. Answers

- a. He said that knowledge is power.
- b. The teacher told us that the Sun sets in the west.
- c. My father said that the Earth is round.
- d. She said that all humans are born equal.
- e. Chitra said that man is mortal.
- f. She said that honesty is the best policy.

g. Mr. Sen said that truth always wins.

C. Answers

- a. Nita said that the sky is blue.
- b. Sabin told me that the Earth rotates on its axis.
- c. Nabina said that there are seven days in a week.
- d. The science teacher said that diamond is the hardest element.
- e. Our English teacher said that sentences in English are separated by a full stop.
- f. My mother said that dark clouds are the signs of rain.
- g. Our geography teacher told us that it's very cold at the North and South Poles.

19. 6. Listening

In this section, students will listen to a voice message sent by one person to her friend.

Objective

Extract the required information from an audio text to complete the comprehension tasks

Materials:

Audio file and audio player

Follow these steps:

A. Answer these questions.

- a. Ask the following questions to students:
What is a voice message?
When do you leave a voice message?
- b. Encourage all students to answer these questions.
- c. Listen to students' answers and write some representative answers on the board.
- d. Conclude the pre-listening discussion with your answer to the two questions.

Possible Answers

- a. A voice message is an audio recording that is sent through various electronic devices, such as smartphones, computers, or voicemail systems.
- b. A person leaves a voice message when s/he is unable to get in touch with the recipient through a phone call or text message. It is common to leave a voice message when the recipient is unavailable or unreachable, such as when they are in a meeting, driving, or in a place with poor network coverage.

B. Listen to the audio and answer using no more than two words.

- a. Inform students that they are going to listen to the audio and write the answers to the questions from a-f in two or less than two words.
- b. Instruct them to read the questions thoroughly.
- c. Play the audio for the first time and ask students to listen to it carefully. Provide a transcript if anyone has hearing difficulties.
- d. Play the audio for the second time and ask them to write the answers to the questions in their notebooks.

- e. Go around the class and check whether all students are engaged in the assigned task.
- f. Play the audio again and ask them to make sure that they have answered correctly.
- g. Check that all students have completed the task.
- h. Play the audio once more and let students review their answers.

Answers

- a. Next month
- b. A party
- c. 14th July
- d. At 7:30
- e. Highbridge
- f. Strawberry ice-cream

Post-listening activity

Listen to the recording and write everything you hear. Your teacher will pause the audio for you to write.

- a. Instruct students that they will listen to the audio again and write everything they hear.
- b. Start playing the audio and make a pause when the speaker finishes one sentence.
- c. Make sure that all students have written the sentence.
- d. Continue this process until students finish writing the last sentence of the audio.
- e. Write the script of the audio on the board and let students correct their work.

19.7. Writing I

In this section, students will study some short messages and then write some short messages to someone in a template.

Objective

Write short messages

Follow these steps:

A. Look at the text you wrote in 'C' above in the listening section. Read it and answer these questions.

- a. Ask students to read the message they wrote in their notebooks in the listening task.
- b. Ask them the following questions:
 - What is the text
 - Who has left it?
 - What is it about?
- c. Elicit the responses such as:
 - The text is a message.
 - Ellen has left a message.
 - It is about an invitation to the party.
- d. Ask any five students to read five short messages given in Activity B.
- e. Tell students to pay attention to the parts of a short message and its format.

- f. Write one similar message on the board and let students observe. Ask them to copy the message in their notebooks.
- g. Ask students to read the situations in Activity C and write messages to their friends.
- h. Assign this task as homework.
- i. The next day, have students share their messages with the class and provide them with feedback.

Sample Messages

- a. Hey Samira,
I heard that Dashain is around the corner. I just wanted to wish you and your family a wonderful time filled with joy and happiness.
Happy Dashain!
Nina.
- b. Hi Aman,
Just a friendly reminder that school starts at 9:00 a.m. tomorrow. Make sure to get a good night's sleep and have a great day at school!
Best regards,
Maya
- c. Hey Rohit,
I just found out that the cricket match scheduled for tomorrow has been postponed. The new date for the match is the day after tomorrow.
Hope to see you there!
Manav

19.8. Reading II

This is the second reading text in Unit 19. It instructs students how to use a personal computer. Teachers are suggested to take their students to the computer lab and teach this text, if possible.

Objectives

- a. Learn the words: device, era, monitor, numerical, erase, hand-held, cursor, externally
- b. Read the conversation and do the comprehension tasks

Follow these steps:

Pre-reading activities:

Look at the picture and answer these questions.

- a. Show the picture of a computer in the text and ask the following questions to the students:
What do you see in the picture?
Do you have any of these devices at home/school?
If yes, what do you use it for?
- b. Encourage students to speak out and try to get as many responses as possible.

- c. Write the following target words on the board: device, era, monitor, numerical, erase, hand-held, cursor, externally
- d. Pronounce the words several times and ask students to repeat after you.
- e. Ask students to look up 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. Take your students to the computer lab.
- b. Tell students that they are going to learn about computers and how to use them.
- c. Share some interesting facts about computers to the class.
- d. Read the text about computers at a normal speed for the first time. Ask students to point to the lines as you read.
- e. Ask some students to read different paragraphs turn by turn.
- f. Display the parts of a computer and their functions.
- g. Ask 2-3 students to show the parts of a computer and explain their functions as mentioned in the text.
- h. You can also administer a quiz to summarize the text and assess your students.
- i. Ask students to complete Activity A and Activity B in their textbooks.
- j. After they complete the activities, ask some students to share their answers to the class.
- k. Correct their answers if needed and ask other students to review their answers.
- l. Ask students to go through the text again and find the answers to the questions from a-f in Activity C.
- m. Ask them to underline the answers in their textbooks first and then write the answers in their notebooks.
- n. Go around the class and check whether all the students are involved in the assigned task. Identify students who need your support and help them locate the answers in the text.
- o. Display/write the correct answers on the board so that students can compare and correct their answers.

A. Answers

- a. Power button helps to switch on the computer.
- b. Monitor is the computer screen.
- c. Keyboard helps us type documents.
- d. Home button leads to the beginning of the document.
- e. Backspace erases text on a document.
- f. Mouse pad is available on a laptop computer.

B. Answers

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

C. Answers

- a. A computer is an electronic device.
- b. A user should first press the power button to start a computer.
- c. A computer screen is similar to similar to a television screen.
- d. There are 12 function keys on a keyboard.

- e. The mouse moves the cursor on the screen.
- f. A user should turn off the computer properly and remove the power cables if there are any.

Post-reading activity

Do you, your family or your friends have a computer at school or at home? What do you or they use it for? Discuss its advantages in student life.

- a. Ask students if they have a computer or a laptop at home or school.
- b. Ask them for what purpose they use a computer.
- c. Ask some students to share their answers with the class.
- d. Divide the class into groups of 3-4 students.
- e. Ask students to discuss the advantages and disadvantages of computers for students. Tell one of the members in each group to note the main points of discussion in the notebook.
- f. Have one of the students from each group share the main points of the discussion with the class.
- g. Conclude this activity with your ideas on how computers are helpful in student life with examples and supporting details.

19.9. Grammar II

It is the second grammar task in this unit. In this section, students will learn the structure and use of zero conditional sentences.

Objective

Make zero conditional sentences

Follow these steps:

A. Study the following sentences.

- a. First, read all the sentences aloud in the class, giving more stress on the words in red. Ask students to listen carefully and point to the words.
- b. Now, ask students to study the sentences silently.
- c. Tell students that the sentences are all zero conditional sentences.
- d. Introduce the concept of the zero conditional. Explain that it is used to talk about things that are always true or happen repeatedly in a cause-and-effect relationship.
- e. Use real-world examples that students can relate to. For example, you can talk about the weather, natural phenomena, or everyday activities.
- f. Give examples of the zero conditional using simple present tense verbs, such as:
If it rains, the ground gets wet.
If you touch fire, you get burned.
If you heat water, it changes into vapour.
- g. Explain the sentence structure of the zero conditional:
If + present simple, present simple.
Present simple + if + present simple.
- h. Ask students to write any two zero conditional sentences in their notebooks.
- i. Have them read their sentences. Provide them with feedback if needed.

B. Rearrange the given words to make meaningful sentences.

- a. This is a practice exercise in which the students make meaningful sentences using zero conditional structure.
- b. Ask students to study the example in the book carefully.
- c. Provide a few more examples on the board and let students observe the formation of zero conditional sentences.
- d. Now, ask students to work in pairs and do the task.
- e. When they complete the task, ask some pairs to share the answers with the class.
- f. Tell the correct answer and ask students to make necessary corrections.

Answers

- a. If you want to be successful, don't waste your time.
- b. If people throw waste everywhere, pollution increases.
- c. If we do regular exercises, our muscles become strong.
- d. If we don't eat a balanced diet, we become weak.
- e. If we plant trees, they give off oxygen.

C. Use the correct forms of verbs from the brackets to complete the sentences.

This is also a practice exercise in which students are expected to complete the sentences using the correct forms of verbs to form zero condition sentences.

- a. Ask students to fill up the blanks with the correct forms of the given verbs in the sentences from a-i.
- b. Move around the class and make sure that students are engaged in the assigned task.
- c. Identify students who need your support and help them while other students work independently.
- d. When they finish the task, tell the correct answers.

Answers

- | | | | | |
|----------------|--------|-------------|------------|--------|
| a. becomes | b. mix | c. heat | d. expands | e. are |
| f. switches on | g. get | h. wakes up | i. pour | |

19.10. Writing II

In this section, students will study a set of instructions and then write a set of instructions for brushing the teeth.

Objective

Write a set of instructions for brushing the teeth

Follow these steps:

A. Read the instructions for washing hands properly. Match the instructions with the correct pictures.

- a. Ask students to read the instructions in the left and also to observe the pictures in the right.
- b. Explain each step of washing hands clearly with action.
- c. Now, ask students to work in pairs and match the instructions with the corresponding pictures in their textbooks.

- d. Once they complete the task, observe their work and provide them with necessary feedback.
- e. Take the students outside the classroom (if possible) and have 2-3 students demonstrate the instructions for washing hands clearly.
- f. Remind students to pay attention to the structure of the sentences used to give instructions for an activity.
- g. Have 2-3 students retell the set of instructions for washing their hands.

Answers

1. Fifth picture
2. Last picture
3. First picture
4. Sixth picture
5. Second picture
6. Fourth picture
7. Third picture

B. Write a set of instructions for brushing your teeth. Use the given clues.

- a. Instruct students to review the instructions from Activity A. Remind students of the structure and sequence of a set of instructions.
- b. Write a model set of instructions on the board. Choose an activity that is familiar to students, such as making a cup of tea or preparing a paper boat. Explain that instructions usually begin with verbs, follow a sequence, and are written in short, clear sentences.
- c. Pair up students and have them write a set of instructions for brushing their teeth. Provide them with the clues in the box as a guide.
- d. Move around the classroom and make sure that students are staying on topic. Identify any struggling pairs and assist them while other students work independently.
- e. When students have completed the task, have them read their instructions aloud to the class. Encourage other students to provide feedback.
- f. Check students' written work and provide them with feedback. Make sure that the instructions are clear, concise, and easy to follow.
- g. Write a complete set of instructions for brushing your teeth as follows:

Sample Instructions for Brushing the Teeth

1. Soak the brush in water.
2. Put toothpaste on the toothbrush.
3. Brush your teeth gently moving the brush back and forth in small circular motions.
4. Brush the front, back, and chewing surfaces of all teeth.
5. Spit out the toothpaste.
6. Rinse your mouth with water.
7. Rinse your brush properly.
8. Store your brush in a clean, dry place.

[Note: Writing a set of instructions can be a challenging task for some students. Therefore, it is important to be patient and encouraging as they learn. Expose students

to multiple sets of instructions for a variety of daily activities before expecting them to come up with a set of instructions on their own.]

19.11. Project work

This is a project where students are required to draw pictures to show the instructions found in the operational manual for an electronic gadget and then display the set of pictures to the class.

Objective

Draw pictures to show a set of instructions

Materials

Operation manuals of electronic gadgets

Follow these steps:

- a. Collect samples of the operation manuals of a few electronic gadgets and show students how the pictures/diagrams in the manuals illustrate the instructions.
- b. Inform students that they will be in a group to draw pictures representing instructions found in the manual of an electronic gadget.
- c. Divide students into different groups.
- d. Ask each group to find the operation manual for an electronic gadget that they use at home or school.
- e. Tell them to draw pictures on a chart paper representing the instructions to operate the gadget.
- f. Remind them to make the pictures as clear as possible.
- g. Provide sufficient time for this task. You can assign this task as homework.
- h. Once all the groups submit their works, display the chart papers on a display board or classroom wall.
- i. Ask students to observe each other's work and vote for the best set of pictures based on criteria such as clarity and creativity.
- j. Decide the best set of pictures based on students' choice and congratulate the winners.
- k. Provide constructive feedback on students' efforts.

Scripts of the Listening Texts

Unit 1

Mr. Peterson, let me introduce you to our new staff. His name is Thomas.

Peterson: Nice to meet you, Thomas.

Thomas: Nice to meet you too, Mr. Peterson.

Peterson: I hope you will be enjoying here.

Thomas: I hope so. Thank you very much sir.

Unit 2

A: How long are we allowed to go for lunch?

B: It is 30 minutes for lunch break.

A: If it is only a 30 minute break, can I leave 30 minutes early?

B: I'm afraid, you can't.

A: And, is there a strict policy on working hours?

B: Yes, there is. Everyone has to start work at 8:00 a.m. and finish work at 4:00 p.m.

A: Are we allowed to start work an hour later if we work an hour more?

B: No, we aren't. There's no flexi time.

A: What is the dress code here? Are we allowed to wear casual clothes on Friday?

B: No, we aren't. We need to wear a uniform every day we come to work.

A: Are there any more questions? I think we should get back to work.

B: Oh, just one more question. If I have ten vacation days, am I allowed to use them all at once?

A: Yes, you can but you need to give one month notice.

B: Thank you for answering all the questions. I really appreciate that.

Unit 3

Number 1

A: Hey, Lisa I am going to the new art gallery on a weekend. Would you like to come with me?

B: Sorry, I can't. I have to study for exams on the weekend.

Number 2

A: Some of my friends and I are going to sing Karaoke tonight. Do you want to join us?

B: Thanks, I'd love to. It sounds like fun.

Number 3

A: There's a technology show at the International Convention Centre. Would you like to go?

B: Yes, I'd love to. Will they have smartphones? I need a new one.

Number 4

A: Hey, Jim, we're going to see a concert tonight at the stadium. I was wondering if you'd like to go.

B: Thanks for asking but I have to work tonight.

Number 5

A: Tony, there's a big sale at central. Do you want to come with me? We could get some cheap brand name clothes.

B: Sure. I love buying brand name clothes.

Number 6.

A: Hey, BJ, there's a new horror movie playing tonight. I'm going with some friends. Can you come?

B: Sure. I love horror movies. What time are you going to meet?

Unit 4

Hello, my name is Martha and I'm from Taiwan. I'm a flight attendant with China airlines, but I usually celebrate my birthday with my family. We go to a restaurant in the evening and eat dumplings and noodles. My parents and my grandmother always give me money. This year, I'm going to have a party. I hope all my friends can come.

Hi, I'm Kenji and I live in Tokyo. My birthday is on May 14. I often go to the park and have a picnic with my friends. I don't usually celebrate my birthday with my family, but they buy me presents. This year, I'm going to be 18, and my mother and father are going to buy me a guitar.

My name is Sunhi and I'm from Busan in Korea. It's my 20th birthday next week. 20 is a very special age in Korea. So, my friends are going to have a party for me. I don't always have a party. In fact, I usually don't celebrate my birthday at all. But my mother sometimes cooks a special meal for my family.

Unit 5

1.

A: I'm bored.

B: Why don't you read a book?

A: Nah, I don't feel like reading.

2.

A: I'm hungry. Let's get something to eat.

B: Why don't we order pizza?

A: That's a good idea.

3.

A: Let's do something tonight.

B: How about seeing a movie?

A: Sure. What movie do you want to see?

4.

A: I've got a headache. Why don't you take an aspirin and rest?

B: Thanks, I will.

5.

A: Where should we meet?

B: How about the coffee shop next door?

A: It's too noisy. Let's go some place quiet.

6.

A: I need some exercise.

B: How about going for a walk with me?

A: Sure. I'll get my shoes.

7.

A: That was a long day. I'm exhausted.

B: Why don't we go to bed early?

A: I can't. I still have work to do.

8.

A: I'm broke.

B: Why don't you borrow some money from your brother?

A: I can't. He's broke too.

Unit 6

What are needs? Needs are things that you must have to live, like food, water, air and shelter. We need food to eat and water to drink to help keep our bodies healthy. We need air for our lungs to breathe, and we need shelter like a house or an apartment to keep us safe. What else do you need? We all have different needs to stay safe and healthy. What are wants? Wants are things you would like to have, like toys, games, candy and computers. Ones might be fun to have or they might even make your life easier but you don't need them in order to survive. What types of things do you want? Sometimes it can be difficult to decide if something is a need or a want. Let's look at a few examples and see what you think. Humm, a hamburger. Is that a need or a want? Well, you do need food to survive, but do you have to have a hamburger? No. That is just might be the type of food you want. How about trees and plants? Are those things that we need or want? Well, plants are really important because they create other things that we need, like oxygen to breathe, and a lot of the food that we eat comes from plants.

Unit 7

What are your bad habits? I think everyone has bad habits. Not everyone agrees on what bad habits are. Some smokers don't think smoking is a bad habit. In Japan, slurping your noodles is a sign that you enjoy your food. But making a noise while eating in England is not good. Have you ever tried to break your bad habits? I have quit smoking. I wish other people would stop their bad habits. I get annoyed when people are late for meetings or talk loudly on their phones in public. I also think many motorists need to think about their driving habits. Perhaps I should probably point out their bad habits.

Unit 8

Peter: Hi, Mary. What did you do last weekend?

Mary: I did a lot of things. On Saturday, I went shopping.

Peter: What did you buy?

Mary: I bought a new dress. I also saw a movie at the cinema.

Peter: Which movie did you see?

Mary: Jurassic Park Three.

Peter: What did you do after?

Mary: Well, I went home, took a shower and then went out.

Peter: Did you eat in a restaurant?

Mary: Yes. Tom and I ate at the Green Steak.
Peter: Did you enjoy your dinner?
Mary: Yes, we enjoyed our dinner very much. And, you, Peter, what did you do last weekend?
Peter: Unfortunately, I didn't go out this weekend.
Mary: What did you do?
Peter: I had a cough and a fever and I stayed home
Mary: Poor you.

Unit 9

My mother and father are very different. My mum is older than my dad, but my dad looks older than my mum. My dad is more active because he plays sports. My mum is more talkative. She loves to talk with people. My dad is taller than my mum. My mum is shorter than my dad.

Los Angeles and San Francisco are both in California, but they are very different. San Francisco is smaller than Los Angeles. It is also colder. Los Angeles is bigger than San Francisco, but San Francisco is more expensive. It is harder to find housing in San Francisco. I think San Francisco is a better place to live.

Unit 10

A: What are you going to do here, Grandma?
B: Well, I'm going to make pizza.
A: Can I help you?
B: Yes, but you should wear an apron.
A: Perfect. First, we must mix everything in order to obtain the dough. Now, we must roll the dough with the rolling tin.
B: Can I slice the onion?
A: No, you shouldn't.
B: Why not?
A: Because your eyes may start to burn. But you can cut the bacon. You must be careful with a knife. And, you shouldn't cut it so fast. Now, we must put it in the oven.
B: How long should we bake our pizza?
A: We shouldn't bake it for more than 15 minutes.
B: It could get burned.
A: Let's eat pizza now. You must be very hungry.
B: Grandma, could you pass me the ketchup please?
A: Of course. Here you are.
B: Thanks. I would like an ice cream now. Let's go to the park and have some ice cream.
A: Shall I take my bike, too? Shall I take my roller skates?
B: Sure. You can take your bike and roller skates too.

Unit 11

A: What did you buy at the shop, John?
B: Try to guess. It's made of plastic and metal. It needs electricity to work. It is used for keeping the room cool.

- A: Is it a fan?
B: Correct. The next thing I bought is rectangular and is very soft. It is used for sleeping.
A: Is it a pillow?
B: Correct. The third thing I bought is used for moving things around in the garden. It is made of metal. It has one wheel and two handles.
A: Is it a wheelbarrow?
B: Yes, it is. The last thing I bought is a brown powder and it is used for giving us energy.
A: You bought coffee?
B: Correct.

Unit 12

- A: Hey, Tom, tell me. Do you have any new friends in school this year?
B: Yep.
A: Well, tell me about them.
B: What are their names?
A: Well, there's Patrick, and then there's Marcel.
B: Tell me about Patrick first. What does he look like.
A: He's got short, black, straight hair like me but he's a little taller than I am.
B: And, what's he like? What kind of person is he?
A: He's pretty funny. He's always telling jokes in class. Patrick just keeps on talking and talking.
B: So, tell me about Marcel. What does he look like?
A: He's a lot shorter than Patrick. And he has brown hair, round face, and he wears glasses. I think he looks like Harry Potter.
B: Hey, can he do magic?
A: Who? Harry Potter?
B: No, your friend Marcel.
A: May be, I don't know.
B: And so what kind of person is Marcel?
A: He's like me, I guess. We both like to play video games and we always talk about video games at lunch.
B: Video games, huh? Hey, Mum's out shopping right now. So, do you want to play that new video game that you got last week?
A: Okay.

Unit 13

- A: So, Billy, are you good at sports?
B: I am pretty good at sports.
A: I can play basketball and baseball and I can run pretty fast, but I cannot jump that high.
B: Can you play soccer?
A: No, I cannot play soccer well because I am not good at kicking the ball.
B: Can you sing well?
A: No, I can't sing at all.
B: Can you play an instrument?
A: No, I cannot play an instrument.

- B: No, I cannot play an instrument either. I have no talent in music.
A: Are you good at cooking?
B: I cannot cook very well. I can only make basic things.
A: Oh, yeah. What can you cook?
B: I can cook an omelet and I can bake cookies. That's all I can do.

Unit 14

The Panama Canal is an artificial waterway in the Central American country of Panama that connects the Atlantic and Pacific Ocean. It is only 82 kilometers long. It takes around 8 to 10 hours to cross the canal. The French started building the canal in 1881, but they couldn't finish it. The project was started again in 1904 by the United States and the canal was finally finished in 1914. Many people died while they were building the canal. Some say up to 25,000. For the rest of the 20th century, the United States controlled the canal but gave control back to Panama in 2000. Every year, around forty thousand ships come through the canal. These are mostly commercial ships. They transport goods for trade between Asia and America or Europe.

Unit 15

Here's the weather. Welcome to the weather forecast. Now, let's see what the weather is like today. In the north of the country, it's very windy and cold. There's a chance of some rain too. So, don't leave home without your umbrella. The temperature is around 10 °C. In the east, it's rainy all day today. There may be a thunderstorm in the afternoon. The temperature is a bit higher at around 13 degrees. In the west and middle of the country, the weather is dry but cloudy. So, no rain for you but it is quite windy and the temperature is just 10 degrees. The south of the country has the best weather today. It's cloudy most of the time but sunny in the afternoon. The temperature is around 15 degrees.

Unit 16

- A: Welcome home, dad.
B: Oh, Emily. How are you today?
A: Fine.
B: Good. And how was school today?
A: Really fun.
B: Good. And what did you do?
A: We made books.
B: You made books? Okay.
A: And what else?
B: We made paper kangaroos.
A: You made paper kangaroos? Okay. And what did you need to make paper kangaroos? What kind of supplies did you need?
B: We used crayons, paper, glue and we had to follow directions.
A: Well, good. And then mum said that you went to the junior high school.
B: I rode my bike in a tennis court.
A: Did you go by yourself?
B: I went with the whole family. And we went with Nathan, Sarah, Rachel.
A: You went with your cousins

- B: And my mum?
A: Well, that's great. Well, let's get ready for dinner.
B: Okay.

Unit 17

- A: Wow!
B: What?
A: I've won a competition.
B: Have you? Fantastic. What's the prize?
A: A weekend for two: train travel, hotel, museum tickets.
B: Really? That's great.
A: But we have to use it the weekend after next.
B: So, that's Saturday the 20th.
A: Yes.
B: We have to go to John and Charlotte's wedding. Remember?
A: Oh no, I forgot about that. What a pity!
B: Okay. So, who do we know who could use the prize?

Unit 18

- A: So, Hana, tell me, do you cook much?
B: Yes, I always cook. I often cook with my roommate. How about you?
A: Well, I don't really cook that often because I'm really busy during the week. So, I always get something in the shop and eat that. So, do you ever eat out?
B: Only occasionally. How about you?
A: Well, I always cook. So, I normally go and eat out on the weekend with my friends or family.

Unit 19

Hi, Nadia. Ellen here. I've got some fantastic news. Next month, we're moving into our new house. Isn't that great? And, we're having a party to celebrate. Would you like to come? We're moving on 28th June. But the party is not until the 14th July, 1 day after your birthday. You and Max come any time, of course, but the party won't start until 7:30. Our house is in Hampton. There's no number, just a name Highbridge. That's H-I-G-H-B-R-I-D-G-E. I'll email you directions later. Don't bring any presents but can you make some of your delicious homemade strawberry ice cream? Bye.