

# Teacher's Guide

Feedback Copy

## English 10

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

**Publisher**

Ministry of Education, Science and Technology

**Curriculum Development Centre**

Sanothimi, Bhaktapur

© Publisher

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

First Edition: 2024

Printed by:

## Preface

Curriculum, textbook and teacher's guide are the minimum tools and resources to be used by a teacher. These resources enable the teachers to execute teaching learning activities smoothly in the classroom. This teacher's guide has been developed to assist the teachers teaching English in Grade 10. It is fully based on the contents and tasks of Grade 10 English textbook developed by the Curriculum Development Centre. It contains a detailed description of how an English teacher is expected to carry out English language learning activities in the classroom with reference to the English textbook for Grade 10 published by CDC.

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

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

Curriculum Development Centre  
Sanothimi, Bhaktapur

## Table of Contents

Contents	Page No.
About the Teacher's Guide	1
Introduction	1
Basic considerations for learning facilitation and using the teacher's guide	1
Unit 1: Current Affairs and Issues	5
Unit 2: Festivals and Celebrations	21
Unit 3: Health and Wellness	36
Unit 4: Work and Leisure	56
Unit 5: Science and Experiment	73
Unit 6: Food and Cuisine	87
Unit 7: Cyber Security	105
Unit 8: Hobbies and Interest	122
Unit 9: History and Culture	136
Unit 10: Games and Sports	153
Unit 11: Ethics and Morality	172
Unit 12: Nature and Development	186
Unit 13: Population and Migration	203
Unit 14: Travel and Adventure	219
Unit 15: People and Places	232
Unit 16: Success and Celebration	247
Unit 17: Countries and Towns	266
Unit 18: Media and Entertainment	278
Listening Script	293



# About the Teacher's Guide

## Introduction

This teacher's guide is a self-help book for teachers particularly teaching English in Grade 10. It has been prepared to help teachers teaching Grade 10 English textbook effectively and it has been structured in such a way that teachers find comprehensive guidelines in it to deal with all the activities of the book. This book includes lesson outlines with step-by-step direction to teach each and every activity. Each activity focuses on developing specific skills and knowledge and the book offers a variety of activities to facilitate the tasks of the textbook and sustain the interest and motivation of the students. It is, however, true that teacher is the key actor to deliver the curricular contents in the classroom; the activities suggested here in this book are only the examples. A teacher can adopt or adapt these activities as per the classroom context and students' needs.

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

### Organisation of the teacher's guide

Each unit of the teacher's guide starts with a unit introduction. There's a table which reflects the topics and the activities included in the unit of the textbook of Grade 10 English. The procedures for dealing with each section and task of the textbook have been suggested along with the objectives and materials. The words: activity, task and exercise have been used interchangeably in this teacher's guide.

### Interrelationship among curriculum, textbook and teacher's guide

The teachers need to study the curriculum and textbook to see their interrelationship and deliver the lesson as per the intention of the curriculum. This teacher's guide is fully based on the English textbook for Grade 10. It helps in dealing with all the tasks of each unit in the textbook. The activities in this teacher's guide are presented in the same order of the textbook, i.e. unit-wise, section-wise and task-wise. The words: unit, topic, sub-topic/section, task and exercise written in this guide represent the respective parts of the textbook.

### Principles of learning facilitation

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

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

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

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

### **Communicative tasks**

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

### **Providing a correct language model**

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

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

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

### **Integration of different skills**

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

### **Addressing diversity and promoting inclusiveness**

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

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

**Assessment as, for and of learning**

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

**Provision for remedial teaching**

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

**Linking learning with the prior knowledge of students**

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

**Opportunity for expression**

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

**Considering the interest of the child**

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

**Assessing and reviewing students' progress**

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

**Bringing variety in activities**

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

**Providing opportunities for making presentations**

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

**Using dictionary**

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



**Using fun activities**

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

**Using audio for listening task**

The English textbook for Grade 10 has a listening task in each unit. Using audio is mandatory for the listening task. Teacher can access the audios from the CDC website: [www.moecdc.gov.np](http://www.moecdc.gov.np)

-o-

## Unit 1

### Current Affairs and Issues

The first unit of the textbook is based on the theme of current affairs and issues. The reading and listening texts of the chapter delve into issues of the advancement that technology has brought, and the pressing issues of climate change. Similarly, the speaking and grammar sections examine the use of reported speech and the change of tenses in indirect speech, allowing us to convey information in different contexts effectively.

This unit attempts to raise awareness about climate change and encourages students to consider their role in the conservation of the environment. The writing skill provides an opportunity for students to write a letter to their municipality or rural municipality, advocating for the involvement of child representatives in decision-making processes related to children's issues. Furthermore, students engage in a project work where they collect and present current world affairs in the form of a newspaper's front page, fostering critical thinking and research skills. Finally, the extra bit suggests the reading comprehension techniques to students.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and talk about them.
2.	Reading I News article: How Driverless Cars Will Change our World	Pre-reading questions Match the words with the correct meanings in context. Sentence completion Short-answer questions Post reading question
3.	Pronunciation	Write the phonemic transcription of the given words.
4.	Speaking: Reporting statements	Report the given statements. Report the given statements as shown in the example. Play the whisper game.
5.	Grammar I: Reported Speech	Match the statements with the correct reported speech. Complete the sentences with the correct reporting verbs.
6.	Writing I: Newspaper article writing	Write a newspaper article about the changes brought by the advancement of AI.
7.	Reading II Official Letter: Letter to the UN Secretary General	Pre-reading questions Fill in the gaps with the correct words. True/False/Not Given statements Short-answer questions
8.	Listening A talk on the causes and consequences of climate change	Pre-listening questions Complete the sentences with correct words/phrases. Listen and answer the questions. Post-listening question

9.	Grammar II Reported speech: Change of tense	Choose the correct alternative to complete the sentences. Change the given statements into indirect speech.
10.	Writing II Letter Writing: Official letter writing	Write a letter to the Mayor of a municipality/Chairperson of a rural municipality.
11.	Project work: Making the First page of a newspaper	Collect news items and design the first page of a newspaper.
12.	Extra bit	Reading comprehension techniques
<b>Total estimated time</b>		<b>8 Hours</b>

The detailed teaching-learning procedures for each topic and skill are suggested below. The teacher could use these methodologies and/or design their own activities for their class depending on the context and per need. Make your class interactive and effective with necessary assessments of students after each skill.

### 1.1 Getting started

This is the first task of the unit. This task leads the class toward the theme of the unit, i.e., current affairs and issues

#### Objective

To identify each picture and issues related to them

#### Follow the given procedures.

- a. First show the first picture to students and ask them these questions to discuss it:
- i. What do you see in the first picture (first from the left to right on the top)?
  - ii. What issue does it represent?
  - iii. What consequences will it cause in the future?

**1. The first picture shows a robot slapping a human.** It represents the growing use of Artificial Intelligence (AI) by humans. The growing use of artificial intelligence (AI) by humans is transforming many aspects of our lives, from the way we work and communicate to the way we consume goods and services. AI has the potential to bring about numerous benefits, such as increased productivity, improved efficiency, and better decision-making. However, there are also some potential negative consequences of AI, such as job displacement, social inequality, and the misuse of AI.

- b. Next, lead students to the second picture (Second from left to right on the top), ask similar questions, and discuss it.
- i. What do you see in the second picture?
  - ii. What causes it?
  - iii. How will it affect the world?

**The second picture shows the earth burned by the rise in temperature.**

Human activities, such as excessive use of fossil fuels, deforestation, and agriculture, are the main causes of climate change. Potential consequences of climate change include rising sea levels, more extreme weather events, changes in agricultural production, loss of

biodiversity, and impacts on human health.

c. Now, ask students to look at the third (First from left to right on the bottom) picture and discuss it. Ask the following questions to lead the discussion.

i. What does the third picture show? iii. How has it affected our lifestyle? and iii. What are its impacts?

**The third picture represents the effects of overuse of social media.**

The overuse of social media has become a prevalent issue in today's society. It can lead to harmful consequences, including increased levels of anxiety and depression. Moreover, excessive use of social media can disrupt real-world relationships, as face-to-face interactions are replaced by virtual ones.

d. Finally, show the fourth picture (Second from the left to right on the bottom) and ask the following questions to lead the discussion.

i. What do you see in the picture? ii. What are its causes and consequences?

The fourth picture depicts the scarcity of food in the world. Various factors such as conflict, climate change, poverty, inequality, and food waste cause the scarcity of food. The scarcity of food has devastating consequences for humanity. It causes malnutrition, starvation, social unrest, economic instability, and environmental degradation.

## 1.2 Reading I: How Driverless Cars will Change our World

The first reading text in this unit is a newspaper article entitled “How Driverless Cars will Change Our World”.

### Objectives

- a. To learn the vocabulary: glare, radiate, navigate, curb, upfront, hail, enticing, commute, streamline, reliance, fatalities, serene, perception, liabilities, deploy, hurdle, autonomous, unpredictable, facades, terrains, etc.
- b. To read the text and do the comprehension tasks
- c. To analyse the benefits and challenges associated with driverless technology

### Follow these steps.

#### Pre-reading activities

The given reading text is a newspaper article.

- a. Find students’ prior knowledge about artificial intelligence (AI). Ask them these questions individually or in groups.
  - i. What is artificial intelligence?
  - ii. Have you ever seen AI being used in daily life?
  - iii. How have people been using AI these days?
  - iv. How has AI changed our lives? What might be its impact in the future?
- b. Let students answer your questions and help them with appropriate answers if necessary.
- c. Ask them to preview the text and ask them what type of text it is and where it is found. Elicit that it is a news article. Slightly discuss how it is related to the theme.

### While-reading activities

- a. Ask some students, in turn, to read the text aloud. Help them in need.
- b. Ask students to mark the words which are unfamiliar to them. Then discuss the meanings of those words in contexts. You can choose suitable activities for your classroom and discuss the vocabulary in contexts.

The following vocabulary game might be useful for discussing vocabulary in context

#### Vocabulary Charades

1. Divide the class into two teams.
2. Write each of the keywords on a separate piece of paper.
3. Put the pieces of paper in a box or bowl.
4. Have a student from each team come to the front of the class.
5. Have one student draw a piece of paper and act out the word without speaking.
6. The first team to guess the word correctly wins a point.
7. Continue until all of the words have been guessed.

- c. To make sure that students have understood the meanings in context, ask them to match the words with the correct meanings in context in **Task A**.
- d. When students finish matching, share the correct answers with students and ask them to check their answers. Students will make corrections in their answers if necessary.

- |                 |   |
|-----------------|---|
| a. glare -      | ii. an intense blinding light   |
| b. curb -       | ii. something that checks or restricts                                |
| c. hail -       | i. to call somebody in order to attract their attention               |
| d. commute -    | ii. to travel regularly between the workplace and home                |
| e. serene -     | i. calm and peaceful  |
| f. liability -  | ii. the state of being legally responsible for something              |
| g. deploy -     | ii. to use something effectively                                      |
| h. autonomous - | i. able to do things and make decisions without help from anyone else |
| i. perception - | i. a belief or an image about how you see or understand something     |

- e. Ask students to measure their fluency in reading. For this, ask them to read the text at an appropriate speed and ask them to mark the time. Tell them to read the text again and find if there is any difference in the speed. This types of reading can be done as a competition in pairs. It helps them develop reading fluency.
- f. To check students' comprehension of the text, lead them to **Task B**. Ask students to complete the sentences with the correct alternatives given. Ask them to read the text if necessary to ensure the right answers. Once they finish, ask some students to share their answers in turn. Make corrections to students' answers if necessary.

**Answers**

- a. iii. they have their own voice to welcome people into them.
- b. i. the USA
- c. iii. it reduces carbon production
- d. ii. it cannot deal with human drivers
- e. i. its safety from the human environment.
- f. ii. partly trustworthy

- g. Now, turn to **Task C**. Ask students to read the questions before scanning and skimming through the text. Then ask them to write the answers in their notebooks. Monitor their writing and help them when necessary. Alternatively, assign this task as homework to students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

- a. They have the capability to operate without a human driver, they communicate with passengers using voice, and they can be hailed using an app.
- b. The benefits of driverless technology include safer roads with fewer fatalities, lower carbon emissions and a more sustainable way of living, and potentially redefining our relationship with cars and industries.
- c. According to Camilla Fowler, the special advantage of automated vehicles is their potential to provide safer roads with fewer fatalities.
- d. According to David Hynd, the problems with driverless vehicles include their ability to cope with human drivers' behaviors such as speeding and breaking the rules of the road.
- e. Scientists are testing and improving driverless technology in complex and unpredictable human environments, such as the Mcity Test Facility, to make it safer.
- f. The safety of driverless technology compared to human-controlled driving is a matter of debate. Automation could ultimately make travel safer, but there are concerns about its ability to cope with unpredictable human behaviors and the need for infrastructure improvements.

**Post-reading activity**

In this activity, ask your students to share their knowledge and ideas about the applications of AI in areas other than driverless vehicles. Encourage them to speak about the benefits of using AI in different activities.

**Sample answer**

Artificial intelligence (AI) is rapidly changing many aspects of our lives. In addition to driverless technology, AI is being used to improve healthcare, education, customer service, finance, and manufacturing.

In healthcare, AI is being used to develop new medicines and treatments, accurately diagnose diseases, and deliver quality care to patients. For example, AI-powered systems can analyze medical images to identify cancer cells or other abnormalities that might be missed by human

doctors. AI can also be used to create personalized treatment plans, based on individual patients' medical histories and genetics.

AI is being used in finance to detect fraud, make investment decisions and personalize investment advice. For example, AI-powered systems can monitor financial transactions for suspicious activity. AI can also be used to create investment strategies tailored to each investor's individual needs and risk tolerance.

### 1.3 Pronunciation

This pronunciation activity aims to help students practise pronouncing a variety of common English words, including some that are often mispronounced. The words are grouped into categories based on their pronunciation challenges, such as silent letters, vowel sounds, and consonant clusters.

#### Objectives

- To correctly pronounce a variety of common English words, including some that are often mispronounced
- To write the phonemic transcription of the words based on their pronunciation

#### Follow these steps.

- Begin by introducing phonemic transcription of the English sounds. You may display the phonemic chart to the class.
- Pronounce the given words or play their pronunciation using a digital dictionary. Ask students to follow after the pronunciation.
- Ask students to write the phonemic transcription of each word as shown in the example.
- Monitor their engagement in the work and help them whenever necessary.
- Ask students to work in pairs to exchange their works and check each other's answers by consulting a dictionary.

#### Answers

curb - /kɜ:(r)b/

junction - /'dʒʌŋkʃən/

carbon - /'kɑ:(r)bən/

car - /kɑ:(r)/

president - /'prezɪdənt/

hurdle - /'hɜ:(r)dəl/

exterior - /ɪk'stɪəriər/

driver - /'draɪvər/

traffic - /'træfɪk/

### 1.4 Speaking

In this speaking activity, students engage in reporting the statements they have heard. The activity aims to get students to practise speaking in English while reporting remarks accurately. Initially, they will work with statements from the article in **Reading I**. They will also engage in

pair and group work. This way they will develop their ability to convey information clearly and concisely.

**Objectives**

- a. To report statements
- b. To use reported speech for effective communication

**Follow the given procedure.**

- a. Review direct and indirect statements. Ask some students, in turn, to read out the sentences in the speech bubbles. Ask the other students to identify who made these remarks.
- b. Now, ask other students to report those remarks in indirect speech. Demonstrate an example involving yourself and two more students.

<b>Answers</b>		
<b>Statements/Remarks</b>	<b>Who made it</b>	<b>Reported statement</b>
Good evening, this car is all yours with no one upfront.	Voice from the car	The voice from the car says that the car is all theirs with no one upfront.
Driverless vehicles should be a very calm and serene way of getting from A to B.	David Hynd	David Hynd, chief scientist for safety and investigations at the UK's Transport Research Laboratory (TRL), said that driverless vehicles should be a very calm and serene way of getting from A to B.
It's got to be able to cope with human drivers speeding.	David Hynd	David Hynd says that driverless vehicles have got to be able to cope with human drivers speeding.
The whole insurance industry is looking into how they're going to deal with that change from a person being responsible and in charge to the vehicle doing that.	Richard Jink	Richard Jinks says that the whole insurance industry is looking into how they are going to deal with the change from a person being responsible and in charge to the vehicle doing that.

- b. Next, move to **Task B**. Divide students into pairs. Ask student A to act out the role assigned in the tasks. Then, ask student B to report the statement made by their peer. Encourage students to speak with accuracy. Help them wherever necessary.



### Answers

- a. A (Teacher): I am very busy now.  
B: Teacher said that he/she was busy then.
- b. A (Sister)- The cows have been fed.  
B: My sister informed me that the cows had been fed.
- c. A: (Sohan)- I know your address.  
B: Sohan told me that he knew my address.
- d. A: (Ramila) – I don't believe you.  
B: Ramila said that she didn't believe me.
- e. A: (Alice)- I am too late to go out.  
B: Alice mentioned that she was too late to go out.
- f. A: (Sophie)- My family is very supportive to me  
B: Sophie stated that her family was very supportive to her.

c. Finally, lead the class to **Task C**. Divide students into groups of threes. Ask student A of a group to whisper a statement to student B. Then ask student B to report in a whisper to student C what A said to him/her.

### Example

**Student A to student B:** I have completed all my homework.

**Student B to student C:** A told me that he/she had completed all his/her homework.

## 1.5 Grammar I

This grammar activity is based on reported speech. In this section, students will review the reported speech.

### Objectives

- To use the appropriate verbs to report statements
- To change statements into indirect speech

### Follow the given procedure.

- Ask students to read through the example sentences in **Task A**. Ask them to note the different changes in statements from direct to indirect speech.
- Ask some students to share the changes they have noted. Discuss and infer the rules that apply while changing statements into indirect speech.
- Next, ask students to go through the sentences in **Task B**. Then ask them to choose the right reporting verbs from the list to complete the indirect statements based on the context of direct statements. Monitor their engagement and check their work once they complete it.

### Answers

- |             |             |           |               |             |
|-------------|-------------|-----------|---------------|-------------|
| a. admitted | b. advised  | c. warned | d. offered    | e. informed |
| f. thanked  | g. promised | h. agreed | i. apologised |             |

## 1.6 Writing I

This writing activity focuses on enhancing newspaper article writing skills in students. By engaging in this activity students will identify different components of a newspaper article and write it in the appropriate format and layout of a newspaper article

### Objective

To write a newspaper article with the appropriate format and layout

### Follow the given procedure.

- a. Review the text in **Reading I** reminding students that it is a newspaper article. Ask students to study the format and layout of the article.
- b. Ask some students to share the format and layout they have noted. Then lead the discussion on the common format and layout of a newspaper article.
- c. Now, ask students to write a newspaper article entitled “The challenges brought by the introduction of AI in technology”. Encourage students to take **Reading I** as the model of their writing.

### Sample article

#### The challenges brought by the introduction of AI in technology

By Amar Pangen

Artificial intelligence (AI) is rapidly transforming the technology sector, bringing both excitement and challenges. While AI has the potential to unlock new possibilities and improve our lives in many ways, it also raises important concerns about its potential impact on society.

One key challenge is the fear of job displacement. As AI systems become more advanced, they are able to automate jobs that were previously performed by humans. This can lead to increased efficiency and productivity, but it also poses a risk to workers of losing their jobs.

Another major challenge is privacy. AI systems often rely on collecting and analyzing large amounts of personal data. While this data can be used to improve products and services, it also raises concerns about how this data is collected, used, and protected.

Accuracy is another challenge for AI systems. AI systems are only as good as the data they are trained on. If the data is biased or incomplete, the AI system can make incorrect decisions, leading to unintended consequences.

Security is another major concern. As AI becomes more integral to our lives, it also becomes a more attractive target for cyberattacks. Protecting AI systems from hackers is a constant challenge.

Finally, the ethical use of AI is a critical challenge. Decisions made by AI systems can have a great impact on society, and ensuring fairness and accountability is important.

In a nutshell, AI in technology presents a number of challenges that require careful consideration and action. While AI has the potential to greatly benefit society, it is

important to address these challenges in order to mitigate its risks.

### **1.7 Reading II: Open Letter to UN Secretary-General Antonio Guterres**

The second reading in this unit is an official letter entitled “Open Letter to UN Secretary-General Antonio Guterres.” The text is a thought-provoking letter written by children. It encourages readers to reflect on the critical issue of youth involvement in climate action.

#### **Objectives**

- a. To read the text and learn the vocabulary: tackle, corporate, diversity, outrage, catalyse, expertise, preparatory, constructive, etc.
- b. To read the text and do the comprehension tasks

#### **Follow these steps.**

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

- a. Ask students to look at the pictures and ask them the following questions for the warm up:
  - i. Who do you think the people shown in the picture are?
  - ii. What are they holding?
  - iii. What are they doing?
- b. Listen to their answers and motivate them to discuss the picture as much as possible. Add more to students’ information if required.

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

- a. Select some students and ask them to read the text aloud. Help them to read with correct pronunciation when necessary.
- b. Then ask students to mark the unfamiliar words in the text.
- c. Discuss vocabulary. You can introduce the following vocabulary game to bring fun in the classroom.

#### **Word Scramble Challenge**

- a. Create sets of Scrabble tiles, letter cards, or letter pieces for each word on the list. Mix up the letters within each set.
  - b. Divide the class into small teams.
  - c. Give each team or pair a set of letters shuffled for a specific vocabulary word.
  - d. Set a timer for a fixed amount of time (e.g., 2-3 minutes).
  - e. Instruct students to unscramble the letters to form the correct vocabulary word from the list.
  - f. Once the timer goes off, each team or pair must show the teacher the correctly unscrambled word. Encourage them to pronounce the word as well.
- Award points to the teams/pairs that correctly unscramble the word within the time limit. You can assign different point values based on the word's complexity.

- d. To check students’ understanding of the vocabulary, lead them to the vocabulary task in **A**. Ask students to work in pairs and complete the sentences with the correct words given in the list.

- e. Monitor their engagement, and when they finish ask some students to share the answers. Check and make corrections in their answers if necessary.

**Answers**

a. corporate    b. tackle    c. catalyse    d. expertise    e. net-zero    f. at stake    g. outrage

- f. Now, move to Task B. To check students' comprehension, ask them to read each statement in the task, then scan and skim through the reading text. Then ask them to work in pairs to decide whether the given statements are 'true', 'false', or 'not given'. Remind them that a statement is 'true' if its information is similar in the text, 'false' if it contradicts the information in the text, and 'not given' if the information is not found in the text.

- g. After students make their decisions, check their work and make necessary corrections.

**Answers**

a. False    b. Not given    c. True    d. True    e. False    f. True

- h. Now, move to another comprehension task. Ask students to read the questions in **Task C** and scan and skim the text to find the answers to the given questions.

- i. Then ask them to write the answers in their notebooks. Monitor their writing and help them when necessary. Alternatively, assign this task as homework to students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

- a. United Nations Secretariat, 42nd Street, New York, NY 10017  
b. to express dissatisfaction with the exclusion of children in the Youth Advisory Group on Climate Change and to request their inclusion  
c. to advise the UN Secretary-General regularly on accelerating global action and the action to tackle the worsening climate crisis  
d. Children have been agents of change, engaging with political and corporate leaders, and using their channels of influence to catalyze global activism on the climate crisis.  
e. Greta Thunberg sparked the global movement through a solo protest and asserted the importance of individual action. Fabrizio, a 16-year-old boy from Peru, emphasized the urgency of climate action and the need for a green recovery.  
f. The final demand of the children is for the Youth Advisory Group on climate change to be inclusive of children and adolescents younger than 18, and for children to have a safe space to influence preparatory events for COP26.

**Post-reading activity**

In this task, ask students to think of some of the roles that they can play to control the effects of climate change. Divide students into groups and ask them to discuss among the members of each group. After some time ask a representative student from each group to share their ideas generated in their respective groups.

**Sample answer**

As young students, we recognize the important roles we can play in controlling the effects of climate change. Our passion, new thinking, and determination make us powerful advocates for a sustainable future. Through school activities, social media campaigns, and engaging with our

communities, we can raise awareness and inspire action. We can also influence our families to adopt eco-friendly practices, creating a positive effect of change. In a world facing a climate crisis, we, as students, are the driving force for a better, greener future.

## 1.8 Listening

This listening skill is based on the theme of the unit. It features a talk on climate change and the greenhouse effect caused by it.

### Objectives

- To follow and understand a talk on a specific topic
- To listen to the audio and do the comprehension tasks

### Pre-listening activities

- This is a warm-up activity. Instruct students to look at the picture and ask them these questions in turn: i. What do you see in the picture? / What does the picture show? ii. What are the effects of the given situation? etc.
- Listen to the responses of some of students and add necessary information to their responses.

#### Answers

- The picture shows the various elements or causes of the rise in the temperature of the atmosphere.
- The effects of this situation include melting of ice sheets, sea level rise, more extreme weather events, shifting ecosystems, and health problems associated with increased smog and air pollution, etc.

### While listening activities

- Tell students that they are going to listen to a talk on the effect of climate change and the greenhouse effect caused by it. Make a list of unfamiliar vocabulary and pre-teach them using an appropriate technique.
- Ask them to go through the questions in **Task B** before they listen to the audio.
- Play the audio and ask them to write the correct word from the audio to complete each sentence.
- Monitor their engagement in the listening activity and play the audio until students are able to answer all the questions.
- Play the audio as many times as required.
- Now, ask students to share their answers in turn.
- Make corrections in their answers if necessary.

#### Answers

- a. overpopulation      b. escaping      c. CO<sub>2</sub>      d. our health      e. heavy snowfall  
f. higher temperatures      g. solar and wind

- Now, ask students to read the questions in **Task C**. Tell them that you will play the audio and they will have to write answers to the questions in no more than three words. They can write the answers with pencil next to the questions first.

- i. Play the audio and go around the class to make sure that students are engaged in listening. Play the audio until all students have attempted the questions.
- j. After they complete their tasks, ask one of students to tell her/his answer. Make corrections in her/his answers if necessary. Ask the other students to make necessary corrections accordingly.

**Answers**

- a. Greenhouse effect
- b. Carbon dioxide, methane, nitrous oxide.
- c. Warmer temperatures.
- d. Exposure to smog
- e. solar and wind.

**Post listening activity**

Divide students into different groups depending on their numbers. Ask each group to discuss among themselves the ways humans should adopt to minimize the effects of climate change. Allow them some time for discussion among themselves and take notes. Then ask one student from each group to share their ideas.

**Sample answer**

To stop the effects of climate change, we human beings can do a few simple things. First, we should use clean energy like solar and wind power instead of fossil fuels. Also, we should save energy at home by turning off lights and appliances when not needed. When we drive, we should try to use public transport, walk, or bike to reduce pollution. Planting trees and protecting forests can also help because they soak up harmful gases.

In farming, using eco-friendly methods and trying to eat less meat, which is a major source, will help in minimizing the effects of climate change. We mustn't waste things, and use water wisely. Everyone needs to work together to protect our planet from climate change and its effects.

**1.9 Grammar II**

This grammar activity is the continuation of **Grammar I** in this unit. This task focuses, particularly on the change of tense in reported speech.

**Objectives**

- a. To use the correct tense in reported speech
- b. To change sentences into indirect speech correctly

**Follow these steps.**

- a. Since this is the second exercise of reported speech in this unit, review the rules of sentence transformation from direct speech to indirect speech. Discuss how tense changes or remains unchanged in reported speech with suitable examples.
- b. Now ask students to read questions in **Task A** and choose the right tense from the alternatives.

- c. Ask students to read out their answers one by one in turn. Make corrections in their answers if required. Ask the other students to make corrections accordingly.

**Answers**

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| a. witnessed                     | b. the earth revolves round the sun |
| c. she can't stay here anymore   | d. she loves to listen to the music |
| e. he had completed his homework | f. is                               |
| g. wanted                        |                                     |

- d. Now, ask students to work individually and change sentences in **Task B** into reported speech. Monitor their engagement in the task and help them transform the sentences. Once, they complete the task, check their work and make necessary corrections. Alternatively, assign the task for homework and check it the next day.

**Answers**

- a. Raima said that they had to cross the river and go ahead.
- b. Smarika told her friends that she would meet them the next day.
- c. Chandani said that she couldn't come to school the next day.
- d. Dorje apologized to me that he couldn't lend me any money that day.
- e. The teacher told students that they could solve the remaining problems themselves.
- f. The police said that the incident probably had taken place the previous day.
- g. I informed him that I lived in Changunarayan those days.
- h. They told us that they would like to join us too.
- i. The Science teacher said that coal gives off thick smoke.
- j. Resham said that she had never seen such a strange animal anywhere else.
- k. The father said that he loved his children more than he loved wealth.

### 1.10 Writing II

This skill focuses on writing an official letter. By engaging in this activity students can identify various elements of official letters and write effective official letters.

#### Objective

To write a letter to the chairperson of the municipality/ rural municipality

#### Follow these steps.

- a. Since students read an official letter in Reading II, ask them to review it, especially to study its parts along with format and layout.
- b. Ask some representative students to tell the different parts they found in the text. Add to students' information and discuss how an official letter is written.
- c. Now, ask students to draft a letter addressing the mayor of their municipality/ Chairperson of rural municipality to involve the representatives of children in the decision-making process related to children's issues in their municipality/ rural municipality.
- d. Monitor students' engagement in their writing. When they complete the task, check their writing and provide necessary feedback. Then ask them to write the final draft as their homework. Check their final writing the next day.

## **Sample letter**

Suryavinayak-4, Bhaktapur  
2 November, 2024

The Mayor  
Suryavinayak Municipality  
Bhaktapur

Subject: Involving Children in Decision-Making for Their Well-being

Dear Sir,

I am a permanent resident of Suryavinak-4 and a student of Grade 10 in Araniko Secondary School. I am writing on behalf of the children living in our municipality.

As a student of this community, I have noticed that many important decisions affect children's lives, but often, the voices of children are not heard in these matters. We believe that it is crucial to involve representatives of children in the decision-making process related to children's issues in our municipality.

Children are directly affected by various decisions, including education, recreation facilities, safety, and healthcare. By including children's perspectives and ideas, we can ensure that these decisions reflect the best interests of the young members of our community. Their fresh outlook and creativity can contribute to making our municipality an even better place to grow.

On behalf of all the children, I kindly request that you consider establishing a platform or council where children from different age groups can participate and voice their thoughts on matters that affect them. This council could work in collaboration with local schools, parents, and community leaders to ensure a well-rounded approach to decision-making.

Involving children in decision-making will not only empower them but also instill a sense of responsibility and civic engagement from a young age. It will help them feel more connected to their community and promote their overall development.

I believe that by taking this step, Suryavinayak Municipality can set an example for other municipalities in promoting children's rights and ensuring their well-being. We, the children of Suryavinayak, look forward to your positive response to this proposal.

Thank you for your attention to this important matter. We are eager to contribute to the betterment of our community.

Sincerely,  
Rupak Chaulagain



### **1.11 Project work**

In this project work, students work in groups to collect news items from various newspapers related to current affairs. Then they use the cutouts of these items to design the first page of a newspaper of their own.

#### **Objective**

To design the first page of a newspaper from the news items related to current affairs or issues

#### **Follow these steps.**

- a. Divide students into different groups. Tell students that they are going to design the first page of a newspaper of their own. Allow them the time of a week to work in groups to find the news items concerned with the current affairs published in various newspapers in English.
- b. After they collect the news, ask them to study the first page of any newspaper and to design a similar page using their newspaper cutouts and chart papers.
- c. When they complete the task ask them to present them to the class. Provide feedback and grading to their work. Paste some good works on the classroom notice board or wall.

### **1.12 Extra bit**

This section includes information about techniques and types of reading. Teachers are advised to help students learn these techniques and apply them while dealing with the reading texts in the textbook.

ΩΩΩ

## Unit 2

### Festivals and Celebrations

This unit revolves around the theme of festivals and celebrations. Festivals and celebrations are cultural and social phenomena that not only bring people together but also add joy and happiness to their lives through involvement in various rituals, music, dance, foods, and ways of life.

The unit carries two reading tasks related to the theme. In addition to the regular tasks of pronunciation, and listening, the unit includes grammar and language function: reported speech of questions, and writing tasks: essay and news story. Here, we have a brief overview of the unit.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Identify and talk about the pictures related to festivals.
2.	Reading I Battle of the Oranges	Pre-reading questions Match the words with their meanings. Write True or False based on the text. Short-answer questions Discussion about a strange festival
3.	Pronunciation	Syllables and stress
4.	Speaking: Reporting questions	Act out the given conversation. Change the given questions into indirect speech.
5.	Grammar I: Reported speech	Change the given questions into indirect speech.
6.	Writing I: Essay	Write an essay describing a festival celebrated in their communities.
7.	Reading II Thanksgiving around the World	Pre-reading questions Find the words for the given meanings. Name of the countries for various thanksgiving practices. Short answer questions Sharing practices of gratitude to food
8.	Listening	Pre-listening questions based on the given pictures Like or dislike special days. State True/False based on the audio. Tell about the special day they celebrated this year.
9.	Grammar II: Reported speech	Choose from the correct alternatives. Find the direct speech questions for the interview.
10.	Writing II: News story	Write a news story based on the given clues.
11.	Project work	Find information about local festivals and share the report in the class.
12.	Extra bit	Word Stress
<b>Total estimated time</b>		<b>8 Hours</b>

The above mentioned tasks are to be facilitated by a teacher in course of classroom delivery. The activities to deal with these tasks are mentioned below. However, it is important to note that the activities listed below serve as examples, and teachers have the flexibility to either adopt these methods or create and customize activities that better suit to their classroom settings.

## 2.1 Getting started

This is a warm up task of this unit. This task informs students about the theme of the unit and prepares them for sharing their understanding related to some festivals and cultural practices. Follow the procedures given below to facilitate the learning activities.

### Objective

To study the pictures and tell something about them

### The teacher could follow these steps.

- Draw attention of students to the given pictures and ask them questions like: In which communities the given festivals are celebrated? How they are observed? What significances do these festivals have in the human life?
- Make them take turns and share their understanding and experiences. Their responses vary as per their religious and communal diverse background.
- Help them elicit connection of the given pictures to the theme of the unit. Also try to relate the discussion to the spirit of reading I.

#### **Picture 1: Holi**

Holi is known as the festival of colors. It is a vibrant Hindu celebration typically observed in the beginning of the spring season. The celebration with coloured powders symbolizes the triumph of good over evil and the arrival of the season of renewal and growth.

#### **Picture 2: Eid**

Eid is one of the most joyous Islamic festivals celebrated by Muslims worldwide. It marks the end of Ramadan, a month of fasting and spiritual reflection, and is characterized by communal prayers, festive meals, acts of charity, and the exchange of gifts as a time of gratitude, unity, and family gatherings.

#### **Picture 3: Machhindranath Jatra**

The Machhindranath Jatra, an animated and ancient festival held in the Kathmandu Valley of Nepal, is dedicated to the deity Machhindranath, who is believed to bring rain and prosperity to the region. This month-long procession involves a massive chariot carrying the idol of Machhindranath, which is pulled through the streets by enthusiastic devotees, accompanied by traditional music, dance, and rituals, creating a colorful and lively spectacle that fosters a sense of community and spiritual significance.

#### **Picture 4: Biska Jatra**

Biska Jatra is a unique and traditional New Year festival celebrated in the town of Bhaktapur. This elaborate event, characterized by the pulling of a large ceremonial chariot

and various cultural activities, marks the Nepalese New Year BikramSambat. It is observed with a blend of religious and cultural significance. The festival symbolizes the renewal of life and the triumph of good over evil, attracting both locals and tourists to witness its grand processions and vibrant celebrations.

## 2.2 Reading I: Battle of Oranges

The first reading text in this unit is about an Italian carnival event called 'Battle of the Oranges'.

### Objectives

- To learn the vocabulary: bum-first, mush, feudal, carnival, sludge, pulp, rioting, concussion, costumes, aranceri, symbol, parade, baggy top, bombarding, mulled, etc.
- To read the text and do the comprehension tasks

### Follow these steps.

#### Pre-reading activities

- Start with casual interaction related to their favourite festivals and their experiences. Their answers vary.
- Encourage students to participate in the discussion. Praise their varied responses. Encourage them to share their creative ideas.
- Ask them about the picture in the text: What the man in the picture is doing? Give clues to elicit.

- The man in the picture is dancing, shouting, and celebrating.
- My favourite festival is Deepawali. I enjoy colourful lights and get together among the family members.

- Ask students to read the text on their own and list the highlighted words: bum-first, mush, feudal, carnival, sludge, pulp, rioting, concussion, costumes, aranceri, symbol, parade, baggy top, bombarding, mulled, etc.
- Involve them in a word game called: 'Define the fifth of the word chain'. This game is a merge of two games 'word chain' and 'define a word'. For this, each student in the class takes the responsibility for thoroughly learning the words from the text and their meanings. The game can be played in small groups.
- Begin with a word from the text, such as 'orange'. Now, one group makes a word with last letter 'e' of the given word 'orange' and same practice will be continued until they reach to the sixth turn. Make sure they use only the words mentioned in the text. When the fifth group makes a word, the sixth group should tell the meaning of that word. (Assist them with a dictionary to find the meaning in case they needed.)

#### While-reading activities

- Read a paragraph aloud at a normal speed and ask some students to continue.
- Pay attention to their fluency and accuracy, assist whenever needed.
- After a discussion on the text lead them to the **Task A**. It can be made interesting as a pair work. Each participant alternatively, takes turn to ask and match the word with its meaning.

- d. When students complete the work, ask some students to read their answers.
- e. Share the right answers to the students and ask them to correct if necessary.

**Answers**

- |               |  |
|---------------|--|
| a. mush       | ii. a soft thick mass or texture                             |
| b. jerk       | v. to make something move with a sudden short sharp movement |
| c. concussion | vi. a temporary loss of consciousness                        |
| d. hurl       | i. to throw something violently in a particular direction    |
| e. pulp       | vii. The soft part inside the fruits and vegetables          |
| f. clutch     | ii. to hold something tightly                                |
| g. sip        | iv. to drink something, taking very small amount each time   |

- f. Now, ask them to see the **Task B**. Divide the class into six groups, assign each group a sentence from the task, and ask them to read, discuss, and find whether the sentence is true or false. They must supply explanation to their answer.

**Answers**

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

- f. To further assess the reading comprehension of students, ask them to answer the questions in the **Task C**. This task can be assigned as homework. Before leaving the task to them, ask them to read the questions and clarify the instruction if they require.

**Answers**

- a. The red hat symbolizes carnival and freedom of slaves of Roman times.
- b. The narrator initially feels scared and shocked thinking it's blood, but later when she realizes it's just the juice from blood oranges, she wipes her face and feels relieved.
- c. After one hour into the battle of oranges, the square looks covered in a thick sludge, a mixture of orange pulp and horse manure. It smells sweet-and-sour.
- d. The Aranceri members chase the cart by running alongside it and bombarding it with oranges when it approaches.
- e. Yes, Silvia enjoys the carnival. She believes that it allows her to release frustrations built up during the year, and after participating, she feels refreshed.
- f. Massi says "forget the nets" because he believes that to truly experience and enjoy the carnival, you need to be in the middle of the battle, even if it involves some risk. Protective nets would prevent that.

- g. Check their answers in the next class and give them feedback.

**Post-reading activity**

- a. Ask students about any such strange festival or carnival celebrated in their community. Encourage them to think, discuss, and share the major events of their cultural practices.
- b. Take students' responses. Their responses vary, encourage diversities.

**Sample answer**

One interesting and unique tradition in Nepal is the "Ropai Parva" or "Rice Planting Festival." This day is also known as national paddy day across the country. This is more of an agricultural event than a traditional festival, but it holds cultural significance in several communities. During the rice planting season, farmers participate in playful and entertaining activities while planting rice together in the fields. They sing unique 'Asare Geet', special songs of the Ropai Parva. They dance, shout, and even take part in friendly mud battles among the participants. The Ropai Parva represents a unique blend of agriculture and culture, showcasing the importance of rice cultivation in Nepalese context. It enhances community bonding, friendship, and work in fun.

**2.3 Pronunciation**

This section deals with the number of syllables in a word and stressed syllables

**Objective**

To identify number of syllables and stressed syllables of the given words

**Material**

Pronunciation audio of the given words retrieved from online dictionary or sources or the recorded ones

**Follow these steps.**

- For counting the syllables, instruct students to speak out or listen the pronunciation of the words carefully and count the number of distinct vowel sounds. Each distinct vowel sound typically corresponds to one syllable. For example, in the word "banana," there are three distinct vowel sounds, and so, it has three syllables: ba-na-na.
- To find the stressed syllable, speak the word aloud and listen for which part of the word is pronounced more forcefully or has a slightly higher pitch. In some words, the stress is on the first syllable, like "MO-tor." In other words, the stress falls on the second syllable, like "re-PAIR." Some words have the stress on the third syllable, like "un-der-STAND-ing."
- Also guide them how to consult a dictionary. Most dictionaries provide the phonetic pronunciation of words, including the stressed syllable, which is often marked with a stress symbol (').
- Write the words on the board or display through projector.
- After demonstrating how to identify the stressed syllable, ask students to read the words aloud and count the number of syllables and also find the stressed syllable.
- Now, pronounce each word given in the table and ask students to follow.
- It can be practised in pairs of students. They can take turn and listen to each other.

Words	Number of syllables	Stressed syllables
Retreat	Two	Second /rɪ'tri:t/
Concussion	Three	Second /kən'kʌʃ.ən/

Opponent	Three	Second /ə'pəʊ.nənt/
Succession	Three	Second /sək'seʃ.ən/
Explode	Two	Second /ɪk'spləʊd/
Celebration	Four	Third /sel.ə'breɪ.ʃən/
Consciousness	Four	First /'kɒn.ʃəs.nəs/
Liberty	Three	First /'lɪb.ə.ti/

- h. Play audio (if possible) by using the link: <https://www.oxfordlearnersdictionaries.com/>
- i. Check how students follow the teacher or the audio. Observe how they do on their own and add necessary feedback.

## 2.4 Speaking

This speaking activity is based on the language function of reporting questions. This task embodies a language function used to report or relay a question that was originally posed as a direct question.

### Objective

To report questions (Yes/No and Wh-question)

### Follow the following procedure.

- Get two volunteer students to act out the given conversation.
- Ask students what changes they observed there. Let them generalize the rules.
- Ask the entire class to elicit the rules to be followed while reporting the question.
- Make them reach up to the following major rules:

**Changing Word Order:** In reported questions with a be-verb as a main verb, the word order is often changed. In a direct question, the word order is typically: question word-verb-subject (e.g., "Where are you from?"). In a reported question, the order becomes subject-verb. (She asked me where I was from.)

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

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

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

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

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

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

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

- e. Now, lead students to the given task, suggest them to form pairs and have similar conversation in which a student asks the given question and the next one tries to report it. They will change their roles when once done.

### Sample conversation

- a. **A:** Can you remember how you enjoyed the festival in your youth?  
**B:** She asked if I could remember how I had enjoyed the festival in my youth.
- b. **A:** Have you ever seen Chandinaach?  
**B:** She asked if I had ever seen Chandinaach.
- c. **A:** Is there any ritual to perform it?  
**B:** She inquired if there was any ritual to perform it.
- d. **A:** Do you invite a priest for ritual?  
**B:** She wondered if I invited a priest for the ritual.
- e. **A:** How did you dance?  
**B:** She asked how I had danced.
- f. **A:** What activity did you appreciate?  
**B:** She wanted to know what activity I had appreciated.
- f. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.

## 2.5 Grammar I

This section includes the tasks: Changing sentences into indirect speech and changing the given remarks into reported speech.

### Objective

To change direct speech questions into indirect speech and vice versa

### Follow the given procedure.

- a. As this grammar task is continuation of reporting questions that we discussed in the speaking section, continue in the same class or connect to that class. Ask students to go to the **task A**. Ask them to change the given questions into indirect speech.
- b. Suggest them to work in pairs. They may discuss and change the given sentences. Help wherever required. You can also refer a good grammar book for self-study and practice.

### Answers

- a. Agaman asked Timothy if she was (they were) working that night.
- b. A stranger wanted to know from me if that was the road to the station.
- c. My friend inquired her if she had done her homework.
- d. The tourist was asked if he had been to Paris. (In this sentence, the reporting part is in passive. Therefore, 'the tourist' works as the object here.)



- e. Usha inquired of Anju how long she had been working in that company.
  - f. My mother asked me what flavour ice cream I had had at the party.
  - g. The teacher wanted to know if we had studied reported speech before.
  - h. I asked him where he would stay that night.
  - i. Sumangal asked his friend how many players had been shown yellow card by the referee.
  - j. Sarita wanted to know from Sommaya what magic the medicine had had on the patient.
- c. Move around the class and see how they are doing the Task. Help wherever required and give necessary feedback.
- d. Now, lead students to **Task B**. Ask them to go through the sentences from a-j. Assign this as a homework. Ask them to use a good grammar book for the reference study.

### Answers

- a. Kritika asked me why I had gone out the previous night.
  - b. Sunita asked Usha who the beautiful woman was.
  - c. Gaurab asked Yang Dolma how her mother was.
  - d. My friend wanted to know what I was going to do at the weekend.
  - e. My teacher asked where I would live after graduation.
  - f. Anusha asked Melisha what she had been doing when she had seen her.
  - g. I asked the pilgrim how the journey had been.
  - h. Krishna asked how often I went to the cinema.
  - i. The principal asked if I lived in Patan.
  - j. Niraj asked Luniva if Phadindra had arrived on time.
- e. The next day, ask students to tell answers. Correct him/her when necessary with feedback and discussion. Ask others to correct on their own based on the given feedback.

## 2.6 Writing I

This task concentrates on writing an essay about a festival: a local or a national one.

### Objective

To write an essay on any one of the festivals celebrated in their communities

### Follow the given procedure.

- a. Ask students to share their understanding and experience related to any one of their favourite festivals which is celebrated in their communities.
- b. Ask them to work in groups. Suggest them to discuss in their groups: the brief history of the festival, people involved, major activities, religious or social importance, duration of the celebration, and drawbacks of the festivals if there are any.
- c. Present a sample essay on Dashain as suggested below and ask them to read it carefully.

### Sample answer

#### Dashain

One of the most significant and widely celebrated festivals in Nepal is "Dashain". It is also known as "VijayaDashami". Dashain is the longest and most important Hindu festival in

Nepal, which lasts for 15 days. It generally falls in September or October, depending on the lunar calendar. The 10<sup>th</sup> day that is called "Dashami," is the main day of the festival when *tika* and *jamara* are exchanged, and blessings are given by the elders.

Dashain is a religious festival that commemorates the victory of the goddess Durga over the demon Mahishasura. It is believed to symbolize the victory of good over evil. The festival also marks the legendary sacrifice of the brave Warrior-God, Lord Ram, who beheaded the demon-king Ravana during the battle to rescue his wife, Sita.

Dashain is celebrated by Hindus, but it is a national festival in Nepal, and people from various religious and cultural backgrounds participate in the festivities. Families and communities come together to worship and celebrate, and people return to their ancestral homes to be with their loved ones.

The festival involves numerous rituals and customs, including animal sacrifices, where goats, buffaloes, and other animals are offered to the goddess Durga. People also receive *tika* (a mixture of yogurt, rice, and vermilion) and *jamara* (barley grass) from their elders as a blessing. Throughout the 15 days, families engage in prayers, feasts, and cultural performances. Flying kites is also a popular activity during Dashain.

Dashain has immense religious and cultural significance in Nepal. It is a time when families come together, and people seek blessings for their well-being and prosperity.

One of the main concerns associated with Dashain is the practice of animal sacrifices, which has generated debate and controversy. While the festival is rooted in tradition and religious beliefs, there are growing calls for more humane and eco-friendly practices.

Despite these challenges, Dashain remains a cherished and deeply ingrained festival in Nepali culture, promoting unity, respect for traditions, and a sense of community among its people.

- d. Now ask students to write an essay on their favourite festival. Check their write ups and provide necessary feedback.

## **2.7 Reading II: Thanksgiving around the World**

The second reading text in this unit is an account of thanksgiving practices in some countries around the world.

### **Objectives**

- To learn the vocabulary: feast, lunar, commemorate, intermittently, celebrants, abundant, vibrant, revellers, flamboyant, famine, frantic, omen, etc.
- To read the text and do the comprehension tasks

### **Follow these steps.**

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

- Deal with the pre-reading questions: What are the main festivals celebrated in your community? (Elicit the names of varied festivals) Why are they celebrated? Discuss. (Elicit from students the reasons behind their celebrations.)

- b. Ask students to read the pink highlighted words before they go through to the main text. Introduce these words. Ask them to use a dictionary to find the meanings and uses.

**While-reading activities**

- a. Ask students to read the text on their own. Help them with the pronunciation of the words if they found them difficult to pronounce.
- b. Encourage them to prepare for a role-play.
- c. Divide the class into seven groups. Assign each group the thanksgiving practices of any one country mentioned in the text. Suggest them to do needful research to find other details related to the topic.
- d. In the next class, each group representing respective county as assigned and present about thanksgiving practices in different countries.
- e. Encourage the other students (from other groups) to ask questions to the presenters.
- f. To make sure that they have got the meanings of the vocabulary, ask them to match the words with their meanings in **Task A**.

<b>Answers</b>				
a. intermittent	b. commemorate	c. typically	d. crescent-shaped	e. vibrant
f. revellers/celebrants	g. exotic	h. pervade	i. flamboyant	j. frantic

- g. Now ask students to go through the sentences from a-g in Task B.
- h. Ask them to write the names of the countries where the given things are done. Let them go through **Reading II** once again.
- i. Ask some students to share their answers and ask the other students to tell whether they are correct or not.
- j. Share the right answers in the class either orally or by writing on the board.

<b>Answers</b>						
a. Liberia	b. Iran	c. Ghana	d. South Korea	e. Brazil	f. USA	g. South Korea

- k. Intervene only when they commit mistake. Encourage them through feedback.
- l. Now assess students' comprehension of the text through questions in **Task C**. Let them discuss and write. Assign it as a classwork or homework.

<b>Sample answers</b>
a. The main feature of American Thanksgiving is a large feast shared with family and friends, usually including turkey, mashed potatoes, sweet potatoes, sweet corn, and assorted fall vegetables.
b. Parades in Thanksgiving in America usually include floats, marching bands, and giant balloons in the shape of popular cartoon characters.
c. Chuseok, celebrated in Korea on the 15th day of August, depending on the lunar calendar.
d. Thanksgiving began in Brazil as a new festival that has been celebrated since 1949 when former Brazilian President Gaspar Dutra visited the USA.
e. Thanksgiving in Liberia was started by freed American slaves who had settled in the country. They wanted to celebrate their newfound freedom and give thanks to God for

their blessings.

- f. Thanksgiving is celebrated in Barbados to give thanks for a successful sugar cane harvest.
- g. Homowo is marked in Ghana as to defense against hunger and famine.

m. Observe how they work. Check their answers and give feedback.

### **Post reading activity**

- a. Ask students to work in groups or write response individually on how people extend their gratitude for food and harvest in their community.
- b. Ask them to share that to the class.

#### **Sample response**

One common practice is to offer prayers and thanks before meals, acknowledging the source of the food and expressing gratitude for the nutrition it provides. Additionally, there are annual harvest festivals and gatherings where the community comes together to celebrate the abundance of the harvest season, sharing food and giving thanks for the bountiful crops.

## **2.8. Listening**

This listening task is related to 5 people's perceptions of special days.

### **Objective**

To listen to the audio and do the tasks

### **Follow the given procedure.**

#### **Pre-listening activities**

- a. Ask students to look at the picture and ask them the pre-reading questions like: What do you see in the pictures? What special days do they denote? (Elicit: The first picture denotes "Father's Day" and the second picture denotes "Environment Day or Earth Day".)
- b. Listen to the responses of the students and add necessary information to their responses.

#### **Sample answers**

- a. In the first picture, there is a young man. A kid is hugging him from back. The picture shows a good affection probably between a father and a child. The second picture is a painting in which there are three people painting a happy earth.
- b. The first picture denotes Father's Day and the second one denotes Earth Day.

- c. Ask students to guess what the audio is about. Take their responses.
- d. Play the audio and ask them to check whether their guesses are right. Discuss the vocabulary and context in general.

### **While listening activities**

- a. Draw the attention of students to the audio giving the clues from the pictures discussed in **Task A** that they are going to listen to an audio related to people's perceptions on special days.

- b. Instruct them to see the table in **Task B** and pay attention to the concerned areas while listening audio.
- c. Play the audio and tell them to complete the **Task B**. Provide a transcript if anyone has hearing difficulties.

<b>Answers</b>			
<b>Speakers</b>	<b>Special Days</b>	<b>Likes it</b>	<b>Dislikes it</b>
1	April Fool's Day		o
2	Earth Day	o	
3	Mother's Day	o	
4	Father's Day	o	
5	New Year's Eve		o

- d. Go around the class and check whether all students are doing it right.
- e. Play the audio again and lead them to the **Task C**. Move around the class and make sure that every student is engaged in listening tasks.

<b>Answers</b>	
<b>Speaker- 1</b>	a. True    b. False
<b>Speaker- 2</b>	a. True    b. False
<b>Speaker- 3</b>	a. False    b. True
<b>Speaker- 4</b>	a. False, b. True
<b>Speaker- 5</b>	a. False b. True

- f. You can also link one the tasks either B or C as an internal assessment. If you do so, play the audio, they will do the task. Take their answer sheet and check and maintain the portfolios.

### **Post listening activity**

- a. Ask students to think about some special days they celebrated this year. And, now say them to be specific on any one.

**World Environment Day**

On the occasion of World Environment Day this year, all students and teachers in our schools celebrated a special programme. We came together to raise awareness about environmental issues and promote a sense of responsibility towards the planet. After that community reach, we did a plantation programme in the open space behind the temple. All the Students and staff not only participated enthusiastically, but also learned about the

importance of preserving nature and making positive changes in their own lives to protect the environment.

b. Ask them to share their experiences and appreciate their efforts.

## 2.9 Grammar II

This task is continuation of reported speech we discussed previously in this very unit.

### Objective

To rewrite the given sentences choosing the correct direct or indirect speech

### Follow these steps.

- Ask the students to read the sentences from a-g in **Task A**. Since this is related to Direct/Indirect speech, which has already been discussed sufficiently, this can be assigned as a home assignment.
- Check their answers the next day and give feedback.
- Write the correct answers on the board and ask them to study them.

#### Answers

- when her father would come home.
- Have you ever had
- can I do
- whether I belonged
- we were supposed
- whether she had filled out
- if I had called her.

- Lead them to **Task B**. Ask them to read the report and list out the direct questions asked by **Nihar**.
- Check their answers for both tasks. Provide mass feedback. Ask them to self-practise further by taking a grammar book as a reference.

#### Answers

- What is Ihi? Would you explain it?
- Why are girls married to the Suvarna Kumar? Why is it so important?
- Why was this particular fruit (Bel) chosen?
- How long does the ritual last?

## 2.10 Writing II

This task is related to writing a news story based on the given outlines.

### Objective

To write a news story using the given clues

### Follow the given procedures.

- Ask students to read the outlines given. Deal with difficulties to understand the words.
- Discuss about the components and format of writing a news story (headline, byline, dateline, lead, body, and additional information with proper closure). Explain that they have to take

help of all 6 Ws (what, when, where, who, whose, which, whom, why) and 1 h (how) questions.

- c. Ask them to do the task as an individual home assignment.

**Sample answer**

**Department of Health Services Continues Vital Child Health Campaign with Vitamin A and Deworming Initiatives**

By a Staff Reporter,

Tanahun, October 14. In a concerted effort to bolster child health and well-being, the Department of Health Services has officially launched its annual campaign to distribute essential supplements to children between ages of 1 to 5 years. Running for two days (October 19<sup>th</sup> and 20<sup>th</sup>), health assistants are diligently providing vitamin A capsules to children aged between six months to five years. This critical initiative, which began back in 2050 BS, has been pivotal in combating vitamin A deficiency and its related health issues among young children.

In addition to the vitamin A programme, the department has also continued its long-standing initiative of deworming tablets distribution. Deworming capsules are being administered to children aged one to five years, a program that has been in place since 2056 BS. The combined efforts of these programs play a vital role in safeguarding the health of the community's youngest members, ensuring they have access to essential nutrients and protection from parasitic infections. This annual campaign is a testament to the commitment of the Department of Health Services in promoting the health and well-being of children in the region.

- d. Check their homework the next day and give feedback.

## **2.11 Project work**

This project work is related to preparing a report on local festival.

### **Objective**

To prepare a report on local festival and present in the class

### **Follow the following procedure.**

- Tell students that this is a group task. Form a group of fours. Instruct them that they must work in collaboration with each other.
- Clarify the instruction. Guide them how to design questionnaire and what should not be missed in their report (name of the festival, who, when, where, how, why is it celebrated, its cultural significance, major events, etc.)
- Tell them that they should interview their friends, find the information about any one of the popular festivals celebrated in their locality and note down important information.

- d. Ask them to prepare an attractive report on a chart paper. They can use some photos, other visuals or other graphics.
- e. Provide students a week to complete the project work. Help them when required.
- f. Manage time for group presentation when they complete. Rank the task and keep record. This can be used as a continuous assessment task too.

### **2.12 Extra bit**

This section of the unit includes an introduction to the word stress with some basic rules. The students will go through the rules and learn about word stress themselves.

ΩΩΩ



### Unit 3 Health and Wellness

This unit is based on the theme of 'Health and Wellness', emphasizing language functions of 'Reporting commands'. It comprises two reading texts: a letter by a parent recounting a hospital nightmare and a speech on healthy eating for a healthy life. Each reading is accompanied by exercises reinforcing comprehension and language function. Similarly, the listening and speaking activities aim to enhance the theme and language function of the unit with discussions, role-plays, and group conversations. The grammar exercises back up the language functions with reported speech and imperatives while the writing tasks involve crafting emails and speeches. A project entails designing a wellness chart. Furthermore., Extra bit, the additional segment explores reported speech nuances. The total allocated time for the unit is 10 hours.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about different dimensions of wellness.
2.	Reading I Letter: A letter from a patient	Pre-reading questions based on the pictures Match the words with the correct meanings. True/False statements Short-answer questions Post-reading question
3.	Pronunciation: Short and long /u/	Pronounce the words correctly and put them in the right column.
4.	Speaking: Reporting instructions and commands	Act out the given conversations. Work in a group of three and have conversations. Make and report instructions.
5.	Grammar: Reported Speech (Imperatives)	Study the table showing how imperatives are changed into indirect speech. Change the sentences from direct speech to indirect speech as given in the table.
6.	Writing: Email writing	Write an email of apology.
7.	Reading II Speech: A Healthy Diet for a Healthy Life	Pre-reading questions Consult a dictionary and define the given terms. Complete the sentences with the correct words from the speech. Choose the best alternatives. Short-answer questions Draft a short speech and deliver in a group.
8.	Listening: An Interview	Pre-listening: Answer these questions. Listen to the audio and complete the sentences. Short-answer questions Post-listening question

9.	Grammar II : Reporting Imperative sentences	Choose the correct word and complete the sentences. Change the given sentences into indirect speech. Report the given sentences.
10.	Writing II: Guided writing	Draft a speech based on the given guidelines.
11.	Project work	Design a wellness wheel chart and present.
12.	Extra bit	Reported Speech: Command, Request, Advice
<b>Total estimated time</b>		<b>10 Hours</b>

The detailed teaching-learning procedures for each topic and task are suggested below. Teachers could use these methodologies or design their activities relevant to the content in the classes to make the class interactive, effective, and vivid with necessary assessments of students after teaching each skill.

### 3.1 Getting started

This is the first, warm up task of the unit which leads students towards the theme of the unit, i.e. Health and Wellness. The wellness chart presented in this activity links with the theme of the unit by mentioning different aspects of health and wellness.

#### Objectives

- a. To identify different aspects of health and wellness
- b. To talk about the different dimensions mentioned on the chart

#### Follow the given procedures.

- a. Introduce the unit and its theme to the class. Then instruct students to study the wheel chart given in the activity. Ask a student to read out the dimensions mentioned on it. Write them down on the board and facilitate discussion about their relationship with each other. Ask the following questions for discussion.
  - i. What does each component of the chart mean?
  - ii. What is the relation of one component with the other?
- b. Motivate all students to participate in the discussion, listen to their responses, and conclude the discussion with your feedback and views.

The given chart illustrates eight different aspects of wellness namely emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. This emphasizes that mental and physical health are linked together. Our emotional well-being affects how we interact with others socially and spiritually, while our physical health impacts our ability to engage in occupational and intellectual pursuits. Environmental and financial factors also play a role in shaping our overall wellness, influencing everything from our stress levels to our access to resources for personal development.

### 3.2 Reading I: A Letter from a Patient

The first reading text in this unit is a letter entitled “A Letter from a parent.” The letter shares a story about a parent’s tough time in a hospital with their sick baby.

## Objectives

- a. To learn the vocabulary: nightmare, pediatric, bad-mouth, trust-worthy, intravenous, competent, pediatrician, vantage point, downright, confidence, deprivation, refrain, vulnerable, glamorous, dreadful, instill, etc.
- b. To read the text and do the comprehension tasks

## Follow the activities given below.

### Pre-reading activities

- a. Introduce the reading text to the class. Organize a warm-up session by instructing students to look at the picture and study it. Facilitate a class discussion. Ask the following questions to students.
  - i. Who do you think is in the picture?
  - ii. What is she doing?
- b. Encourage all students to participate in discussion. Listen to their responses and provide your feedback.

### Answer

- a. The woman in the picture is a health worker.
- b. She is holding/ taking care of a newly born baby.

- c. Ask students to preview the text and identify different parts of the letter.

### While-reading activities

- a. Ask some students, in turn, to read the text aloud. The teacher may help them with the correct pronunciation whenever necessary.
- b. Ask students to mark the words which are unfamiliar to them. Then, discuss the meanings of words in context. You can choose suitable activities for your classroom and discuss the vocabulary in context. You can use some activities to teach them unfamiliar vocabulary. One activity is suggested here:

- a. Ask students to read the text silently and collect the highlighted/difficult words.
- b. Write these words on the board/screen.
- c. Pronounce the words and ask them to follow.
  - a. Divide the class into small groups and assign each group a set of vocabulary words.
  - c. Encourage them to use the words accurately in context.

- c. To ensure students' understanding of the meanings in context, divide students to work in pairs. Instruct them to match the words with their meanings given in **Task A**.
- d. Monitor their engagement in the task and offer guidance to choose the right word/phrase. Once they complete, select some pairs to share their answers with the class. Make corrections in their answers if necessary.

### Answers

- |                |  |
|----------------|--|
| a. nightmare   | - iii. a very unpleasant or frightening experience |
| b. pediatric   | - iv. relating to the medical care of children     |
| c. intravenous | - v. into or connected to a vein                   |

d. priority	- ii. a thing that is regarded as more important than others
e. medications	- iii. treatment using drugs
f. confidante	- ix. a person with whom private matters and problems are discussed
g. deprivation	- viii. the lack of something considered to be a necessity
h. vulnerable	- vi. in need of special care, support, or protection
i. dreadful	- vii. very bad or unpleasant

- e. Now, ask students to scan the text and list out the issues mentioned in the text. Also ask them to share their solutions.
- f. Then lead students to **Task B**. Ask students to work individually and to read the statements in the task. Then, instruct them to scan and skim the text, and decide whether statements are true or false.
- g. Monitor their engagement in the task and offer guidance and assistance in choosing the right option.
- h. Once they finish, ask some students to share their answers. Listen to their answers and make corrections to their answers if necessary.

**Answers**

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

- i. Now, turn to **Task C**. Ask students to read the questions before reading the text once more. Then ask them to write the answers in their notebooks. Monitor their writing and help them when necessary. Alternatively, assign this task as homework to students and check their works in the next class. Make necessary corrections in their answers.

**Sample answers**

- a. The nightmare for the author was about mistreatment, delayed service, unsystematic way of overall hospital management
- b. I think the main purpose of this letter is to reveal the issues and the problems of the community hospital to the concerned department for better management
- c. According to the author, the main weaknesses of the hospital staff were misbehavior, mistreatment, irresponsibility, lack of monitoring and evaluation
- d. According to the text, the nurse said, "Your daughter is not a priority." It is because there would be few staff to provide adequate service.
- e. The patients and their families expect quick response, politeness, and console, system, and good skills from the health workers.
- f. The author was frequently asked the following questions in the hospital:
- Was your daughter premature?
  - Was your delivery normal?
- g. The health workers made gender error about the author's daughter because of insensitivity.
- h. According to the author, people perceive the career of health workers as insensitive and unskilled, not much trained.

### Post-reading activity

This activity is meant for speaking rather than writing. For this post-reading activity, divide the class into small groups. Then facilitate group discussion based on the following question.

- If you become a health worker in the future, what would be your priority? How would you treat your patients and their families?
- Allow time for the groups to discuss questions among themselves. Then ask each group to choose a representative to share their ideas. Listen to each group and provide your feedback.

### 3.3 Pronunciation

This lesson is based on the pronunciation of long /u:/ and short /ʊ/sounds. The short /ʊ/ sound, represented by the symbol /ʊ/ as in 'book,' is a quick and relaxed sound formed with the lips slightly rounded and the tongue in the middle of the mouth. The long /u:/ sound, symbolized by /u:/ as in 'food,' is a prolonged and more tense sound, produced with fully rounded lips and a slightly raised back of the tongue.

#### Objectives

- a. To pronounce the words correctly
- b. To distinguish short /ʊ/ and long /u:/sounds and divide the words into right columns based on their pronunciation

#### Follow these steps.

- a. Begin by explaining the concept of short and long vowel sounds to students. Then pronounce the words in the list clearly and slowly, emphasizing the vowel sound in each word. Start with "food" and "book" to illustrate the difference between the short and long /u/ sounds. Encourage students to listen carefully to the vowel sound in each word.
- b. Next, divide the class into pairs. Instruct students to take turns pronouncing each word aloud, paying attention to the vowel sound. Encourage them to listen to their partner's pronunciation and provide feedback if necessary. Then instruct students to decide whether the words contain the short /ʊ/ sound or the long /u:/ sound.
- c. Have students write each word in the appropriate column on their worksheet. Once all the words have been sorted, review each word as a class, pronouncing them together and confirming their placement in the correct column.

Answers	
Short /ʊ/ as in 'book'	Long /u:/ as in 'food'
book cook look stood took zoo	food good school roof hook wood too zoom wool mood

### 3.4 Speaking

This speaking activity is based on the language function of the unit, i.e. reporting commands. Reporting commands involve conveying instructions or requests given by someone else. It requires using appropriate reporting verbs such as "say," "tell," or "ask," along with reporting

clauses like "to" or "that." Mastering this language function enables learners to accurately convey directives or advice from one person to another.

### **Objective**

To report the commands and suitably respond to them

### **Follow the given procedure.**

- a. Firstly introduce and discuss the language function of reporting commands. Then divide students into pairs/groups and assign each of them a role of conversation in **Task A**. After they act out, ask them to note the language structure used in each dialogue.
- b. Then, familiarize the language structures or sentences and their responses used for reporting commands.
- c. Next, divide students into new groups and ask them to have conversations for the situations given in **Task B**: reporting commands and responding to them in a suitable expression. Further, instruct them to use expressions similar to the ones in **Task A**.
- d. Move around the class and monitor if they are doing right. Help as necessary.

#### **Sample conversations**

- a. Mother: Come home early.  
Sister: What did mother tell you?  
Son: Mother told me to come home early.
- b. Doctor: Drink plenty of water.  
Father: What did the doctor advise you?  
You: Doctor advised me to drink plenty of water.
- c. Guard: Don't touch the paintings.  
Your friend: What did the guard warn?  
You: The guard warned not to touch the paintings.
- d. Librarian: Keep your mobile phone in flight mode.  
You: What did the Librarian order?  
Your friend: The Librarian ordered to keep our mobile phone in flight mode.
- e. Teacher: Arrive at school on time.  
Student 1: What did the teacher command?  
Student 2: The teacher commanded us to arrive on time.
- f. Air Hostess: Fasten your seat belt.  
Passenger 1: What did the air hostess instruct?  
Passenger 2: The air hostess instructed us to fasten our seat belts.
- g. Brother: Wash your clothes yourself.  
Sister: What did brother suggest?  
You: Brother suggested we wash our clothes ourselves.

- e. Next, divide students into pairs. Ask a student to give instructions for making a paper boat by reordering the sentences given in **Task C**. Have the other student in the pair report the instructions one by one. Have each group practise this in turn. Monitor while the pairs are practicing. Provide examples and support as necessary.

### Sample answer

Here are the instructions for making a paper boat based on your friend's guidance:

1. Start by folding the paper in half on the longest side.
2. Then, fold it in half again on the longest side, and open it out once.
3. With the fold at the top, fold the top two corners down to the middle line.
4. Fold the bottom strip up on each side.
5. Put your thumbs inside the triangle that is formed.
6. Open it out into a diamond shape.
7. Fold the bottom half up on each side, creating a triangle shape.
8. Put your thumbs inside again and open it out.
9. Finally, pull the outer corners of the triangles out to shape and complete the paper boat.

### 3.5 Grammar I

This grammar lesson is based on the language functions of reporting imperative sentences. Imperatives, which encompass requests, commands, and instructions, play a crucial role in communication by conveying actions or directives. They are often transformed in reported speech according to the context and the speaker's intent.

#### Objective

To change imperative sentences from direct speech to indirect speech

#### Follow the given procedure.

- a. Begin the lesson by reviewing the concept of direct and indirect speech with sufficient examples.
- b. Then, introduce imperatives as sentences that give commands, instructions, or make requests. Offer examples of imperatives in everyday language.
- c. Instruct students to work in pairs or small groups to study the examples of reported speech given in **Task A**. Guide them in observing how imperative sentences change when reported indirectly, paying attention to verb forms, pronouns, and reporting verbs used.
- d. Introduce common reporting verbs used for reporting imperatives, such as "instruct," "ask," "urge," "advise," "insist," "request," etc. Then provide step-by-step instructions for transforming imperative sentences from direct to indirect speech. Show the example of the process with one or two examples, emphasizing the changes in verb forms and reporting structures.
- e. Next, assign exercises of **Task B** to students to practise the transformation of imperative sentences from direct to indirect speech. Monitor their progress and provide guidance and feedback as needed. When students finish the task, check their work and make necessary corrections.

#### Answers

- a. She requested me to help her fix that machine.
- b. The electrician requested me not to switch on the fan.

- c. My friend requested me to help him with his homework.
- d. She requested me to lend him some money.
- e. The teacher told me to do my homework.
- f. The doctor advised me not to smoke.
- g. My mother forbade me to make a mess.

### 3.6 Writing I

This task aims to focus on writing an apology email to the patient's mother for not showing good behavior as a healthcare worker at a hospital.

#### Objective

To write an email (electronic letter) using the correct format and layout

#### Follow the given procedure.

- a. Start the lesson by discussing email writing and its components, including the incorporation of expression of apology in emails and letters.
- b. Instruct students to read the prompt given in the task. Then discuss the significance of addressing concerns raised by the patient's mother. Encourage students to imagine themselves as the healthcare staff and consider the impact of their behavior on the patient and their family. Highlight the importance of maintaining a professional and empathetic tone throughout the email.
- c. Next, guide students in brainstorming key points they want to convey in the email, such as acknowledging the issue, expressing regret, offering assurances, and outlining steps for improvement. Encourage them to think about specific examples or instances that illustrate their commitment to addressing the concerns raised.
- d. Introduce the basic structure of an email, including the subject line, greeting, body paragraphs, and closing. Give examples of how to organize information logically within each section, ensuring clarity and coherence.
- e. Provide time for students to draft their emails, offering support and feedback as needed. When they complete the draft, facilitate peer review and revision sessions for grammar, spelling, and punctuation errors before sending the email. Check the revised email with the necessary corrections and feedback.

#### Sample Email

**To:** manzil.khanal2000@gmail.com

**From:** [khanal\\_muna2032@gmail.com](mailto:khanal_muna2032@gmail.com)

**Cc/Bc:**

Dear Samira

I hope this email finds you well. I am writing to extend my sincere apologies for any inconvenience or dissatisfaction you and your family may have experienced during your recent visit to our hospital. Your feedback is invaluable to us, and we deeply regret any



shortcomings in the services provided.

At [Hospital Name], we are committed to delivering high-quality care and ensuring a positive experience for our patients and their families. It is disheartening to learn that we fell short of your expectations, and for that, we are truly sorry.

We understand the importance of feeling supported and well-cared-for during times of illness or medical need. Your concerns have been taken seriously, and we are actively addressing the issues you raised to prevent similar situations in the future. Our team is conducting a thorough review of the incident, and corrective measures are being implemented to enhance the overall quality of our services.

We appreciate your patience and understanding as we work towards improvements. To better understand your specific concerns and gather additional insights, we would be grateful if you could share more details about your experience. Your input will be instrumental in shaping our ongoing efforts to provide the highest standard of care.

Please rest assured that we are dedicated to learning from this experience and making the necessary changes to ensure a more positive and supportive environment for our patients and their families.

If you have any further questions or if there is anything specific you would like to discuss, please do not hesitate to reach out to me directly at [Your Contact Information]. Your feedback is invaluable to us, and we are committed to regaining your trust.

Once again, I extend my sincere apologies, and I thank you for bringing this matter to our attention. We look forward to the opportunity to serve you better in the future.

Wishing you and your family good health.

Regards,

XYZ

Medical Officer

[Hospital Name and address]

### **3.7 Reading II: A Healthy Diet for a Healthy Life**

The second reading text in this unit is a speech entitled "A Healthy Diet for a Healthy Life". It emphasizes Health and Wellness as a theme of the unit.

#### **Objectives**

- To read the text and learn the vocabulary: lad, chap, fellow, ache, etc.
- To comprehend and follow the main points of extended discussion in a speech
- To read the text and do the tasks

#### **Follow these steps.**

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

- Organize a warm-up session introducing the reading text. Instruct students to look at the given pictures and answer the following questions.

- i. What do you think this picture is about?
  - ii. What is the woman doing?
  - ii. What is he famous/ known for?
- b. Encourage all students to participate in the discussion. Listen to their responses and help them with the correct and additional information

- This picture illustrates an international conference.
- The woman is delivering her speech at the international conference.

### While-reading activities

- a. Ask students to work in pairs. Ask the pairs to read the text and find unfamiliar words. List them on the board.
- b. Assign each pairs to two different words and ask them to find out pronunciation, meanings and use in their own sentences. Let each pairs introduce these words to the whole class.
- c. After that, lead them to the vocabulary task in **Exercise A** and instruct them to define the given words/phrases by consulting in a dictionary or online resources. Monitor their engagement offering guidance in using dictionaries correctly.

### Answers

#### Exercise A

- a. **wonder food**: A term typically used to describe a food item that is believed or claimed to have exceptional health benefits or nutritional properties. These foods are often promoted as having the potential to prevent or cure various diseases.
- b. **cardiovascular diseases**: Conditions that involve the heart or blood vessels, including coronary artery disease, heart failure, valvular heart disease, and others. These diseases can lead to complications such as heart attacks and strokes.
- c. **bioeconomy**: An economic system that uses biological resources, organisms, and principles to generate products, services, and economic value. It involves the sustainable use of renewable biological resources, such as agriculture, forestry, and fisheries, for various purposes including food, materials, and energy production.
- d. **demographic change**: Refers to alterations in the structure of a population over time, typically involving changes in birth rates, death rates, and migration patterns. Demographic changes can have significant social and economic implications.
- e. **multidisciplinary approach**: An approach that involves the collaboration and integration of insights, methods, and knowledge from multiple disciplines or fields of study to address a complex issue or problem. It recognizes that diverse perspectives and expertise are needed to gain a comprehensive understanding and develop effective solutions.
- f. **economic inequalities**: Disparities or differences in economic well-being or income distribution among individuals or groups within a society. Economic inequalities can result from various factors, including differences in education, employment opportunities, and access to resources.
- g. **neurological disorders**: Medical conditions that affect the nervous system, including the

brain, spinal cord, and nerves. Examples include epilepsy, Alzheimer's disease, multiple sclerosis, and Parkinson's disease.

h. **biomarkers**: Measurable indicators or substances that can be detected in biological samples, such as blood, urine, or tissue, and used to assess the presence or progression of a disease, the effects of treatment, or other physiological processes. Biomarkers are valuable in medical research and clinical practice for diagnostic, prognostic, and therapeutic purposes.

d. Now, ask the pairs to read the text and prepare a short notes of the main points. Let them share in the class.

e. Lead the class to **Task B**. Instruct students to work in pairs and complete the given sentences with one of the words in red from the text. Monitor their engagement in the task and offer guidance to choose the right word/phrase. When they complete, select some pairs to share their answers with the class. Make corrections in their answers if necessary.

**Answers**

a. delighted    b. conference    c. innovation    d. dramatically    e. neurological  
f. diagnosis    g. unprecedented    h. biomarkers    i. multidisciplinary approaches

f. After that, instruct students to look at the multiple-choice questions in **Task C**. Instruct them to choose the right answer from the given alternatives. While students are engaged in the activity, monitor them and help them when necessary.

**Answers**

a. iii. obesity    b. iv. knowledge    c. i. researchers  
d. iv. the lack of progress in research and innovation.  
e. iv. appeal the members of EU for collaboration for research and innovation

g. Now, move to **Task D**. Instruct students to work individually to read the questions before scanning and skimming the text. Then ask them to write the answers in their notebooks. Monitor their engagement in the task, and offer help when necessary. Alternatively, assign this task as homework to students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

a. The speaker is talking about the Joint Programming Initiative "A Healthy Diet for a Healthy Life."  
b. According to the speaker, the cause of obesity among children in the EU is the trend of poor diet and low physical activity, which has worsened over the last three decades.  
c. To prevent themselves from diseases like type 2 diabetes, people should adopt better lifestyles and healthier diets.  
d. Horizon 2020 is Europe's 80-billion-euro research and innovation program designed to tackle society's biggest challenges. It focuses on areas such as food safety, the bioeconomy, health, demographic change, and wellbeing.  
e. Research is crucial to fight against health challenges because it provides insights into how diseases can be prevented, how they progress, early diagnosis, and the development

of effective treatments.

- f. If implemented effectively, Horizon 2020 can fund the very best research on nutrition, health, diet-related diseases, and aging. It aims to translate the knowledge gained into innovative and effective products, treatments, services, and strategies to benefit patients and prevent diseases.
- g. The speaker expects the conference to result in innovative ideas and interesting discussions, leading to progress in research and innovation for healthy diets and healthy lives.
- h. The conference is aimed at addressing the public health challenge of diet and lifestyle-related diseases in the EU. If the outcomes of the conference are successfully implemented, it is likely to benefit the people of the EU by providing valuable insights, strategies, and solutions to promote healthier lifestyles and prevent diseases.

### **Post-reading activity**

In this task, divide students into groups and ask them to draft a short speech entitled, ‘*Importance of Exercise for Healthy Life*’. Allow them time to brainstorm ideas and draft the speech. In the next class, ask each group to choose a representative to deliver the speech. Have all the representatives deliver the speech in the class. Listen to them and provide feedback.

#### **Sample speech draft**

Ladies and gentlemen,

Today, I am honored to speak to you about a topic that is not just relevant but crucial to our well-being - the importance of exercise for a healthy life.

In the hustle and bustle of our daily lives, it's easy to neglect our bodies and prioritize other responsibilities. However, our health should be our foremost priority, and exercise plays a pivotal role in maintaining a healthy lifestyle.

First and foremost, regular exercise is essential for maintaining a healthy weight. In a world where sedentary lifestyles are becoming increasingly common, obesity and related health issues are on the rise. Engaging in physical activity helps burn calories, build muscle, and regulate our metabolism, contributing to weight management and overall well-being.

Exercise is also a powerful tool in preventing and managing various health conditions. From cardiovascular diseases to diabetes, the benefits of regular physical activity are vast. It strengthens the heart, improves circulation, and helps regulate blood pressure and cholesterol levels. Additionally, exercise plays a crucial role in managing stress, anxiety, and depression, promoting mental well-being.

Moreover, regular physical activity boosts our immune system, reducing the risk of chronic diseases and infections. It enhances the body's ability to defend itself, keeping us healthier and more resilient in the face of illnesses.

Beyond the physical benefits, exercise is a key factor in enhancing our cognitive function.

Studies have shown that regular physical activity improves memory, attention, and problem-solving skills. It promotes the growth of new neurons and supports overall brain health, reducing the risk of cognitive decline as we age.

In conclusion, the importance of exercise for a healthy life cannot be overstated. It is not just a matter of looking good; it's about feeling good, both physically and mentally. By incorporating regular physical activity into our lives, we invest in our long-term health and well-being. So, let's make a commitment to prioritize exercise, not as a chore, but as a fundamental pillar of a healthy and fulfilling life.

Thank you.

### 3.8 Listening

This listening skill is based on one of the themes of the unit. It features an interview of a doctor about lactose intolerance.

#### Objective

To listen to the audio and do the comprehension tasks

#### Pre-listening activities

- a. This is a warm-up activity. Introduce the listening task to the class. Then instruct students to look at the picture and ask them these questions in turn:
  - ii. What do you think lactose intolerance is?
  - iii. Do you have such a problem?
- b. Listen to their response. If students are unable to retain the correct information from the text, help them as necessary.

- Lactose intolerance is a condition of indigestion of dairy products.

- c. Introduce the unfamiliar vocabulary to students.

#### While listening activities

- a. Tell students that they are going to listen to an interview with a doctor about digestive problems in people. Instruct them to read the questions in **Task B** before listening to the audio and make some speculations on the right answers. Make a list of unfamiliar vocabulary to students and pre-teach them with an appropriate technique. Ask them to go through the sentences in **Task B** before they listen to the audio.
- b. Play the audio and ask them to write the missing words/phrases in the blanks only. They can write the answer words roughly so that they can edit them later.
- c. Monitor their engagement in the listening activity and play the audio until students can retain the words/phrases to fill in the blanks.
- d. Play the audio as many times as required.
- e. Ask students to tell the answers in turn.
- f. Make necessary corrections in their answers as per the requirement.

#### Answers

- a. Lactose intolerance b. Special stuffs c. Eastern Asia d. dairy product e. lactose free

- g. Now, ask students to read the questions in **Task C**. Tell them that you will play the audio and they will have to write answers to the questions. They can write the answers in pencil.
- h. Play the audio and go round the class to make sure that students are engaged in listening. Play the audio until all students have attempted the questions.
- i. After they finish, ask one of students to share her/his answer.
- j. Listen to their answers and make necessary corrections.

**Answers**

- a. According to the doctor, lactose intolerance is a big problem for many people.
- b. The two digestive problems are diarrhea and stomachache.
- c. 68 percentage of the world population is lactose intolerant.
- d. People began to depend on milk because of disability to consume dairy products.
- e. Lactose free products can be an alternative for the people who are lactose intolerant.

**Post Listening activity**

This task leads the discussion beyond the listening audio. The activity in this task is not meant to be answered based on the listening audio. In this activity, ask students to think about digestive problems and note down such problems in their notebooks. After completion, let them share the answer in the class and provide necessary feedback to them.

**Answers**

Constipation, Heartburn, Diarrhoea, Irritable bowel syndrome etc.

**3.9 Grammar II**

This grammar lesson focuses on reporting verbs and indirect speech of imperative sentences. It delves into the mechanics of transforming direct speech into indirect speech using appropriate reporting verbs. Through given exercises, students will learn to report imperative sentences using the correct reporting verbs.

**Objectives**

- a. To use the correct verbs to report imperative sentences
- b. To change the imperative sentences into indirect speech

**Follow these steps.**

- a. Review imperative sentences and ways of reporting them in indirect speech. Then introduce different verbs used in reporting imperative sentences. Provide necessary examples to show how these verbs are used.
- b. Also, discuss the linking words used while reporting imperative sentences. Present examples of their uses. Next, ask students to work in pairs and study the situation given in **Task A**. After that, ask them to choose the right alternative in each sentence. Monitor their engagement, and once they finish, instruct some pairs to share their answers in turn. Listen to their answers and make corrections as necessary.

**Answers**

- a. to do    b. do not shout    c. to eat    d. speak    e. not to tell anyone  
f. get    g. take    h. go    i. to get not to make

- c. Next, discuss and review the rules of changing imperative sentences from direct speech to indirect ones with ample examples. Now, to check their understanding of formation on imperatives from direct to indirect speech, instruct students to work in pairs and change the sentences into indirect speech using the reporting verb given in **Task B**. Monitor their engagement in the task and offer guidance for any confusion. Once they finish, check their work and make necessary corrections.

**Answers**

- a. She asked Punita to bring some sugar.  
b. The teacher told students that they must submit their assignments soon.  
c. He reminded Anu to remember to come early.  
d. He advised Mrs. Tamang that he should see a doctor.  
e. My father warned Nona to keep all the windows open.  
f. Furba told Prashun to go home.

- d. Finally, lead the class to **Task C**. Instruct students to work individually and change the sentences in the task into indirect speech. By now, they are supposed to have mastered the knowledge of changing imperative sentences from direct speech to indirect speech. Alternatively, assign the task as homework and check their work the next day with necessary corrections.

**Answers**

- a. The hermit advised us not to idle away our time.  
b. Madan requested his friend to help him with money.  
c. The Guru advised the noble prince not to be afraid.  
d. He requested me to let him do his work.  
e. The General ordered his troops to guard the fort.  
f. Aswin requested the teacher to excuse him.  
g. The guide instructed the visitors to follow him carefully.  
h. My teacher advised me not to look behind.  
i. Mother instructed the daughter to get ready to receive the guests.  
j. The boy requested the rescuers to help him get out of the wall.  
k. The teacher instructed the boys to read silently.  
l. The coach suggested playing a friendly football match.  
m. The monk advised us to give up bad habits.  
n. Father instructed me not to tell a lie.

### 3.10 Writing II

This writing task revolves around drafting a speech about obesity, covering its causes, consequences, and how to prevent it. This kind of writing task helps students learn how to research, organize ideas, and communicate effectively. It also encourages them to think about their health and societal responsibilities. Overall, it's an opportunity for students to develop essential skills and awareness that extend beyond the classroom.

#### Objective

To draft a speech based on the guided question including the accounts of experiences, describing feelings and reactions in simple connected text

#### Follow these steps.

- a. Begin by introducing the writing task. Divide students into small groups and facilitate sessions for students to brainstorm on obesity, exploring its causes, consequences, and preventive measures. Provide resources such as reputable websites, scientific journals, and books to facilitate comprehensive understanding.
- b. Guide them in organizing these ideas into coherent sections, such as introduction, causes, consequences, preventive measures, and conclusion.
- c. Facilitate students through the process of editing and revising their draft speech, focusing on clarity, coherence, and persuasiveness. Encourage peer review and provide constructive feedback to help refine their speeches further.
- d. Finally, have each group present their speech in the class. Listen to their speeches and provide necessary feedback.

#### Sample speech

Ladies and Gentlemen,

I stand before you today to address a matter of growing concern that affects millions globally - Obesity. It is a health crisis that demands our collective attention and action. In our time together, let us explore the primary causes of obesity, its consequences, and what steps each of us can take to avoid its detrimental effects.

First, I want to present the primary causes of obesity. We are not conscious about our health and food cuisine: whatever we find in our hunger, we are habituated to have. Do we know how many calories we need in accordance with our job pattern? Are we aware of dieting? Are we habituated to balance work and rest? Not certainly. The word obesity refers to being overweight. Unhealthy dieting choices, lack of physical activities, environmental factors and genetic predisposition are the primary causes of obesity. It has been a great threat for our health in recent years because of having varieties of junk foods available in the market. Different poisonous and harmful chemicals are mixed to make the food items tastier and preserved which causes gaining much more weight and health hazards as well.

Next, we might have known about the consequences of it. One of them is Health Implications. Obesity is linked to an increased risk of chronic diseases, including diabetes, heart disease,



and certain cancers. The other is Psychological Impact. Individuals with obesity may face discrimination, low self-esteem, and mental health challenges. Additionally, it arouses Economic Burden. The financial cost of treating obesity-related health issues places a substantial burden on healthcare systems. There are many people in our society who are compelled to sell their land, house, jewelry, vehicles whatever they have. Not only this much, they have to take loans in return to pay high interest for the treatment of dreadful diseases.

Therefore, it's my great appeal to follow the individual prevention strategies to avoid obesity. First of all, please develop your healthy eating habits and emphasize the importance of a balanced diet with an abundance of fruits, vegetables, and whole grains. In such a way, do regular physical activity and encourage at least 150 minutes of moderate-intensity exercise per week, tailored to individual abilities. Likewise, consider awareness and Education as important aspects and individuals should be informed about nutrition, portion control, and the impact of lifestyle choices on health. Moreover, seeking professional guidance also matters in keeping fit and fine. We have to consult healthcare professionals or nutritionists for personalized advice and support.

Again, I want to raise questions here: how can individuals combat obesity? What are the ways?

They are:

- Reinforce the idea that preventing obesity requires a proactive and individualized approach.
- Encourage everyone to take responsibility for their health and make informed lifestyle choices.

In conclusion, as we face the challenge of obesity, let us remember that the power to combat this epidemic lies within each of us. By understanding the causes, acknowledging the consequences, and taking proactive steps towards a healthier lifestyle, we can collectively create a society that prioritizes well-being.

Thank you for your attention and let us unite in the pursuit of a healthier future for ourselves and generations to come.

Thank You.

### **3.11 Project work**

In this project work, students are individually engaged to design a wellness wheel chart of their own by showing different activities they perform to stay healthy.

#### **Objective**

To design and present a wellness wheel chart of their own by showing different activities they perform to stay healthy

**Follow these steps.**

- a. Since students have been familiar with the structure of the wellness wheel chart in the beginning of the lesson, ask them to share about the dimensions of it and make them point out the activity they perform to stay healthy.
- b. Then, guide them to design a wellness wheel chart in a chart paper and tell them to show the different activities they perform to stay healthy. Allow them time a week's time for drafting and revising.
- c. After accomplishment, encourage them to present it in the class. Provide necessary feedback to each student's story/ narration.
- d. One of the activities is given here. This can be changed as a wellness chart.

**1.Components of the Wellness Wheel:**

- Identify key dimensions of wellness (e.g., physical, emotional, social, intellectual, occupational, spiritual).
- Allocate sections on your chart for each dimension.

**2. Design and Creativity:**

- Use your creativity to design a visually appealing and personalized chart. You can use colors, images, or symbols that resonate with each dimension.
- Ensure clarity and organization in your design to effectively convey your wellness activities.

**3. Activities Representation:**

- Within each section, represent the activities you engage in for that specific dimension of wellness. This could include exercise routines, hobbies, social interactions, educational pursuits, spiritual practices, etc.

**4. Reflection:**

- Include a reflective component where you briefly explain why each activity contributes to your well-being.
- Share any challenges faced and how you overcome them in each dimension.

**5. Timeline:**

- Develop a timeline or schedule that showcases when you engage in these activities. This could be daily, weekly, or monthly routines.

**6. Personal Goals:**

- Set realistic and achievable wellness goals for each dimension. These could be short-term and long-term objectives.

**Presentation:**

- Prepare a brief presentation (5-7 minutes) where you walk your peers through your Wellness Wheel Chart.
- Explain the significance of each dimension, the activities chosen, and the positive impact on your overall health.

This is a simple representation, and you can customize it according to your preferences and activities Wellness Wheel Chart:

**1. Physical Wellness:**

• **Activities:**

- Jogging: 30 minutes, three times a week
- Strength Training: 20 minutes, twice a week
- Yoga: 15 minutes, daily
- Balanced Diet: Incorporating fruits, vegetables, and lean proteins

**2. Emotional Wellness:**

• **Activities:**

- Journaling: 10 minutes, daily
- Meditation: 15 minutes, every morning
- Quality Sleep: 7-8 hours per night
- Expressing Feelings: Regularly communicating with friends and family

**3. Social Wellness:**

• **Activities:**

- Weekly coffee dates with friends
- Participating in a book club: once a month
- Volunteering at a local community center: bi-weekly

**4. Intellectual Wellness:**

• **Activities:**

- Reading: 30 minutes, every night
- Online Courses: Enrolling in a course every quarter
- Puzzles and Brain Games: 20 minutes, three times a week

**5. Occupational Wellness:**

• **Activities:**

- Time Management: Creating a daily schedule
- Setting Career Goals: Quarterly reviews and adjustments
- Professional Development: Attending workshops and conferences

**6. Spiritual Wellness:**

• **Activities:**

- Meditation and Reflection: 20 minutes, twice a week
- Nature Walks: Connecting with the environment
- Practicing Gratitude: Daily acknowledgment of positive aspects

**Reflection:** Maintaining a balance in these dimensions contributes to my overall well-being. Challenges include finding time for certain activities, but the positive impact on my physical health, emotional stability, and overall happiness are significant motivators.

**Goals:**

- Increase daily water intake.

- Explore a new form of physical activity (e.g., dance, swimming).
- Attend a wellness retreat for a deeper spiritual experience.

Remember, this example is just a template. Your Wellness Wheel Chart should reflect your unique activities, preferences, and goals. Customize it to make it a true representation

### **3.12 Extra bit**

This section contains the task that gives students additional information in the unit. This particular extra bit includes information about imperative sentences and guidelines for changing these types of sentences from direct to indirect speech. Students can study by themselves; however, the teachers can help them if required.

ΩΩΩ

## Unit 4 Work and Leisure

This chapter focuses on the theme of 'Work and Leisure. Similarly, it highlights the language function of giving, withholding, and reporting permission. The reading and listening texts are based on the theme of work ethics and determination, while the speaking and grammar sections concentrate on expressing permission using modal verbs and imperative sentences, allowing students to effectively make requests and permissions in various contexts. Additionally, writing tasks encourage students to craft persuasive letters advocating for responsible leisure activities and balancing work commitments.

The unit culminates in a role-playing activity where students enact scenarios, negotiating and granting permissions, enhancing their speaking and listening skills. Students explore pronunciation nuances in vowel sounds, refining their language articulation.

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and discuss why the activities shown are important.
2.	Reading I Short story: Cabbage White	Pre-reading questions Match the meanings of the words with the correct words. Write the meanings of the given words. Short-answer questions State True, false and Not given for the statements. Post reading question
3.	Pronunciation	Pronunciation of long and short vowels
4.	Speaking: Asking for permission	Study the given conversation. Ask for permission and respond to it. Work in threes: Ask for permission and respond to it.
5.	Grammar I: Modals	Read the text and identify the function of the underlined words. Complete the sentences with 'must' or 'can't'.
6.	Writing I: Job application letter	Rearrange the sentences to make a job application. Read the advertisement and write a job application.
7.	Reading II Pome: Leave this chanting and singing	Pre-reading questions Find the words from the poem for the given meanings. Find the modern equivalent for the given archaic words. Short-answer questions Post reading question
8.	Listening: A talk on working cultures in different countries of the world.	Pre-listening questions Listen and choose the correct word. True/False/ Not Given statements Post-listening question
9.	Grammar II Imperative Sentences	Match the imperative sentences with their functions. Change the given imperative sentences into negative.

10.	Writing II: Writing Rules and Regulations	Study the given set of rules and regulations. Write a set of rules and regulations using the given prompts.
11.	Project work: Speech contest	Organize a speech contest on ‘Work is Worship’ in the classroom.
12.	Extra bit	Short, long and diphthong vowels
<b>Total estimated time</b>		<b>9 Hours</b>

The comprehensive instructional procedures for every topic and set of skills are suggested below. Teachers have the option to use these methodologies or tailor their activities to fit their classes. Enhance the interactivity and effectiveness of your class by incorporating essential assessments for students following each skill.

#### 4.1 Getting started

This task marks the beginning of the unit, serving as the catalyst that directs the class toward the primary theme of the unit, namely, the exploration of work and leisure.

#### Objectives

- a. To identify the activities shown in the pictures
- b. To tell the importance of the activities each picture shows

#### Follow the given procedures.

- a. First, show the first picture (first from right to left on the top) to the class and ask them these questions for discussion:
  - i. What do you see in the first picture?
  - ii. What activities are people doing in it?
  - iii. Why is this activity important?

Encourage students to answer the questions and add more details to their answers, if necessary.
- b. Then move to the second picture (second from right to left on the top). Ask the following questions to students.
  - i. What do you see in the picture?
  - ii. What is the lady doing with the kids? What are the kids doing?
  - iii. Why is their work important, etc.?
- c. Next move to the third picture (one on the left on the bottom) and ask the following questions.
  - i. What does this picture show?
  - ii. What are people doing?
  - iii. Why is this activity important, etc.?

Motivate students to answer your questions, and help them to talk with the correct information if necessary.
- d. Finally, lead students to the fourth picture. (the one on the right on the bottom) and ask the following questions for discussion.
  - i. Where are the people shown in the picture?
  - ii. Why are they there? Why is this activity important, etc.?

Ensure that all students actively take part in the discussion.

#### Sample discussion

1. In the first picture, farmers actively work on a piece of land, engaging in paddy plantation. The individuals in the picture are involved in agricultural activities. Men are plowing the field, while women are planting rice seedlings. This activity is important as it represents an essential aspect of agriculture, contributing to the production of food and sustaining livelihoods. The collaboration between men and women shows the communal effort involved in farming.
2. The picture depicts a teacher, conducting a class where students are actively engaged in the classroom activity. The children appear involved and interested in the educational activities. The work being done in the classroom is important as it fosters education, intellectual

development, and active participation in learning, laying the foundation for the future of students.

3. The third picture portrays a water park setting where people are actively participating in various recreational activities. Individuals in the water park are enjoying activities such as swimming and playing, creating a lively and joyful atmosphere. This leisure activity is important as it promotes relaxation, social interaction, and overall well-being, providing an opportunity for people to relax and enjoy their free time.
4. The fourth picture shows visitors enjoying their vacation in the mountainous environment, specifically around the snow-capped Himalayas. They are there as tourists, taking pleasure in the trek and relishing the breathtaking view of the beautiful snow-capped Himalayan mountains. This activity is important as it signifies the pursuit of leisure and adventure, allowing individuals to connect with nature, experience different landscapes, and appreciate the beauty of the natural world.

## 4.2 Reading I: Cabbage

The first reading text in this unit is a short story entitled “Cabbage White” based on the theme of work and leisure.

### Objectives

- a. To learn the vocabulary: tiptoe, tough frowned, pleaded, eliminate greenhouse, open-mouthed, dispute, hideous, wriggled, mocking, desperate, gaily, exhausted, admire, etc.
- b. To read the text and do the comprehension tasks

### Follow these steps.

#### Pre-reading activities

- a. Tell students that they are going to read a short story. To warm up the class, ask the following questions to students for discussion.
  - i. How do you often spend your leisure time?
  - ii. Why is it important to balance between our work and leisure?
- b. Motivate students to talk as much as they can. Support them with the relevant information whenever required.

#### While-reading activities

- a. Ask some students to read the text aloud in turn. You may help them with the correct pronunciation whenever necessary.
- b. Ask students to mark the words which are unfamiliar to them. Then discuss the meanings of words in context. You can choose suitable activities for your classroom and discuss the vocabulary in context.

The following vocabulary game might be useful for discussing vocabulary in context.

#### Vocabulary Bingo

1. Create Bingo cards. Write the words from the story randomly on the board or create word cards. Distribute one Bingo card and some markers or chips to each student.
2. Explain to students that the goal is to get five words in a row (horizontally, vertically, or diagonally) marked off on their Bingo card. Let them know that the center square is a free space that can be used to complete any row.
3. Call out definitions or use the words in sentences for students to identify the correct vocabulary word on their cards. For example: "This word means to walk quietly on your toes. What is it?" (Answer: tiptoe), "Give me a synonym for 'challenging' or 'difficult.' This

word is often used to describe a difficult situation." (Answer: tough) "She ..... when she heard the bad news, showing her displeasure. What's the word?" (Answer: frowned)

4. As students identify the correct words, they mark them on their Bingo cards with a marker or chip.

5. The first student to get five words in a row (horizontally, vertically, or diagonally) shouts "Bingo!" and is declared the winner for that round. Alternatively, play multiple rounds until students fill their entire cards.

- c. To make sure that students have understood the meanings in context, ask them to match the meanings of words in context with the correct words in **Task A**.
- d. When students finish matching, ask some students to share their answers with the class. Ask the other students to see if their answers are the same. If students make mistakes, make necessary corrections.

**Answers**

- a. to laugh at somebody in an unkind way - vii. mock
- b. very unpleasant - v. hideous
- c. to twist and turn the body or part of it with quick, short movements - viii. wriggle
- d. in a cheerful way - vi. gaily
- e. very surprised or shocked - iii. open-mouthed
- f. to ask for something in a serious and emotional way - ii. plead
- g. to make a facial expression indicating disapproval - i. frown
- h. to argue or disagree strongly with somebody - iv. dispute

- e. Next, lead the class to **Task B**. Explain to students that different vocabularies refer to the ways of walking as there are different vocabularies to other actions such as eating. Give examples of walking vocabulary given in the task. Now, ask students to consult a dictionary and find the meanings of the words. When students finish, ask them to share the meanings with the class. Alternatively, assign the task as homework and check it the next day.

**Answers**

Sneak: to go somewhere secretly, trying to avoid being seen

Stroll: Walk in a leisurely or relaxed way, especially for pleasure or exercise.

Lurch: Make an abrupt, unsteady, and uncontrolled movement, typically forward or sideways.

Stagger: Walk or move unsteadily, as if about to fall, due to a lack of balance or coordination.

Stride: Walk with long, decisive steps in a specified direction.

Stumble: to hit your foot against something while you are walking or running and almost fall.

- f. Now, turn to **Task C**. Ask students to read the questions before scanning and skimming the story. Then ask them to write the answers in their notebooks. Monitor their engagement and help them when necessary. Alternatively, assign this task as homework to students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

- a. The man frowned his face when Sarah and Jamie gave their school card because he was surprised to see children looking for work.
- b. Sarah and Jamie were looking for a job instead of going to school because they were on holiday, and wanted to earn money.
- c. The man was ready to give them work in his farm because the kids Jamie and Sarah were not afraid of the caterpillar



- d. They were supposed to check every single cabbage and eliminate caterpillars at the man's farm.
- e. There were countless caterpillars. By a million or billion caterpillars they mean the work was really enormous.
- f. Sarah and Jamie were desperate about removing caterpillars from the cabbage field which was challenging and time-consuming than they initially anticipated.
- g. Sarah's 'brilliant' idea was to eliminate the butterflies, so there won't be any more eggs that produce caterpillars.
- h. The children were not happy with their work. They became exhausted and realized that their method of eliminating the butterflies had caused significant damage to the cabbages.
- i. They ran away from the farm secretly to avoid consequences after unintentional damage.

g. Now ask students to go through the sentences from a-f and decide whether the statements are true, false or not given. Tell the students that:

- i. TRUE when the statement agrees with the given information
- ii. FALSE when the statement contradicts the information, or,
- iii. NOT GIVEN when there is no information on the statement

Having clarified the concept, ask students to read the statements, and scan and skim the reading text once more. Then ask them to write 'True', 'False', or 'Not Given' against the statements. Next, ask students to share their answers. Make necessary corrections to their answers.

#### Answers

a. Not Given    b. False    c. True    d. True    e. False    f. Not Given

#### Post-reading activity

In this activity organize a classroom drama to act out the story. Prepare a drama script of the story and select suitable characters among students. Let students rehearse for some days. When they are ready to perform, organize the performance.

#### Sample script for the play

Title: The Cabbage White Conundrum

#### Characters:

Sarah (12 years old)

Jamie (11 years old)

Farmer (tall man)

Cabbage White butterflies

**Setting:** A large farm with a massive cabbage patch

**(Scene:** Sarah and Jamie approach the tall man at the farm)

[The curtain rises. Sarah and Jamie stand on tiptoes, handing a card to the tall man behind the farm counter.]

Farmer: (frowning) So you're looking for work, and who are you?

Sarah: I'm Sarah. I'm twelve, and this is my brother Jamie. We're on holiday and would like to earn some money to support our parents.

Farmer: Shouldn't you be at school?

Jamie: We are on holiday, and we want to help. Please, is there any work for us on this big farm?

Farmer: (lifting his hat) Working on the farm is tough for kids like you. I need somebody big and strong.

Sarah: There must be something for us. Please, find us some work.

Farmer: (scratching his head) Well, do you know what a Cabbage White is?

Sarah: Yes, it's a beautiful white butterfly that lays eggs on cabbages. The eggs turn into caterpillars.

Farmer: And do you know what the caterpillars do?

Jamie: They eat the cabbage leaves!

Farmer: (raising an eyebrow) Aren't you afraid of caterpillars?

Sarah: Not at all.

Farmer: Alright, I think I have a job for you. Check every single cabbage in the garden and eliminate all the caterpillars.

Jamie: How?

Farmer: Pick them off and collect them in those pails.

Sarah: (excited) Is it alright if we use these pails?

Farmer: Alright. Let's see how you get on. I'll be in the greenhouse. Get started.  
[The farmer exits. The children, armed with pails, approach the massive cabbage patch.]

Jamie: There must be a million cabbages here!

Sarah: At least! And if there are ten caterpillars on each cabbage, that makes... a billion caterpillars!  
[They start working on the first row, and the task proves challenging.]

Jamie: This job is hideous.  
[As they struggle, the air is filled with Cabbage White butterflies.]

Sarah: (desperate) We need to do something.  
[They come up with a plan to get rid of the butterflies.]

Sarah: If we get rid of the butterflies, there won't be any more eggs or caterpillars.

Jamie: (agrees) Right.  
[They use bamboo poles to hit the butterflies, turning it into a game. Soon, the ground is covered with dead butterflies.]

Sarah: (exhausted) Look, hardly any butterflies left.  
[They realize the cabbage patch is now a battlefield.]

Jamie: What have we done?

Sarah: (whispering) He knows our names.

Jamie: But he doesn't know where we live.  
[They tiptoe out of the garden.]

Sarah: Thank goodness.  
[The curtain falls. End of the drama.]

### 4.3 Pronunciation

This pronunciation activity focuses on enhancing students' pronunciation skills by correctly pronouncing and categorizing words based on their vowel sounds. It aims to refine their ability to distinguish between short and long vowel sounds and identify vowel combinations in specific words.

#### Objectives

- To pronounce words accurately, paying special attention to the vowels highlighted in red.
- To categorize the given words into separate columns based on the pronunciation of the vowels, distinguishing between short and long vowel sounds.

**Follow these steps:**

- a. Begin with a quick review of short and long vowel sounds. Provide examples and encourage students to repeat after you. Then introduce the concept of vowel combinations and discuss how they can influence pronunciation.
- b. Pronounce each word from the list, emphasizing the vowels highlighted in red. Encourage students to repeat the words after you, focusing on accurate pronunciation. Clarify any doubts regarding the pronunciation of specific words.
- c. Show the given words by writing on the board or on a slide. Create three columns labeled "Short," "Long," and "Vowel Combination." Model the categorization process for the first word 'stood' and explain the reasoning behind your choice. Guide students in categorizing the remaining words. Encourage discussion and peer collaboration.
- d. Monitor and check students' categorization of words and help them with any challenging words.

Answers		
Short	Long	Vowel combination
stood, their, support, beautiful, afraid, lay, good, bamboo, pail	seemed, gaily, ground	hideous, exhausted, tiptoe

**4.4 Speaking**

This speaking activity focuses on developing students' speaking skills by exploring various expressions related to seeking permission and providing appropriate responses. Through engaging in conversations and interactive activities, students will enhance their proficiency in seeking and granting/denying permission in different social contexts.

**Objectives**

- a. To identify and use expressions for seeking permission
- b. To provide appropriate responses when granting or denying permission

**Follow the given procedure.**

- a. Begin by discussing the importance of asking for permission in various situations. Then divide students into pairs. Ask the pairs to act out the conversations I-IV in **Task A**.
- b. Ask the class to list the various expressions used to ask for permission and to respond to them.
- c. Then move to **Task B**. Ask the remaining pairs to study the situations and the responses given in the table. Ask student A to ask for permission and student B to choose the right clue and make an appropriate response. Motivate students to speak fluently and correctly. Help students speak correctly if necessary.

Sample conversations
a. Student A: Would it be alright if I closed the window? Student B: Yes, please. It's a little cold here.
b. Student A: Is it alright if I use the computer? Student B: No, please don't. It's time to go to bed.
c. Student A: Can I ask a question? Student B: Yes, please feel free.
d. Student A: I wonder if I possibly could use the phone. Student B: I'm sorry but the battery has gone down.
e. Student A: Do you mind if I come late to work tomorrow? Student B: I'd rather you didn't if don't mind.

f. Student A: Would you mind if I used the car?  
Student B: Yes, sure. Here is the key.

- d. Next, move to task C. Divide students into a group of threes. Then ask student A and B to have conversations asking for permission, granting/denying it. Ask student C to report the conversation of A and B as shown in the example.

**Sample conversations**

- a. Ankit A: May I go out?  
Rina: Oh well, alright.  
Nurgen: Ankit asked for permission to go out, and Rina granted it.
- b. Maya: Would it be alright if I used your pen?  
Rahul: Yes, sure.  
Dipen: Maya asked for permission to use the pen, and Rahul granted it.
- c. Aryan: Can I close the door?  
Sima: No, please don't.  
Abi: Aryan asked for permission to close the door, and Sima denied it.
- d. Priya: Would it be alright if I borrow your book?  
Arjun: I'd rather you didn't if you don't mind.  
Nirdesh: Priya asked for permission to borrow a book, and Arjun denied it.
- e. Rohit: May I go to the park with my friends?  
Preeti: Yes, please feel free.  
Palista: Rohit asked for permission to go to the park with friends, and Preeti granted it.
- f. Karishma: Can I take the car?  
Anand: I'd rather you didn't if you don't mind.  
Kiran: Karishma asked for permission to take the car, and Anand denied it.

#### 4.5 Grammar I

This grammar activity explores the uses of modal verbs in English, particularly focusing on modal verbs like 'could,' 'can't,' 'must,' 'may,' 'should,' 'might,' and 'would.' These verbs are crucial in expressing possibility, necessity, permission, and ability in different contexts.

#### Objectives

- To identify the functions of modal verbs in sentences
- To use modal verbs 'could,' 'can't,' 'must,' 'may,' 'should,' 'might,' and 'would' appropriately in different contexts
- To complete the sentences using the correct modal verbs

#### Follow the given procedure.

- Introduce modal verbs and their various functions with suitable examples.
- Ask students to read the story in Task A and tell the functions of the underlined words such as expressing possibility, necessity, permission, ability, etc. Monitor students' engagement in the work. Make necessary corrections in their answers as they share them to the class.

**Answers**

could - ability  
 might - possibility/likelihood  
 should - expectation/obligation  
 wouldn't - refusal/unwillingness  
 may - possibility/opportunity  
 must - necessity/obligation  
 had to - compulsion/necessity

- c. Next, ask students to read the sentences in Task B and complete them with the correct modal verbs from the box. Monitor their engagement in the task and ask them to share their answers. Make corrections in the answers if necessary.

**Answers**

a. can't    b. Could    c. Would    d. might    e. may    f. must    g. should

- d. Lead the class to the activity in **Task C**. Introduce the uses of modal verbs 'must' and 'can't' with suitable examples. After ensuring that students have understood the uses, ask them to read the sentences in the task and then complete the sentences with 'must' or 'can't'. When students finish the work, ask some students to read out their answers. Make corrections to their answers if necessary.

Note: *must* expresses strong necessity, obligation, or a high degree of certainty. *Can't* indicates impossibility, strong certainty of a negative outcome, or a prohibition.

a. must    b. can't    c. can't    d. must    e. must    g. must    h. must

**4.6 Writing I**

This writing activity highlights the skill of writing an official letter of job application. Students will engage in a practical exercise to create coherent job application letter. This activity aims to enhance students' skills in organizing information logically and effectively in a formal letter.

**Objectives**

- To sequence information in a logical order for a job application letter
- To write a well-organized and coherent job application letter

**Follow the given procedure.**

- Briefly introduce the purpose and format of job application letters. Discuss the importance of presenting information in a clear and organized manner. Then Review the key components of an official letter. Discuss the contents and organization of a job application. Divide students into groups or pairs and present the jumbled sentences to the class and ask each group/pair to sequence the sentences to make a well-organized job application. Monitor the groups/pairs and help them when necessary. When students complete organizing the sequence, ask each student to write the job application in the form of paragraph.

**Sample answer**

Bhanu-10, Tanahun  
 18 August  
 The Headteacher,  
 Shree Janajagriti Secondary School,  
 Bhanu 10, Tanahun

Subject: Job application for the position of School Secretary

Dear Sir/Madam,

I am writing to apply for the position of School Secretary that was recently advertised on *The Tanahun Post*. I am a young girl of 20 and possess all the skills and qualifications that you are looking for. After my SLC, I worked as an office secretary for a year at Himalayan Investment Company Limited. Moreover, I possess good skills in handling a wide range of tasks at the institution.

As an experienced secretary, I have a proven record of successfully managing administrative and secretarial duties. I also possess sound skills of spoken and written English besides the Nepali language. I have enclosed the copies of my relevant credentials required for the position.

I am confident that I can be a valuable asset to your school. I have a keen interest to work with students and support their academics. If I am appointed as the secretary in your school, I will provide excellent customer service. I look forward to working with your team.

Sincerely,  
Pabitra Nepali

- b. Now, turn to **Task B**. Ask a student to read out the given advertisement. Then discuss the advertiser, the post advertised, and the required qualifications and experiences. After that ask students to imagine themselves as qualified candidates for one of the advertised posts and write a job application letter to the hiring manager of the company. Ask them to use the model application of Task A. Assign the task as homework and check it the next day. Provide necessary feedback on their writing.

### **A sample application**

Changunarayan -2, Bhaktapur  
18 August

The Hiring Manager,  
Everest Electronics & Home Appliances,  
Kathmandu

Subject: Job Application for the Position of Marketing Manager

Dear Sir/Madam,

I am writing to apply for the position of Marketing Manager announced in your recent advertisement in *The Kathmandu Post*. As a highly motivated and skilled professional, I am confident in my ability to contribute effectively to the continued success of Everest Electronics & Home Appliances.

With a Bachelor's degree in management from a recognized university and over 2 years of experience in both marketing and accounting fields, I possess a diverse skill set that aligns with the requirements of the advertised position. In my previous job, I successfully managed accounting and financial reporting, tax and VAT systems, and played a crucial role in sales and marketing planning, projection reporting, and overall reporting.

My proficiency in computer literacy, including Microsoft Word, Excel, and other management software, combined with strong command in both English and Nepali languages, makes me well-equipped for the challenges of the role. Additionally, I hold a 2-wheeler driving license, providing added advantages for the position.

Enclosed with this letter, you will find my curriculum vitae (CV) and a copy of my citizenship. I am enthusiastic about the prospect of contributing my skills to your company. I am keen to further discuss how my experiences align with the specific needs of your company in an interview.

I am looking forward to the opportunity to discuss my candidacy further.

Sincerely,  
Ashmita Kuinkel

#### 4.7 Reading II: Leave this Chanting and Singing

The second reading in this unit is a poem entitled “Leave this Chanting and Singing” written by Bengali poet Rabindranath Tagore. The poem urges people to stop looking for God within the four corners of the shrines but to look for Him among the humble and down-trodden ones like the tillers of the land and path-makers who work hard at breaking stones.

#### Objectives

- To read the poem and learn the vocabulary: beads, thou, thy, thee, garment, mantle, tiller, deliverance, incense, stained, tattered, bow, etc.
- To develop an understanding of basic poetic elements within the poem.
- To analyze and interpret the poem's central themes

#### Follow these steps.

#### Pre-reading activities

- Display the given pictures and ask the following questions for discussion based on them.
  - What are the people shown in the picture doing?
  - Why are they doing these activities?
  - Who is better at serving God and why? etc.
- Motivate students to give their opinions and help them with the correct information whenever necessary.

#### Answers

- In the first picture, a man is ploughing the field. Similarly, in the second picture, a woman is praying to god.
- The man in the first picture is ploughing the field so that he can cultivate the land and grow crops to feed people. The woman is praying to god to please him and get her wishes fulfilled.
- (Answers may vary. Accept any logical answer.)

#### While reading activities

- Begin by introducing Rabindranath Tagore, the Nobel Prize-winning poet from India. Provide a brief historical context of his works and his significance in literature.

- b. Display the poem on the board or distribute printed copies. Ask students to read the title and predict what the poem might be about. Encourage a brief class discussion. Then discuss the poet, the title of the poem, and its background context.

**About the Poet**

Rabindranath Tagore, a distinguished figure in India's cultural history, was a multifaceted genius whose impact extended far beyond the borders of his native land. Born in 1861 in Calcutta, Tagore's literary prowess earned him the Nobel Prize in Literature in 1913 for "Gitanjali," a collection of poetic works. Beyond his prolific writing career, Tagore was a philosopher, musician, and artist. His works reflect a deep exploration of human emotions, spirituality, and the interconnectedness of all existence, making him a beacon of enlightenment in the realms of literature and philosophy.

- c. Ask students to recite the poem loudly emphasizing pronunciation and expression. Encourage the student to recite fluently, loudly, and correctly. If necessary, model it yourself or play the audio.

Find a version of the recitation at the following link:

<https://www.youtube.com/watch?v=miU4YRIRs6I>

- d. Ask the other student to mark the unfamiliar words in the poem. Then discuss the meanings of the words, encouraging students to use dictionaries if necessary. Introduce the archaic words used in the poem and explain their modern equivalents.
- e. Discuss the addressed audience, the speaker's advice, and the themes present in the poem. Encourage students to identify poetic devices such as metaphors and symbolism.

Gitanjali's 11th poem, "Leave this Chanting," is lovely poetry written in simple words. The poem challenges our attitude toward God, claiming that God is with those who labor hard, not in any Temple or Church.

The speaker of the poem tells devout or religious individuals searching for God in worship places to abandon singing songs, chanting God's mantras, and counting beads, because God cannot be discovered in this manner. Furthermore, he criticizes their worship of God in an isolated place such as a Temple or Church, implying that God cannot be contained in such spaces and that worshipping God in such places would be futile. As a result, they must open their eyes and stop worshipping God in this mechanistic manner.

After criticizing religious people's mechanical worship of God, the speaker informs them of where they can find God. He assured them that God is with those who toil in their fields, such as the farmer who toils on his farm or the path-maker who breaks stones. God is always there for people who put out effort in their lives. The speaker is implying that assisting the poor and deprived is equivalent to adoring God because God is always with them in the sun and rain. It would be naive to expect God to sit in a Temple or Church and accept worship while people toil in the fields. God is constantly with individuals who are going through a difficult period.

- f. To check students' understanding of the vocabulary, ask students to read the meanings and find the words from the poem for each meaning in **Task A** and write the modern words for the given archaic words in **Task B**. When they finish, check their work making necessary corrections.



**Answers****Task A**

- a. bead    b. till    c. garment    d. mantle    e. deliverance  
f. incense    g. stained    h. toil

**Task B**

- a. do    b. you    c. yours    d. your

- g. Next, ask students to read the questions in Task C and scan and skim the text to answer the given questions. Ask students to work in pairs and write answers to the questions. Alternatively, assign the task as homework, and check students' answers with necessary corrections and feedback the next day.

**Answers**

- a. The poem is addressed to religious-minded people.  
b. The speaker advises people to stop singing and chanting and offer jewels  
c. The people try to find the god in the corners of the temple.  
d. According to the speaker, the god actually resides in the ordinary people engaged in everyday works, such as farmers and pathmakers. God is portrayed as being with people in their toil and labor under the sun and in the rain.  
e. People can have a glimpse of the god when they take off their holy mantle and come down to the soil.  
f. The god can't rescue people because he has taken the bonds of creation and is bound with us forever.  
g. In the last stanza, the speaker asks people to leave meditations, flowers and incense, and meet the god in soil and sweat.

**Post-reading activity**

This task leads the discussion beyond the text. The question in this task is not meant to be answered based on the reading text. However, the text is related to the reading text and indirectly helps students to answer the question. Ask students if they believe that god exists. Encourage them to give logical opinions to their answers. Accept and listen to both views of students.

**Possible answers****View 1**

I believe in God. This belief gives me comfort and helps me understand the world. I talk to God through prayer, asking for guidance, and thanking him for good things. Following the rules of my religion, like being kind and helping others, makes me feel closer to God. I believe that God created the world, and I try to be a good person to please him.

**View 2**

I don't believe in the existence of God. I only believe in science and reason. I think about things using evidence and facts. I find meaning in being a good person without needing a higher power. I try to learn and help others because it makes the world better. I don't follow religious rules as such, but I focus on being kind and understanding. I believe we can make the world a good place without believing in God.

**4.8 Listening**

This listening task deals with the work culture across countries in the world. Students will listen to a talk about how people work in different countries. This focuses on two things: how long people work each day and how much time they take off for vacations. The audio will help students

understand how people in different places, especially in France and Japan approach their jobs. The comprehension tasks multiple choice questions and True, False, Not Given statements will engage students to comprehend the talk.

### Objective

To listen to the audio and do the comprehension tasks

### Follow the given procedures.

#### Pre-listening activities

Introduce the listening task to students. To warm up the class to the task, hold discussions about working cultures in different parts of the world. Ask the questions: i. How long do Nepali people generally work in a day? ii. Why is it important to balance between work and leisure?

#### Answers

- i. Nepali people generally work 8 hours a day.
- ii. It's important to find a good balance between work and free time because it helps us stay healthy and not feel too stressed. When we have time for both work and relaxing activities, it makes our lives better and more enjoyable.

#### While-listening activities

- a. Tell students that, now they are going to listen to the talk on working culture in some countries of the world. Make a list of unfamiliar vocabulary to students and pre-teach them with an appropriate technique. Next, ask them to read the questions in **Task B**. Give them some time to read and make predictions of what kind of answer they might need for each question. Instruct them to choose the right answer to each question as they listen.
- b. Play the audio and monitor students' engagement in the task. Play the audio multiple times if necessary. Make sure that all students have attempted the questions.
- c. Next, move to **Task C**. Ask students to go through the statements. Explain to them that they will decide whether the given statements are 'true', 'false', or 'not given'. Please remind them that a statement is:  
TRUE if the information in the audio matches with it,  
FALSE if the information in the audio does not match with it, and  
NOT GIVEN if no information is found in the audio
- d. Play the audio and ask students to write 'true' 'false', or 'not given' against the statements based on the information in the audio. Monitor their engagement in the task. Play the audio multiple times as necessary.
- e. Finally ask students to transfer their answers of both **Task B** and **Task C** to their notebooks. Then check their work and make corrections if necessary.

#### Task B

- a. ii. 1646 hours
- b. iii. to utilise free time
- c. i. It is very short
- d. ii. four to six weeks
- e. iii. the United States

#### Task C

False      b. Not Given      c. Not Given      d. False      d. False

### Post-listening activity

In this phase, engage students in further discussion about work. Tell them that they have recently learned about the working and holiday cultures of different countries in the world. Now, ask them why it is important for employees to go on a vacation. Listen to their answers and support them with more information as required.

#### Answer

Employees need vacations to recharge and relax. Taking time off helps reduce stress, prevents burnout, and improves overall well-being. It allows employees to return to work with renewed energy, increased productivity, and a fresh perspective. Vacations also strengthen work-life balance, promoting a healthier and more sustainable approach to work.

### Grammar II

This grammar task deals with imperative sentences and their functions. Imperative sentences express commands, requests, or instructions. In this lesson, we will explore the structure and usage of imperative sentences.

#### Objectives

- To identify the functions of imperative sentences in various contexts
- To change positive imperatives into negative ones.

#### Follow the given procedures.

- Begin by introducing imperative sentences and their various functions with suitable examples. To check their understanding of different functions of the imperative sentences, ask students, in turn, to match the imperative sentences with their correct functions in **Task A**. Correct their answers as required.

#### Answers

- Kindly tell me where the bus park is. - viii. making a request
  - Go straight and take the first turn on your right. - i. giving direction
  - Cook the rice in medium heat until it turns tender. - vi. giving instruction
  - Please join us on the tour. - vii. making an invitation
  - Don't feed the animals in the zoo! - ii. warning
  - Wear warm clothes. - iv. giving advice
  - Put your hands up! - iii. making a command
  - Get out of here at once. - v. making an order
  - Let's go for a walk. - ix. suggesting
- Next turn to **Task B**. Explain to students the idea of affirmative and negative imperatives by inferring from suitable examples. After that ask students to change the given affirmative sentences into negative ones. Listen to students' answers and make corrections if necessary. Then ask all students to do the task as homework and check them the next day.

#### Answers

- Don't turn left at the junction.

- b. Please don't open the door.
- c. Don't let him tell a story.
- d. Don't put out the light.
- e. Let's not play a friendly football match.
- f. Please don't help the man get out of there.
- g. Don't instruct the people about how they should work.

#### 4.10 Writing II

The given writing task is related to stating rules and regulations. Understanding and articulating rules is a valuable skill in various settings, ensuring a structured and organized environment.

The input text outlines the rules and regulations for visitors to Chitwan National Park in Nepal.

#### Objectives

- a. To use sentence structures like "is/are allowed to....," "strictly prohibited/forbidden to....," "can/cannot,...," "is/are required/expected to....," "must/must not....", etc. in writing rules
- b. Write sets of rules and regulations for specific locations.

#### Follow these steps.

- a. Present to the class the given set of rules and regulations of Chitwan National Park for its visitors. Discuss and analyze the provided notice for Chitwan National Park. Then ask students to identify the sentence structures used to convey rules and regulations.
- b. Present and explain various sentence structures used for rules and regulations such as, "is/are allowed to..," "strictly prohibited/forbidden to....," "can/cannot....," "is/are required/expected to," and "must/must not..."etc. with suitable examples of each structure.
- c. Now, divide students into groups. Assign each group a specific location e.g., library, hospital, public park, exam hall. Instruct each group to collaboratively create a set of rules and regulations for their assigned location using the provided expressions. Monitor students' engagement in their writing. After they complete the task, check their writing and provide constructive feedback. Then ask them to write the final draft in their homework. Check their final writing the next day.

#### Sample set of rules and regulations:

##### a. Library

**Bhanu Public Library**  
**Bhanu-10, Tanahun**  
**Rules and Regulations for the Visitors**

- a. The library remains open between 9 am to 5 pm including on public holidays.
- b. Library membership can be obtained with the payment of NRS. 150.
- c. Smoking is strictly forbidden in the library premises.
- d. Making noise is not allowed inside the library.
- e. Members can borrow two books for 15 days at a time.
- f. Writing in the book and damaging them will result into a fine.

**b. Hospital**

**Bhaktapur Hospital  
Dudhpati, Bhaktapur  
Rules and Regulations for the Visitors**

- a. Visitors are allowed to meet the patients in wards only between 11 am and 2 pm.
- b. Visitors are required to sanitize their hands before entering.
- c. Smoking is strictly forbidden on the hospital premises.
- d. Respect the privacy of patients; photography is not allowed.
- e. Children under 12 are not allowed in patient wards.
- f. More than two visitors are not allowed in the patient wards at a time.

**4.11 Project work**

This project work is an initiative designed to enhance the public speaking and persuasive communication skills of students while exploring the profound theme that work can be viewed as a form of worship.

**Objectives**

- a. To enhance public speaking skills
- b. To explore the theme "Work is Worship"

**Follow these steps.**

- a. Inform students that the class is going to organize a speech competition on the theme of "Work is Worship" taking place next week. Then provide the necessary guidelines for the speech contest, including time limits, evaluation criteria, and participant expectations. Also, facilitate the sign-up process for interested students to participate in the contest. Ensure a diverse range of topics related to the theme by guiding students in their selection.
- b. Assign responsibilities for inviting participants and coordinating logistics for the event. Supervise the actual speech contest, ensuring each participant has the opportunity to present their speech. Serve as a judge or coordinate with a designated judge, providing constructive feedback to participants. And, provide rewards to the best speakers if possible
- c. Facilitate a post-contest feedback session, encouraging participants to discuss their experiences and areas for improvement. Reflect on the overall success of the project, noting lessons learned and potential adjustments for future endeavors.

**4.12 Extra bit**

This section provides valuable information about vowel sounds in the English language. It presents three categories of vowels: short, long, and vowel combinations (diphthongs). The text highlights the challenge that English spelling may not always accurately represent the pronunciation of vowel sounds. The goal of this section is to inform students how to correctly pronounce each vowel sound. The chart categorizes the sounds, provides their spellings, and offers examples to illustrate their usage. It also aims to enhance language learners' understanding and mastery of English vowel sounds.

ΩΩΩ

## Unit 5 Science and Experiment

This unit is based in the theme ‘Science and Experiment’. Science is a study of natural principles. We often test such natural principles through experiments. Science lives because human beings are curious and experimental. This unit carries two reading tasks related to the theme. In addition, there are tasks related to pronunciation, speaking, listening, writing and project work. The unit deals the language function of expressing conditions which is also dealt in grammar section. The table below presents a comprehensive summary of the textbook topics and tasks in the unit

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Identify and talk about the pictures related to science lab experiments.
2.	Reading I Yes, You Can Boil Water at Room Temperature	Pre-reading questions Find the words for their meanings. Complete the sentences with correct words or phrases. Short-answer questions Discussion about absence of gravity
3.	Pronunciation	Pronunciation of pairs of words
4.	Speaking (Conditional sentences)	Act out the given conversations. Have conversations in the given situations. Make conversations as in the example.
5.	Grammar I (Conditional sentences)	Match the conditions and their results. Complete the given sentences.
6.	Writing I (instruction writing)	Write instructions to draw a jellyfish.
7.	Reading II The Voice of the Rain	Pre reading questions Match the words with their meanings. Fill in the blanks choosing the given words. Complete the summary of the poem. Short answer questions Discussion on the given question
8.	Listening	Pre-listening questions based on the given pictures Answer the questions. Complete the sentences with correct words. Discussion on the given question
9.	Grammar II (Conditional sentences)	Complete the sentences.
10.	Writing II (Complaint letter)	Write a complaint letter.

11.	Project work	Study and presentation on local technology and their principles.
12.	Extra bit	Words often confused
<b>Total estimated time</b>		<b>10 Hours</b>

This table offers a comprehensive summary of the tasks in the unit. The following sections will provide in-depth insights into the specific teaching and learning approaches associated with each task, as well as the skills to be developed. However, teachers have the flexibility to either adopt these methods or create and customize these activities that better suit their classroom settings.

### 5.1 Getting started

This is the warm up task of this unit. This task prepares students for sharing their understanding related to lab tests and related principles. Follow the procedures given below to facilitate the learning activities.

#### Objective

To identify the pictures and tell something about them

#### The teacher could follow these steps.

- Draw the attention of students to the given pictures and ask them questions like: what can they see in the pictures? Why are those tools used for? What significance do these practices have in human life?
- Make them take turns and share their understanding. Relate to the theme and clarify that they are related to science and experiment. Elicit that science and experiment has a great impact on human beings.

#### First picture:

In the first picture, a girl is looking through a microscope. The background indicates that she might be in a biology lab. The picture shows biological observation through a microscope.

#### Second picture:

The picture has different flasks with various chemical compounds. Their blue, green, pink, and red colours indicate they have different chemicals. These chemicals can be used in chemical labs for chemical reactions and experiments.

### 5.2 Reading I: Yes, You Can Boil Water at Room Temperature

The first reading text in this unit is about an interesting fact related to natural science.

#### Objectives

- Learn the vocabulary: altitude, factoid, vapour, molecules, thermal, equilibrium, vacuum, etc.
- Read the text and do the comprehension tasks.

#### Follow these steps.

#### Pre-reading activities

- Draw the attention of students to the pre-reading questions. Ask some questions like: What can you see in the given pictures? What does that mean? How does that work?
- Encourage them to share their ideas.

**Sample discussion points**

- a. We can see a vessel of water on a gas oven. Heat is given to the water. As a result, we can see water bubbles in water.
- b. Water boils by getting heat from the fire. As the water molecules attached to the surface of a vessel become hotter and lighter, they move to the upper part in the form of bubbles; and colder and heavier molecules go down to the bottom. The process continues till water boils.

c. Ask students to read the text on their own and list the highlighted words.

**While-reading activities**

- a. Ask some students to read paragraphs in turn by inviting them to the front of the class. They may find issues related to pronunciation.
- b. Pay attention to their fluency and accuracy in pronunciation, assist whenever needed.
- c. Discuss the text and lead them to **Task A**. It can be made interesting with a word game. To prepare them for the vocabulary game 'Vocabulary Hot Seat', assign them to search and collect information related to the highlighted words one day in advance. Call one of students to sit in the "hot seat". S/He provides clues to describe the word and the rest of students try to guess the word based on the clues given. This game encourages critical thinking and oral communication skills.

**Answers**

a. altitude b. molecule c. equilibrium d. condense e. factoid f. vacuum g. plunger

- d. Tell the answers when they complete so that they can check themselves.
- e. Now, divide the class into four groups and ask the group members to go through the text carefully.
- f. Tell them that you will ask questions as a quiz competition. Prepare 20 questions based on the text beforehand.
- g. Conduct the quiz. The group who answers to the maximum questions will be the winner
- h. Now, ask them to read the task and do **Task B** and **Task C** themselves. Do check their answers.

**B. Answers**

a. pressure, b. decreases, c. thermal motion, d. pushing e. induce

**C. Answers**

- a. The speed of the water particles is compared with the height of a group of adult humans.
- b. Bubbles are formed in boiling water with the formation of water vapour that rises to the surface of the water in the form of small bubbles.
- c. The two things the external pressure depends on are the depth and density of water and mass of the atmosphere.
- d. The atmosphere is related to the pressure of water as the atmospheric pressure applies a force on the surface of water.
- e. If the atmospheric pressure on the liquid water was decreased, the boiling point of water would decrease and it would boil the water at a lower temperature.
- f. If the experimenter pulled the plunger out, she would gain the decreased pressure in the liquid that induces boiling at a lower temperature.



### Post-reading activity

- Draw attention to Newton's apple and the related story. Ask students about what gravity is, how the world would be if there was no gravity.
- Now, divide the class into four groups, ask them to work in the groups and discuss the given question.

#### Sample discussion points

Without gravity on Earth, everything would lose its connection to the planet's surface. The atmosphere, oceans, and people would float freely, and structures would disintegrate. Earth's shape and its relationship with the Sun would change, disrupting the familiar dynamics of our solar system and leading to the end of most existing systems.

(These brief ideas from the teacher may lead to interesting discussion)

### 5.3 Pronunciation

This section requires students to differentiate the words in terms of their pronunciation

#### Objective

To differentiate the given pairs of words in terms of their pronunciations

#### Materials

Pronunciation audio of the given words

#### Follow these steps.

- Suggest students to search, find, and differentiate the words and their pronunciations in the dictionary.
- Guide students to consult a dictionary. Most dictionaries provide the phonetic pronunciations of words.
- Write the words with their phonetic symbols on the board or display in slides.
- Ask students to follow the teacher or the audio to pronounce the words aloud and pay attention to the similarities or differences in their pronunciations.
- It can be practised in pairs. They can take turns and listen to each other.

<b>Pronounce the following pairs of words after the teacher. Write S for the same and D for the different pronunciations.</b>	
so /səʊ/, sow /səʊ/	S
just /dʒʌst/, jest /dʒest/	D
maid /meɪd/, made /meɪd/	S
rear /rɪə(r)/, rare /reə(r)/	D
sale /seɪl/, sail /seɪl/, sell /sel/	S/D
mail /meɪl/, male /meɪl/	S
sheer /ʃɪə(r)/, share /ʃeə(r)/	D
get /get/, gate /geɪt/	D
said /sed/, sad /sæd/	D
tail /teɪl/, tale /teɪl/	S
here /hɪə(r)/, hare /heə(r)/	D

hair /heə(r)/, heir /eə(r)/	D
beer /biə(r)/, bear /beə(r)/	D
tell /tel/, tail /teɪl/	D
met /met/, mate /meɪt/	D

f. Play the audio (if possible) by using the link: <https://www.oxfordlearnersdictionaries.com/>

g. Monitor students' activities and assist struggling students to pronounce these words.

### 5.4 Speaking

This speaking activity is based on the language function of using conditional sentences.

#### Objectives

- To act out the given conversations.
- To have conversations in the given situations.

#### Follow the following procedure.

- Get three volunteer students to act out the given conversation.
- Ask the whole class to elicit the rules of conditional sentences while acting out the conversation.
- Make them elicit the following major rules:

#### 1. Zero Conditional (Describes general truths or facts):

Structure: If + present simple, present simple.

Example: If you heat water to 100 degrees Celsius, it boils.

#### 2. First Conditional (Expresses a real possibility in the future, often with a condition):

Structure: If + present simple, will/can/may + base form of the verb.

Example: If it rains tomorrow, we will stay at home.

#### 3. Second Conditional (Expresses hypothetical or unreal situations in the present or future):

Structure: If + past simple, would + base form of the verb.

Example: If I won the lottery, I would travel around the world.

#### 4. Third Conditional (Expresses hypothetical or unreal situations in the past):

Structure: If + past perfect, would have + past participle.

Example: If she had studied harder, she would have passed the exam.

- Now, lead them to **Tasks B** and **C**, suggest students to form a group of three and tell them that they have to have similar conversations in which one asks a question whereas the other two try to explain the given condition with its possible results. Ask them to switch their roles.

#### Sample conversations

- A: Why do you think you should not eat too much?

B: If you eat too much, you will gain weight.

C: If you gain weight, you will get lazy.
- A: How will the weather be this evening?

B: Well, if it rains, I prefer to stay at home.

C: If I stay at home, I can keep in touch with my parents.
- A: Why should you avoid keeping on heating the water?

B: If you keep on heating it, the water will change into vapor.

- C: If the water changes into vapor, it will eventually dry up.
- d. A: Have you ever considered stopping smoking?  
B: Well, if I do not stop smoking, I might get cancer.  
C: Unfortunately, if I get cancer, I could die early.

- e. Now ask students to do **Task C** in the similar manner. Inform students that there can be variations in their answers.

**Sample conversations**

- a. A: What law would you abolish if you could?  
B: If I could, I would abolish the law of having different countries in the world.  
A: Why's that?  
B: Because, if there were no country or a single country in the world, all the wars in the name of nationalities would come to the end.
- b. A: Which planet would you like to go to if you were given an offer?  
B: If I were given an offer, I would like to go to Mars.  
A: Why Mars?  
B: Because If I went to Mars, I would see whether life is possible there as scientists have talked about.
- c. A: Why wouldn't you open windows?  
B: If I opened the windows, thieves may break into the house.  
A: Why is it so?  
B: Because if there had been a good security system, I would have opened the windows.
- d. A: Why would you water plants?  
B: If I do not water the plants, they die away.  
A: Why is it so?  
B: Because if plants do not get water, they dry up.
- e. A: Why would you study law?  
B: If I studied law, no one could cheat me.  
A: Why's that?  
B: Because if I know the law and rules, I could identify which is unfair.

- f. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.

**5.5 Grammar I**

This grammar item is related to the conditional sentences. There are 2 tasks in this section.

**Objectives**

- a. To make right conditional sentences observing the given situations  
b. To use conditional sentences in context

**Materials**

- a. Bingo cards: printed or hand written with various conditional sentence structures  
b. Sentence prompts

**Follow the given procedure.**

- a. As this grammar task is continuation of conditional sentences that we discussed in the speaking section, continue in the same class or connect to that class. However, to make them learn grammar with fun, call them for the game conditional sentence bingo. Ask students to go to the information given in **Task A**. Remind them of major rules.
- b. Pull bingo cards with sentence prompts from a box or display that through a projector.
- c. Suggest students to mark on their bingo card if the given prompt is there.
- d. The first student to complete the conditional sentences of all four types shouts "Bingo".
- e. Make that student read all the sentences aloud and verify in front of all.
- f. Plenty of discussion may make the game and learning both fun.

**Answers**

- |   |   |
|---|---|
| a. If you go to Taplejung,                | iii. you can see the Pathibhara temple.     |
| b. You will get well soon,                | i. if you follow the doctor's advice.       |
| c. The horse won't kick you,              | ii. unless you go behind it.                |
| d. If I were you,                         | vi. I would see a doctor.                   |
| e. What happens,                          | iv. if you heat water?                      |
| f. I would miss the bus,                  | v. if I did not reach the bus stop on time. |
| g. Provided that they discussed properly, | viii. the problem might be solved.          |
| h. As long as they communicate well,      | vii. they won't have any misunderstanding.  |

- g. Move around the class and see how they are doing. Help wherever required and give necessary feedback.
- h. Now move to **Task B**. Ask students to read the sentences from a-i and complete them using the correct form of verbs in brackets.

**Answers**

- a. will wear b. will have c. would make d. went e. were f. drove g. see h. consent i. take

- i. Correct students' work and provide necessary feedback.

**5.6 Writing I**

This task concentrates on writing stepwise instructions to draw a jellyfish.

**Objective**

To write stepwise instructions to draw a jellyfish

**Follow the given procedure.**

- a. Ask students if they have seen the jellyfish. Better show a picture or a video clip of jellyfish.
- b. Call them to share their understanding related to the jellyfish, its shape and size.
- c. Suggest them to read the given instruction carefully and pay attention to the things to be included.
- d. Demonstrate one or two instructions based on the given pictures and words/phrases. For example:  
First of all, take your pencil and draw a large circle in the middle of your paper. This circle will be the main body or umbrella of your jellyfish.

Then, extend long, somewhat straight lines downward from the bottom of the circle. These will become the jellyfish's tentacles. Make them a bit irregular or semi-straight to give the jellyfish a natural and creaky appearance.

- e. Ask students to make stepwise instructions orally. Correct them if they missed.
- f. Ask students to do the task either as a classwork or homework.

**Sample answer**

1. First of all, take your pencil and draw a large circle in the middle of your paper. This circle will be the main body or umbrella of your jellyfish.
2. Then, extend long, somewhat straight lines downward from the bottom of the circle. These will become the jellyfish's tentacles. Make them a bit irregular or semi-straight to give the jellyfish a natural and creaky appearance.
3. On top of the circle, draw several curved lines radiating outward. These lines will add a flowing look to your jellyfish.
4. Within the central circle, draw a smaller circle slightly above the center. This smaller circle will be a distinctive detail on the jellyfish's body.
5. Draw a few more circles of different sizes on the jellyfish's umbrella, both above and below the center. These circles will contribute to the overall texture of your jellyfish.
6. Finally, take a moment to review your drawing and make any necessary adjustments.

- g. Check their writing and provide feedback. Encourage students to embrace their creativity and add personal touches to make their jellyfish drawings stand out.

**5.7 Reading II: The Voice of the Rain**

The second reading text in this unit is the poem "The Voice of the Rain" by Walt Whitman.

**Objectives**

- a. To recite the poem
- b. To learn the vocabulary: thou, eternal, impalpable, vaguely, lave, atomies, latent, reck'd, etc.
- c. To read the poem and do the comprehension tasks

**Follow these steps.**

**Pre-reading activities**

- a. Ask students to look at the given picture. Now, based on the picture, ask them to guess: What do you see in the given picture?
- b. Discuss the picture based on musical notations and expression of the man in the picture. Students might reply: The man in the picture is enjoying the melody of music. Likewise, some students may like the music and some may not.
- d. Accept any other logical possible answers too. Also share your observations.
- e. Ask students to read the highlighted words before they discuss the poem. Introduce these words. You can use multiple strategies to introduce these vocabularies.

**While-reading activities**

- a. Ask students to read the poem on their own. They can take help from the teacher for the words they found difficult to pronounce.

- b. Recite the poem aloud and have students listen to the recitation carefully. Alternatively, play the audio of the poem through the internet source.
- c. Now, make students take turns and recite the poem aloud in front of the class.
- d. Assist them in case they get problems with reading and correct pronunciation.
- e. Discuss in the class about the structure of the poem: contributing to the free verse style, the poem has unrhymed lines.
- f. Next, lead students to line by line discussion and interpretation of the poem. Try to connect the idea that the poem is about the sounds and perhaps the messages conveyed by the rain.

**Summary of the poem**

The Voice of the Rain signifies the everlasting role that rain plays in nourishing, quenching, purifying and nurturing the different elements of Mother Earth.

The poet recalls his conversation with the falling rain. The poet asks the rain, “And who art thou?” to which the rain replies by calling herself to be the poet of the Earth. The rain then goes on to describe how it rises from the land and then floats up above heaven, where it eventually changes its form and becomes clouds. Then again cyclically, it falls back to the Earth and refreshes the dry patched lands, allowing the seeds to grow into a beautiful sapling.

The poet finds a similarity between the music and rain. He feels that both share similar features. He feels both music and rain take birth from the heart of the Earth and after fulfilling its deed returns to its soul. He tells us that the soft and light music of rain is a song of the Earth itself.

- g. Now, draw their attention to the comprehension **Task A**. Ask them to match the words with their meanings.

**Answers:**

- |               |                            |
|---------------|----------------------------|
| a. Eternal    | vii. never-ending          |
| b. Impalpable | v. not easily understood   |
| c. Vaguely    | ii. unclearly              |
| d. Descend    | i. come down               |
| e. Lave       | vi. to pour out as water   |
| f. Atomies    | iii. Indivisible particles |
| g. Reck       | iv. take care of           |

- h. Do mass correction and have sufficient discussion when needed.
- i. Ask students to go through the sentences in Task B, i.e. ‘Fill in the blanks’. Ask them to complete it choosing the correct word from the list given.
- j. Move to Task C. Ask students to read the given summary and complete it by filling in the blanks the correct words choosing from the list provided.
- k. Check their answers and provide feedback.
- l. Finally, provide the correct answers to the students by writing them on the board, and ask them to correct their answers if it is essential.

**B. Answers:**

- a. drought   b. impalpable   c. beautify   d. globe   e. latent   f. recks

**C. Answers (in a sequence):**

1. ascends 2. originality 3. mysterious 4. Atomies 5. quenches  
6. showers 7. heal 8. condensation 9. rhythm

- j. Intervene only when they commit a mistake. Encourage them through feedback.  
k. Now assess students' understanding of the poem through questions in **Task D**. Let them discuss and write. Better assign it as homework.

**Answers**

- a. The two voices in the poem are the speaker and the rain. The speaker is a nature lover and the rain represents enchanting nature.  
b. The cyclic movement of the rain is shown in the poem by describing how rain water begins its journey from the land and sea as water vapour, goes through condensation, and returns to the same land in the form of rain water.  
c. Showers are necessary for the Earth because they provide water to the plants and animals. And also wash away dust and pollutants.  
d. The rain and music are similar as both of them are lovely to listen to and both possess the ability to calm and transform the world.  
e. The clouds are formed when the water vapour takes height and condenses into tiny droplets before they drop down to the earth in the form of rainfall.  
f. The pair of opposite words in the poem are:  
rise – descend  
rain – draught  
day – night  
reck'd – unreck'd

- l. Observe how they work. Check their answers and give feedback.

**Post reading activity**

Ask students to work in groups or write responses individually to the post-reading question and share it to the class.

**Sample response**

If the Earth does not have rainfall for a long time, it may lead to severe consequences. Prolonged droughts lead to water scarcity, affecting agriculture and causing crop failures. The lack of water reduces soil moisture, hindering plant growth and diminishing food production. Ecosystems suffer as water sources dry up, threatening the survival of various species. Water scarcity also impacts human communities, leading to shortages of drinking water and creating conflicts over resources. Additionally, the absence of rain contributes to higher temperatures and exacerbates heat waves, leading to desertification and the spread of wildfires.

**5.8. Listening**

This listening task is related to a science experiment about density.

**Objective**

- a. To listen to the audio and do the tasks

**Follow this procedure.**

**Pre-listening activities**

- a. Ask students to look at the picture. Ask them questions like: what do you see in the picture? What do you think the picture intends to say?
- b. Take students' responses. Encourage them to talk about the given picture and lead them to **Task A**.

**Sample answers**

- a. In the picture, I see layers of colourful liquid in a transparent glass.
- b. There are layers of liquid in the glass because they have different densities.

**While listening activities**

- a. Make students ready with a pen or pencil and a blank page where they can take notes while listening.
- b. Draw attention of students to the audio giving clues from the picture discussed in **Task A** that they are going to listen to an audio related to density of liquid.
- c. Ask students to go through the questions from a-e in **Task B**. Play the audio and tell them to write the answers to the questions.

**Answers**

- a. The narrator is experimenting about the density of liquid.
  - b. The experimenter is using the liquids: water, syrup, and oil.
  - c. The order of the liquids in the glass is: syrup sits on the bottom, water in the middle, and oil on the top.
  - d. When we drop a plastic bottle top into the glass it slowly sinks through the oil and sits on the water.
  - e. The liquids do not mix because they have different densities.
- d. Go around the class and check whether all students are doing it right. Play the audio and ask students to check their answers.
  - e. Play the audio again and lead them to **Task C**.

**Answers**

- a. Top   b. highest   c. 15   d. Water

- f. Move around the class and make sure that each student is engaged in listening tasks. Check their responses and give necessary feedback

**Post listening activities**

- a. Ask students to think about their home context where they use different liquids that easily mix or do not mix.
- b. Ask students to talk why water and vegetable oil not mix.

**Sample answer**

Water and vegetable oil do not mix due to differences in their densities. Water being denser than vegetable oil, leading to the formation of distinct layers when the two liquids are combined.

- c. Ask them to share their experiences and knowledge. Help when required.



## 5.9 Grammar II

This task is a continuation of conditional sentences we discussed previously in this very unit.

### Objective

To choose the correct form of the verbs in brackets to make correct conditional sentences

### Follow these steps.

- a. Ask students to go to the task directly, as this has already been discussed sufficiently. You can assign both **Task A** and **B** as home assignments. Ask them to use a good grammar book for their reference.

#### A. Answers

- a. would play   b. would have called   c. hadn't come   d. would have seen   e. reduces  
f. would know   g. would be   h. asked   i. would you have done   j. had

#### B. Answers

- a. you may get late.   b. it will be too cold.   c. They will trust you  
d. politicians become sincere.   e. What do you do

- b. Check their answers for both tasks. Do not forget that the right answers in **Task B** can vary person to person. Have ample discussion with other sentences as well.

## 5.10 Writing II

This task is related to writing a complaint letter.

### Objective

To write a letter of complaint to the editor of a national daily complaining about the shortage of water in Kathmandu

### Follow the given procedures.

- a. Ask students to read the given example.
- b. Based on the reading of **Task A**, ask students to infer the components of a complaint letter. Discuss the components and format of writing a complaint letter in detail (Address and date, address to the recipient, salutation, body with introduction, details of the problem and request for solution, closing remarks and salutation with a signature).
- c. Now, ask them to do **Task B** as an individual home assignment.

#### Sample answer

Tinthana, Kathmandu  
November 25, 2023

The Chairperson,  
Chandragiri Municipality,  
Kathmandu.

Subject: Urgent Complaint Regarding Unmanaged Garbage in Our Locality

Dear sir,

I am writing to bring to your attention a matter of significant concern that has been affecting

the well-being and safety of residents in our locality—the issue of unmanaged garbage. I am a resident of Chandragiri municipality and have observed a threatening increase of waste in various areas. The unmanaged waste has resulted in various public health hazards and impacted the overall quality of life in our community.

The uncontrolled disposal of garbage has led to several hazards that demand immediate attention. Some of the key concerns include:

**Health Risks:** The unmanaged garbage has become a breeding ground for pests, insects, and rats, posing a direct threat to public health. The potential spread of diseases and infections is a significant worry for all residents.

**Environmental Impact:** The improper disposal of waste has adverse effects on our local environment. It contaminates soil and water sources, affecting the flora and fauna in the vicinity.

**Odor and Nuisance:** The stink coming from the accumulated waste is not only unpleasant but also affects the quality of air in the vicinity. This poses a significant nuisance to residents and visitors alike.

To address this pressing issue, I would like to suggest the following measures:

**Regular Garbage Collection:** Implement a more frequent and efficient garbage collection system to ensure that waste is promptly and systematically removed from residential areas.

**Public Awareness Campaigns:** Launch campaigns to educate residents about the importance of responsible waste disposal, recycling, and the adverse effects of littering.

**Enforcement of Regulations:** Strengthen the enforcement of existing regulations related to waste management and impose penalties for improper disposal.

**Community Clean-Up Initiatives:** Organize periodic community clean-up drives involving residents, local businesses, and community groups to foster a sense of responsibility.

I believe that by taking swift and decisive action, we can address this issue and create a healthier and more livable environment for all residents. I look forward to seeing positive changes in the near future.

Thank you for your time and consideration.

Sincerely,  
Deepta Sapkota

d. Check their homework the next day and give feedback.

### 5.11 Project work

This project work is related to taking notes about local technology and their functioning principles.

#### Objective

To take notes about a local technology and its functioning principles and present in the class

**Follow the following procedure.**

- a. Tell students that this is a group task. Form a group of six. Instruct them that they must work in collaboration with each other.
- b. Clarify that they have to study a local technology used in their locality and make notes to the working principles and present it to the class.
- c. Guide them how to plan their visits, discussion sessions, and note keeping. Tell them that they can take information from their friends or any local authorities.
- d. Ask them to visit the sites; take some photos, videos or other needful information. Provide one-week time for the completion of the project work. Help them when required.
- f. Let the groupd share their presentation. Rank the task and keep a record.

**5.12 Extra bit**

This section of the unit includes a list of confusing words that have similar but slightly different spellings with different meanings. Students may carry the task independently for self-study. However, assist them where necessary.

ΩΩΩ

## Unit 6

### Food and Cuisine

The sixth unit of the book revolves around the theme of food and cuisine, with a primary focus on the language functions of asking for and giving reasons. The activities in the unit are designed to enhance students' language skills within this context. The unit begins with the warm-up task of ranking food items based on preferences and reasons, followed by reading passages about strange foods around the world. Similarly, the speaking skills of the unit highlight the language functions with activities that encourage students to enact conversations and provide justifications. Grammar tasks on connectives and present continuous tense further reinforce the ability to express reasons. Writing tasks involve crafting recipes and paragraphs supporting viewpoints, emphasizing the language functions throughout. The listening comprehension activities provide additional reinforcement. The unit concludes with a project where students prepare dish presentations, aligning with the theme of food, while an extra bit focuses on identifying commonly misspelled words. Through these activities, students not only develop their language skills but also deepen their understanding of food-related topics and the importance of providing reasons in communication.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Rank the given food items according to the preferences with reason.
2.	Reading I Essay: Strange Foods from Around the World	Pre-reading questions Match the words with the correct meanings. Match the given idioms with their meanings. Complete the sentences with the correct information from the text. Short-answer the questions Post-reading question
3.	Pronunciation: Word stress	Listen and notice where the stress lies.
4.	Speaking Asking for and giving reasons	Act out the given conversations in pairs. Study the given situation and have conversations in pairs. Work in pairs and have conversations with asking and giving reasons.
5.	Grammar I Connectives: Reason and purpose	Match the sentence halves to make complete sentences. Complete the given text with the correct connectives.

6.	Writing I Recipe Writing	Rearrange the given sentences to write a recipe of carrot <i>haluwa</i> . Write a recipe for a favorite food item including the essential ingredients and methods to cook.
7.	Reading II Interview: You inspire Others by Learning, not by Teaching	Pre-reading: Answer the pictorial questions. Complete the crossword puzzle. Write True/False/Not Given. Short-answer questions Post-reading question
8.	Listening: A talk	Pre-Listening questions Listen to the audio and fill in the missing activities. Listen and write True/False. Post-listening question
9.	Grammar II: Present Continuous tense	Choose the correct time expressions in the given sentences. Identify the tense used in each given situation. Complete the text with the correct form of the verb.
10.	Writing II Paragraph Writing	Write a couple of paragraphs giving reasons to support one's view.
11.	Project work	Draw pictures showing the steps of preparing a dish and make a presentation of it.
12.	Extra bit	Commonly misspelled words in English.
<b>Total estimated time</b>		<b>10 Hours</b>

The detailed teaching-learning procedures for each topic and task in the textbook are recommended below. However, there are ample spaces for teacher to adapt and contextualize them.

### 6.1 Getting started

This is the first task of the unit which warms up the class towards the theme of the unit, i.e. Foods and Cuisine.

#### Objectives

- a. To identify the food items shown in the pictures
- b. To put the food items in the order of one's preferences

#### Follow the given procedures.

- a. Divide students into small groups. Ask them to observe the pictures and identify the names of the food items and their belonging communities. Ask the following questions for discussion.
  - i. What is the name of the food item shown in the first (first from left to right on the top picture)?
  - ii. Where (in which community) is it popular?
  - iii. Why is it popular, etc.?

- b. Lead the discussion based on the remaining pictures. Ask the similar questions as for the first picture.
- c. Listen to the responses of students and provide your feedback to them. Make corrections whenever necessary.
- d. Next, ask all students to work individually and number the food items shown in the pictures (1-4) in the boxes provided according to their preferences (Write no. 1 for the food item they like the most). Also, find the reasons for students' preferences for the particular food item. Once finished, collect the data and make a survey of the most and least popular food items among students.

The pictures represent the common food items that are eaten almost in all Nepali communities. These are eaten as morning meals/day /evening according to people's preferences.

- a. The first illustrates the set of common Nepali food items *daal*, *bhaat* and *tarkari*. *Daal*, *bhaat*, and *tarkari* are typical staples of Nepali cuisine, featuring lentil soup (daal), steamed rice (bhaat), and a variety of vegetable dishes (tarkari), offering a harmonious blend of flavors and textures that embody the heart and soul of Nepali culinary tradition.
- b. The second picture illustrates the set of *phaparko dhido* (a type of buckwheat porridge) with chicken. This hearty combination represents the rich diversity of Nepali cuisine, blending the basic taste of *dhido* with chicken
- c. The third picture shows the popular Nepali food item *selroti*. *Selroti* is a traditional Nepali snack made from fermented rice flour batter, deep-fried to golden crispiness, often enjoyed during festive occasions.
- d. The fourth picture features *Mo:Mo*, introduced to Nepal from Tibetan cuisine that has become a beloved staple known for its deliciously filled dumplings and aromatic dipping sauces.

## 6.2 Reading I: Strange Food from Around the World

The first reading text in this unit is an informative extraction of strange foods around the world. It features adventurous eating experiences while traveling, highlighting various unusual and culturally distinct dishes from around the world.

### Objectives

- a. To read the text and do the comprehension tasks
- b. To learn the vocabulary: fermented, disappointed, oatmeal, squid, scary, sesame, witchetty, myrtle, nutty, crunchy, yummy, congealed, unsuspecting, etc.

**Follow the activities given below.**

### Pre-reading activities

The given reading text is an informative extraction of strange food items around the world taken from an online resource.

- a. Inform students about the reading text and what it is about. Organize a warm-up session by asking some students to tell the common foods in Nepal. Select some students and ask the following questions for further class discussion.
  - i. What are the common food items in Nepal? Which one is your favourite?
  - ii. Have you ever eaten any dish that is quite uncommon in Nepal? What is it? How does it taste?
- b. Encourage the participation of all students in discussion. Listen to their responses and share your experiences as well.

### While-reading activities

- a. Divide students into seven groups and ask them to study the text.
- b. Ask them to further explore about the food item they assigned from the internet and prepare a concise and interesting presentation about it. Tell them that they should not miss the information from the text. Moreover, they can gather more interesting information and pictures of them. You can use flipped learning strategies for this i.e. the groups get the task before the class as home assignment.
- c. Ask the groups to present their preparation in the class. Ask others to enquire.
- d. Ask the class to mark the words which are unfamiliar to them. Then discuss the meanings of words in context. You can choose suitable activities for your class and discuss the vocabulary in context. You can use some activities to teach them unfamiliar vocabulary. One activity is suggested here:

- Ask students to read the text silently and collect the highlighted/difficult words.
- Write these words on the board/screen.
- Pronounce the words and ask them to follow.
- Divide the class into small groups and assign each group a set of vocabulary words.
- Encourage them to use the words accurately in a new context.

- e. To ensure students' understanding of the meanings in context, lead the class to **Task A**. Ask students to work in pairs and match the words in column A with their meanings in column B.
- f. Monitor their engagement in the task and offer guidance and assistance in choosing the right meanings.
- g. Once they finish, select some pairs to share their answers. Listen to their answers and make corrections to their answers if necessary.

### Answers

- |              |  |
|--------------|--|
| a. ferment   | - ii. to go through a chemical change  |
| b. squid     | - iii. a sea creature that has a long soft body, eight arms and two tentacles around its mouth |
| c. witchetty | - i. a large whitish wood-eating larva of a beetle or moth                                     |
| d. myrtle    | - vi. a bush with shiny leaves, pink or white flowers and blue-black berries                   |
| e. congeal   | - iv. to change from a fluid to a solid state  |
| f. nutty     | - v. having a flavor like that of nuts   |

- h. Then lead the class to **Task B**. The task includes some idioms with their meanings. Explain to them that idioms have meanings beyond the meanings carried by the individual words. Next, instruct them to work in pairs and match the given idioms with their correct meanings. Ask them to consult the dictionaries to ensure the correct meanings. When they finish, ask the selected pairs to share their answers.

**Answers**

- |                          |  |
|--------------------------|--|
| a. get out of hand       | - iv. to become difficult to control                                     |
| b. miss the boat         | - v. to be too late to get what you want                                 |
| c. break the ice         | - i. to say or do something to make people feel comfortable              |
| d. cry over spilt milk   | - iii. to worry over past events which cannot be changed                 |
| e. look before you leap- | ii. to think about the possible bad results of an action before doing it |

- i. Now, turn to **Task C**. To check students' comprehension of the text, ask them to work in pairs reading through the text, and complete the sentences in the task with the correct information from the text. Monitor their engagement in the task and offer guidance to scan and skim the text.

Once finished, ask some of the pairs to share their answers with the class. Ask the other students to see if their answers are the same. Provide feedback and make corrections to their answers as necessary.

**Answers**

- |                         |                       |                             |
|-------------------------|-----------------------|-----------------------------|
| a. winning              | b. try strange dishes | c. the fermented horse milk |
| d. simple and favorable | e. Jellyfish          | f. plenty of garlic butter  |

- j. Next, turn to **Task D**. Ask students to work individually to read the questions before reading the text once more. Then, ask them to write the answers in their notebooks. Monitor their engagement in the task and help guide them to scan and skim the text as necessary. Alternatively, assign this task as homework to students and check their works in the next class. Make necessary corrections in their answers.

**Sample answers**

- a. Food becomes a challenge for people when they travel because they may encounter new types of food that they are not accustomed to or may have difficulty finding familiar foods.
- b. Haggis is prepared by grinding up the less desirable parts of the sheep, such as the heart, liver, and lungs, and mixing it with mutton fat, oatmeal, and spices. The mixture is then packed into a sheep's stomach and boiled for several hours.
- c. I feel that I like Shiokara when the writer suggests that enjoying Shiokara with good conversation can enhance the experience and make it more enjoyable.
- d. People can enjoy the bush food in Australia.
- e. The writer finds it difficult to eat larger insects because they require more than one bite to consume, which makes it challenging for him.



- f. Snails are served as the main dish in France.
- g. Bun Rieu is a crab-based traditional Vietnamese noodle soup.
- h. I choose bun Rieu because it is a tasty and savory soup that incorporates a variety of delicious ingredients including noodles, crab, pork, and vegetables.

### Post-reading activity

This activity is meant for speaking rather than writing. For this post-reading activity, ask individual students to tell which food item mentioned in the reading text was the strangest for them. Ensure the participation of all students in the class. Listen to their responses and present your views when applicable.

#### Sample answer

I find Shiokara to be the strangest dish mentioned. This is a Japanese dish that is prepared of raw squid mixed with fermented squid belly, which can be an acquired taste due to its strong salty flavor and pungent aroma. It might not appeal to everyone's taste, particularly those who are not used to eating such flavors and textures.

## 6.3 Pronunciation

This pronunciation activity requires students to learn to pronounce the words correctly and notice where the stress lies in them.

### Objectives

- a. To pronounce the words correctly
- b. To identify the stressed syllable in the words

### Follow these steps.

- a. Start by reviewing the concept of word stress in English. Write a few words from the list on the board, and pronounce each word clearly, emphasizing the stressed syllable. Then ask students to identify which syllable receives the most stress in each word. Discuss any patterns or rules that emerge (e.g., words with two syllables often have stress on the first syllable unless they are compound words or have prefixes).
- b. Divide the class into pairs or small groups. Ask each group to pronounce the words and to determine the stressed syllable for each word. Encourage students to use dictionaries Monitor and provide assistance as necessary. Finally, have each group share their answers with the class. Check their answers and necessary corrections.

**Amateur:** AM-a-teur (stress on the second syllable)  
**Badminton:** BAD-min-ton (stress on the first syllable)  
**Energy:** EN-er-gy (stress on the first syllable)  
**Gardener:** GAR-den-er (stress on the second syllable)  
**Industry:** IN-dustry (stress on the first syllable)  
**Library:** LI-brar-y (stress on the first syllable)  
**Mystery:** MIS-ter-y (stress on the first syllable)  
**Perfectly:** PER-fect-ly (stress on the first syllable)  
**Government:** GOV-ern-ment (stress on the first syllable)

**Quietly:** QUI-et-ly (stress on the first syllable)

**Character:** CHAR-ac-ter (stress on the first syllable)

**Terrible:** TER-ri-ble (stress on the first syllable)

## 6.4 Speaking

This speaking activity is based on the language function of the unit: Asking for and giving reasons. There are three different tasks in it: Act out the conversation, have conversations in pairs, and work in pairs by asking permission and giving reasons.

### Objective

To make suitable expressions for asking and giving reasons

### Follow the given procedure.

- Divide students into pairs. Assign some of them a role in conversations in **Task A**. After they act out, ask them to note the language structure used in each dialogue.
- Familiarize the language structures or sentences and their responses used for asking and giving reasons.
- After that, split students into new pairs and ask them to have conversations in the situations given in **Task B**: *asking for and giving reasons to them*. Ask them to use expressions similar to the ones in Task A.
- Move around the class and monitor their engagement in the conversation. Help whenever necessary.

### Sample conversations

- Muskan: Why are you sobbing?  
Divya: Because I missed my mom.
- Muskan: Why did you sell your bike to Suman?  
Suman: Well, the reason is that I had to spend for my abroad.
- Muskan: Why did you buy a lot of chocolates Sunita?  
Sunita: Well, it's my birthday today and I have to offer it to my friends in the class.
- Suman: Why are you planting some trees here Laxmi?  
Laxmi: Because I want to make greenery around here for fresh air.
- Manzil: Why do you want to join the army Sajit?  
Sajit: Because I want to guard the country.
- Gauri: Why were people running hurriedly to the street last night?  
Jina: Umm...Someone was trying to lift the shop beside the café.
- Asha: Why was Sanskriti taken to the office, Nisha?  
Nisha: Well the reason is that she was being followed by a stranger on the way for a few days.
- Adarsha: Why did Pema go home early today?  
Sabin: Because she got an emergency call from home.

- Turn to **Task C**. Instruct students to work in pairs. Tell them to ask and answer the questions as given in the example.

### Sample conversation

- a. A: Which subject do you like the most?  
B: I like English the most because it is widely spoken all over the world.
- b. A: Where do you go shopping?  
B: I would like to go to Bhatbhateni in Kalanki because almost all goods are available under the same shade.
- c. A: How much water do you drink in a day?  
B: I drink two liters in a day because I am aware of dehydration.
- d. A: Where do you like to go on a holiday?  
B: I would like to visit new places because I get an opportunity to observe new things there.
- e. A: What will you do after your SEE?  
B: Umm... I will probably learn computer graphics because I am keenly interested in Graphic design.
- f. A: Who is your favorite actress in the Bollywood industry?  
B: Well, I like Priyanka because I feel her clarity and smartness while performing.

## 6.5 Grammar I

This activity is based on the usage of different connectives of reason and purpose connectives. Reason connectives explain the cause or reason behind an action, such as *because/because of, since, as, therefore, etc.* Similarly, purpose connectives such as *to, in order to, so that, etc.,* express the intended outcome (purpose) or objective of an action.

### Objectives

- To identify connectives to express reasons and purpose
- To join sentences using suitable reason and purpose connectives

### Follow the given procedures.

- Begin by introducing the connectives of reason and purpose. Provide examples of these connectives and discuss their role in creating cohesion and coherence communication. Use real-life examples, anecdotes, or short stories to illustrate the significance of connectives.
- Divide the class into small groups and assign each group a set of connectives. Ask them to create sentences or short paragraphs using those connectives. Have each group present their work to the class, promoting peer-to-peer learning.
- After giving the clear concept about the usage of connectives, lead students to do **Task A**. Divide students into pairs and instruct them to read the situations in column I and their reasons or purposes in column II, and match the sentences halves correctly. Monitor their engagement in the task and offer guidance to identify the correct sentence halves.
- Once finished, ask some pairs to share their answers. Check their answers and make necessary corrections.

### Answers

- |         |        |       |       |      |
|---------|--------|-------|-------|------|
| a. iii  | b. ix  | c. vi | d. iv | e. i |
| f. viii | g. vii | h. x  | i. ii | j. v |

- e. Next, turn to **Task B** and ask students to work individually to choose the correct connectives from the brackets, and complete the text. Monitor their engagement in the task and offer guidance for any confusion. Once they complete, ask some students to share their answers. Listen to the answers and make corrections where necessary. Alternatively, assign the task as homework and make necessary corrections the next day.

**Answers**

- |            |       |            |       |            |
|------------|-------|------------|-------|------------|
| 1. because | 2. As | 3. And     | 4. to | 5. so that |
| 6. because | 7. So | 8. Because | 9. so |            |

## 6.6 Writing I

This task deals with writing recipes for food items. Writing recipes is like giving a map for cooking good food. It's not just about listing ingredients and steps, but also about guiding cooks to make a food item delicious. Learning how to write recipes helps one share tasty creations with others.

### Objectives

- To give clear and concise instructions for a procedure of action.
- To write recipes in appropriate format and structure

### Follow the given procedure.

- Introduce the concept of recipe writing in the class. Explain that recipes are instructions for cooking specific dishes, and they typically include a list of ingredients and step-by-step directions. Present examples of different types of recipes to illustrate the components of the recipe such as ingredients and preparation.
- Now, guide students to **Task A**. Divide students into small groups and ask them to arrange the given instructions in the correct order for the preparation of carrot pudding (*gajar halwa*). Move around the class, monitor their engagement in the task, and help them with any confusion.
- Once complete, ask one of the groups to share their answers. Check their work and make corrections if necessary.
- Now, assign homework to students to write the complete recipe including the ingredients in the appropriate format and structure.

**Answer**

**Recipe for *Gajar Halwa* (Carrot Pudding)**

- Ingredients:** Milk, carrot, sugar, cardamom powder, ghee, Chopped Kaju (Cashew nuts) Kishmish (Raisins)

**Preparation**

- Switch on the stove and melt ghee in a pan.
- Add grated carrots and fry for about seven minutes
- When the carrot turns slightly golden brown, add milk.
- Cook this mixture for four more minutes.
- Cook the mixture till all the milk dries up.

- Add sugar and cardamom powder after the milk dries up
- Turn off the stove; *gajar halwa* is ready to serve.

e. Now, turn to **Task B**. Assign homework to students to choose their favourite food and a complete recipe to cook the item. Instruct them to follow the model of Task A. Check their work the next day and provide necessary feedback.

### **Sample Answer**

#### **Making Chicken Momo**

- I like chicken Momo which is a popular Tibetan dish, and it is eaten in many other parts of the world. Here is a step-by-step recipe for making chicken Momo:

#### **Ingredients:**

For the Dough:

1. 2 cups all-purpose flour
2. Water, as needed
3. A pinch of salt

For the Chicken Filling:

1. 1 cup ground chicken
2. 1 small onion, finely chopped
3. 2 cloves garlic, minced
4. 1-inch ginger, minced
5. 1/2 cup cabbage, finely shredded
6. 2-3 green onions, finely chopped
7. 1 tablespoon soy sauce
8. 1 tablespoon sesame oil
9. Salt and pepper to taste

#### **Preparation**

##### **1. Prepare the Dough:**

- In a large mixing bowl, combine the all-purpose flour, salt, and water.
- Knead the mixture until a smooth and elastic dough forms.
- Cover the dough with a damp cloth and let it rest for about 30 minutes.

##### **2. Prepare the Chicken Filling:**

- In a mixing bowl, combine the ground chicken, chopped onion, minced garlic, minced ginger, shredded cabbage, chopped green onions, soy sauce, sesame oil, salt, and pepper.
- Mix everything thoroughly until well combined.

##### **3. Shape the Momos:**

- Take a small portion of the rested dough and roll it into a thin, round disc (about 3-4 inches in diameter).
- Place a spoonful of the chicken filling in the center of the disc.

##### **4. Folding the Momos:**

- Fold the edges of the disc over the filling, creating a half-moon shape.
- Pinch and pleat the edges to seal the *Momo* securely.

**5. Steam the *Momos*:**

- Place the shaped *momos* on a greased steamer basket or steamer tray, ensuring they are not touching each other.
- Steam the *momos* for about 15-20 minutes, or until the dough becomes translucent and the filling is cooked.

**6. Serve:**

- Once cooked, serve the chicken *momos* hot with your favorite dipping sauce. You can use soy sauce, chili sauce, or a mix of both.
- Enjoy your homemade chicken *momos*! Feel free to customize the recipe by adding additional spices or vegetables to suit your taste preferences.

**6.7 Reading II: You Inspire Others by Learning, not by Teaching**

The second reading text in this unit is an interview featuring Nepali chef Santosh Shah, who has been shortlisted in the semifinals for the title of MasterChef: The Professionals 2020 on BBC One. The interview, conducted by the *Nepali Times* in London, provides insights into Santosh Shah's life, career, and perspectives on Nepali cuisine.

**Objectives**

- To read the text and learn the vocabulary: humble, skewer, tandoor, give a shot, entirety, nostalgic, dehydrate, tentative, elevate, etc.
- To comprehend the text and do the given tasks

**Follow these steps.**

**Pre-reading activity**

This is a warm-up activity for the reading text.

- Instruct students to observe the person shown in the picture and ask the following questions for class discussion.
  - Who do you think the man in the picture is?
  - What is he famous for?
- Encourage the participation of all students in the discussion. Listen to their responses and give correct information if necessary.

The person shown in the picture is Nepali Chef Santosh Shah. Shah is renowned for his innovative blending of traditional Nepali flavours with modern cooking techniques, earning popularity both locally and internationally. He was shortlisted in the semifinals for the title of MasterChef: The Professionals 2020 on BBC One.

**While-reading activities**

- Begin by discussing Nepali cuisine, its diversity, and cultural significance. Introduce Santosh Shah as a popular figure in the culinary world, emphasizing his journey and achievements. Tell students the reading text is an interview with Santosh Shah about his career.

- b. Now, ask students to act out the interview in pairs. Ask one of them to be the interviewer and the other to be interviewed. Exchange the roles when they do once. Help them read with correct pronunciation and accuracy. Ask students to mark the unfamiliar words in the text.
- c. Write the words on the boards which are unfamiliar to students. Then, pronounce them, and choose a suitable vocabulary game such as Vocabulary Bingo to teach vocabulary in context.
- d. To check their understanding of the vocabulary in context, lead the class to **Task A**. Instruct students to work in pairs and complete the crossword puzzle given in the task. Monitor their engagement in the task. Once they complete it, ask some pairs to share their answers. Review their answers and make corrections if necessary.
- e. Once the puzzle is completed, review the answers, and make corrections if necessary.

**Answers**

**DOWN**

1. SKEWER    2. ENTIRELY    4. NOSTALGIA    5. ELEVATE    6. DEHYDRATE

**ACROSS**

3. TONDOORI    7. EXECUTIVE

- f. Next, move to the comprehension tasks, in **Task B**. Divide students into pairs and instruct them to read the statements before scanning or scanning through the reading text. Please clarify to students that a statement is:

**TRUE** if the statement agrees with the information

**False** if the statement contradicts the information

**NOT GIVEN (NG)** if there is no information on this

Monitor their engagement in the task. When students finish their task, ask them to share with the class. Check their work and make necessary corrections.

**Answers**

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

- g. Now, turn to **Task C**. Ask students to read the questions before scanning and skimming the story again. Then ask them to write the answers in their notebooks. Monitor their engagement in the task, and help them when necessary. Alternatively, assign this task as homework to students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

a. Chef Santosh Shah’s creative fusion of Nepali cuisine with global flavors and techniques and his impressive performance in MasterChef UK heightened his popularity.

b. No, Chef Shah did not have a normal childhood. He had to face financial struggles and work from a young age to support his family.

c. Chef Shah feels satisfied and proud of his performance in Cinnamon Kitchen.

d. Chef Shah wants to show the diversity and richness of Nepali cuisine to the world and promote it as a cuisine of its own rather than just an extension of Tibetan and Indian cuisine

e. Two things that Chef Shah was careful about while carrying out an experiment on *sukuti*

- (dried meat) were dehydrating it to soften its texture and preservation of the original test.
- f. According to Shah, two things make a person successful are continuous learning and being a positive influence on others
  - g. Shah wants the Michelin Star for Ayla because it is an Oscar equivalent for Chefs which would further help to elevate the profile of Nepali cuisine globally.
  - h. From the life story of Santosh Shah. I have learnt several lessons. Firstly, hard work, determination and passion can help a person overcome difficult circumstances and achieve success in life. Secondly, it is essential to continue learning and experimenting to grow and improve in one's craft. Thirdly, staying true to one's roots and culture can be a source of inspiration and creativity. Lastly, giving back to society and being a positive force to others can be rewarding as personal success.

### Post-reading activity

This exercise emphasizes speaking responses over written answers. As a follow-up to the reading, facilitate a session for students to imagine themselves as one of the judges of *MasterChef: The Professionals, 2020*

- a. Divide students into small groups. Ask them to imagine that they were going to ask Chef Santosh Shah to prepare a dish in the competition. Which food would that be, and why?
- b. Allow them time to think and prepare. Once they are done, ask each group to share their decision. Listen to each group and provide your feedback to each group.

### Sample answer

As a judge in the competition, my choice for the dish Chef Shah should cook would depend on several factors, including the competition's theme, the chef's expertise, and the overall diversity of dishes already presented. However, assuming that the competition allows for a broad range of options, I might ask Chef Shah to prepare a dish that showcases his creativity and mastery of various culinary techniques.

For example, I might request a "fusion" dish that combines elements from different cuisines or a unique twist on a classic recipe. This would not only test Chef Shah's ability to innovate and think outside the box but also allow him to demonstrate a well-balanced flavor profile and expert execution.

Ultimately, the goal would be to challenge Chef Shah to push his culinary boundaries while still highlighting his skills and creativity. This would provide the judges with a dish that stands out and adds excitement to the competition.

## 6.8 Listening

The given listening tasks are based on the theme of the unit, Food and Cuisine. The audio, a talk on food science, explores the dynamic world of food science.

### Objectives

- a. To follow and understand a series of instructions on a specific topic
- b. To listen to the audio and do the tasks on it.



**Follow these steps.**

**Pre-listening activity**

- a. Begin by reviewing the theme of the unit food and cuisine. Tell students that the listening activity is based on the talk on food science and its importance. For warm-up and further discussion ask the class the following questions.
  - i. What do you know about food science?
  - ii. Why do you think it is important?
- b. Motive all students to share their answers. Listen to them, provide your feedback to their responses and add information as necessary.

**Answers**

- a. Food science is the study of the physical, biological, and chemical composition of food.
- b. Food science is in understanding how food is produced, processed, and consumed

**While listening activities**

- a. Tell students that they are going to listen to the audio now.
- b. Ask students to work individually to go through the questions in **Task B** before they listen to the audio.
- c. Play the audio and ask them to write the missing activities in some words only. They can write the answers roughly so that they can edit them later.
- d. Monitor their engagement in the listening activity and play the audio until students complete the task.
- e. When finished, ask them to transfer their answers to an answer sheet. Then ask the selected students to share their answers with the class in turn. Listen to their answers and make corrections if necessary.

**Answers**

- b. efficient way to harvest the food
- c. how do you transport food
- d. store food
- g. food stays safe
- i. getting it out

- g. Now, ask students to read the questions in **Task C**. Tell them that you will play the audio and they will have to write whether the given statements are true or false. They can write the answers against the statements in pencil first.
- h. Play the audio and go around the class to make sure that students are engaged in the task. Play the audio until all students have attempted the questions.
- i. Once finished, ask one of students to share her/his answers and instruct others to make necessary corrections in their answers.

**Answer**

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

### Post listening activity

In this post-listening activity, instruct students to work individually to recall and make a list of sciences that they have listened to the audio. Don't allow them to refer to any notes they have made. Allow them time to think and prepare the list. When they prepare the list, ask them to compare the list with their partner. Finally, ask them to share their list. Check if their lists contain the correct information. You may award the student with the most correct and extensive list.

### 6.9 Grammar II

The grammar task is based on the uses of different time expressions or time adverbials such as already, now, soon, still, yet etc. They play important roles in indicating the timing of events or actions within a sentence. They provide context about when something happens, is happening, or will happen.

#### Objectives

- a. To learn different time adverbials for used in present tenses
- b. To use the time expression/adverbials correctly

#### Follow these steps.

- a. Introduce time adverbials and their roles in indicating the tense of an action. Make a list of such time adverbials and discuss their uses. Provide ample examples to clarify the concept.
- b. Now, instruct students to use *now, still, yet, soon, already, then, that, this* in their own sentences in turn. Encourage and help them use these time expressions correctly.
- d. To further assess their understanding of the given time expressions, instruct them to study the sentences and time expressions given in **Task A**. Facilitate pair works, and ask them to rewrite sentences choosing the correct time adverbials.
- e. Once finished, select some pairs to share their answers. Listen to their answers and make corrections if necessary.

#### Answers

a. now b. this c. at the moment d. currently e. now f. next g. this h. soon i. still

- f. Now, lead the class to **Task B**. Discuss and review the use of present continuous tense to refer to the ongoing action, an action that is about to happen, and the action that is scheduled to happen in the future. Provide examples to clarify the concept.
- g. Next, instruct students to work in pairs and study the sentences given in **Task B**. Instruct students to write NOW if the sentence uses present continuous for action at the moment, AROUND, if action is around the moment, or FUTURE, if the action is scheduled for future. Monitor their engagement in the task and offer guidance as necessary.
- h. When finished, ask the selected pairs to share their answers. Check their answers and make corrections if necessary.

#### Answers

a. FUTURE b. NOW c. AROUND d. NOW e. FUTURE f. NOW g. FUTURE

- i. After this, turn to **Task C**. Discuss and review the uses of simple present and present continuous tenses. Then ask students to work individually and choose the correct form of the verbs given in the brackets in the task. Once finished, instruct them to exchange their work with the peer. Write the correct answer on the board and let them make necessary corrections. You may assign it as homework and give feedback in the next class.

**Answers**

is having, feels, argue, try, will not ,smile, concentrate, is still looking

## 6.10 Writing II

This lesson deals with writing paragraphs. Paragraphs are like building blocks for writing. They help us organize our thoughts and present them. Whether we're writing essays, reports, or stories, knowing how to write good paragraphs is really important. The writing task aims to help students understand what makes a paragraph good and improve their skills so they can write better paragraphs.

### Objectives

To write cohesive and coherent paragraphs on various topics

### Follow these steps.

- a. Start the lesson with a classroom discussion on the meaning, purpose, and importance of paragraph writing. Then introduce the structure of a paragraph, including topic sentences, supporting details, and concluding sentences. Provide examples of well-written paragraphs and analyze their components with students. Focus on topic sentences as the main idea or central point of a paragraph. Explain how topic sentences guide the reader and set the tone for the paragraph.
- b. Now, lead them to the writing task. Introduce the topic of Nepali people's eating preferences and their impact on health. Engage students in a class discussion about the popularity of fast foods in Nepal and its potential effects on health. Encourage them to share their opinions and personal experiences related to food choices.
- c. Next, instruct students to compose two paragraphs based on the opinions they have given. Remind them to agree or disagree to the point that 'Eating fast foods has negative effects in People's health. Allow them time to find a good topic sentence, gather supporting details, and the conclusion. Move around students for guidance on coherence and unity within their paragraphs.
- d. Have students share their paragraphs with a partner or the class for peer review and constructive feedback. After that, provide your feedback on each student's writing. Assign them homework to edit their paragraph based on the feedback given by you and their partners.

### Sample paragraph

#### **Fast Foods and Its Effects on Health**

Fast food refers to food that is prepared and served quickly, often in a standardized and mass-produced manner, with the primary aim of providing convenience to consumers.

These foods are typically ready to eat or take away, and they are usually available at restaurants, drive-throughs, or food outlets designed for quick service. Fast food is characterized by its rapid preparation methods, such as frying, reheating, or assembling pre-cooked ingredients. Most people prefer and are spending on it to have better taste and for its easy access whether they are known about its effect on health or not completely.

I agree that the increasing preference for fast foods like noodles, pizza, burgers, and similar items over traditional Nepali foods can have adverse effects on people's health. The shift towards fast food is often associated with a higher intake of processed and high-calorie foods, which can contribute to various health issues. Fast foods are typically high in unhealthy fats, salt, and sugar, and they often lack essential nutrients that are commonly found in traditional Nepali dishes.

One significant concern is the potential impact on weight and obesity. Fast foods are known for their high-calorie content, and regular consumption can lead to weight gain and obesity, which in turn increases the risk of developing various chronic diseases such as diabetes, cardiovascular diseases, and hypertension. Additionally, the fast-paced lifestyle associated with consuming these types of foods may lead to poor dietary habits, including irregular eating patterns and inadequate intake of essential nutrients. Moreover, the cultural shift towards fast foods may contribute to the loss of traditional dietary practices that have sustained Nepali communities for generations. Traditional Nepali foods often include a variety of locally sourced and nutritionally rich ingredients. Their displacement by fast foods may result in a loss of dietary diversity and the associated health benefits that come with a balanced and culturally grounded diet.

In conclusion, the preference for fast foods over traditional Nepali foods does have adverse effects on health, primarily due to the nutritional deficiencies and excess calorie intake associated with these convenient yet often less nutritious options. Encouraging a balance between modern and traditional dietary choices can be crucial in promoting overall health and preserving cultural culinary practices.

### **6.11 Project work**

This project deals with the theme of the unit exploring the cooking traditions of one's locality, focusing on the dishes most commonly prepared during festivals or celebrations. Through research, illustration, and presentation, students will delve into the cultural importance of such dishes and the step-by-step process of preparing one of them

#### **Objectives**

- a. To explore the cultural significance of traditional dishes prepared during festivals or celebrations.
- b. To learn about the ingredients, cooking methods, and steps involved in preparing a specific festive dish.
- c. To develop visual communication skills by creating step-by-step illustrations depicting the cooking process.

**Follow these steps.**

- a. Begin the session by explaining the significance of traditional dishes in festivals and celebrations. Encourage students to share their experiences and insights regarding festive foods in their locality.
- b. Next, divide students into groups based on their community. Facilitate guidance to students to research the most commonly prepared dishes during festivals or celebrations in their locality. Encourage them to consider factors such as cultural significance, availability of ingredients, and personal preferences.
- c. Encourage and allow them time to access resources such as cookbooks, online recipes, or parents' advice to students. Instruct them to carefully study the recipe of their chosen dish, paying attention to ingredients, measurements, and cooking techniques.
- d. Then instruct students to create step-by-step illustrations showing the cooking process of their chosen dish using stationery such as paper, pencils, markers, or digital drawing tools. Offer guidance and feedback as students work on their illustrations.
- e. When ready, have each group present their project to the class. Encourage active participation and respectful feedback from peers. Finally, conclude the session with a reflection on the project experience.

**6.12 Extra bit**

This section includes the task that gives students additional information in the unit. This particular self-help material explores the commonly misspelled words in English and their correct spellings. Accurate spelling is crucial for effective communication and identifying and correcting common spelling errors can enhance written proficiency. By examining examples of frequently misspelled words alongside their correct counterparts, students will improve their spelling accuracy and language skills.

ΩΩΩ

## Unit 7 Cyber Security

This unit delves into the theme ‘Cyber Security’ highlighting safety in the online world. The unit begins with a discussion of pictures representing the theme. The reading texts carry the theme of the unit with stories and essays about online interaction safety measures. The unit covers pronunciation particularly, the identification of intonation patterns. The speaking activities highlight the language function of criticizing constructively. Similarly, the grammar lessons deal with modals and articles. Practical writing tasks involve responding to emails and crafting a newspaper article on cyber security. The heart of the unit is an insightful essay on "Cyber Security: Basic Internet Safety Tips." The listening tasks also deal with the theme of the unit with the audio text on internet safety measures. Finally, the project work aims to engage students in creating a pamphlet about cybercrime awareness. In the "Extra Bit," students explore intonation patterns.

The unit's goal is not just improving language skills but also fostering awareness of staying safe online, totaling about 8 hours of study.

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and talk about them.
2.	Reading I Short story: Parents	Pre-reading questions Choose the correct word/phrase from the text for the given definitions. Rewrite the given sentences in the correct chronological order. Short-answer questions Post reading question
3.	Pronunciation	Read the given sentences and identify the intonation pattern.
4.	Speaking: Criticizing	Study the given conversation. Work in pairs and criticize the partner. Work in threes: Ask for permission and respond to it.
5.	Grammar I: Modals	Read the text and identify the function of the underlined words. Complete the sentences with ‘must’ or ‘can’t’.
6.	Writing I: An email of invitation	Read the given email. Write a response to the given email.
7.	Reading II An Essay: Cyber Security: Basic Internet safety tips	Pre-reading questions Match the words with the correct meanings. True/False statements Match the paragraphs with the correct headings. Short-answer questions Post reading question

8.	Listening: Description of internet safety measures	Pre-listening questions Put a tick or cross against the given statements. Short answer questions Post-listening question
9.	Grammar II: Articles	Complete the given sentences with 'a' or 'an'. Use 'a', 'an', or 'the' to complete the given sentences. Use 'a', 'an', or 'the' or no article and complete the given sentences.
9.	Writing II Writing newspaper article	Use the given guidelines to write a newspaper article.
10.	Project work: Pamphlet writing	Prepare a pamphlet depicting cybercrime an awareness.
11.	Extra bit	Patterns of intonation
<b>Total estimated time</b>		<b>8 Hours</b>

The sections hereafter deal the specific learning facilitation strategies for each task as samples of activities.

### 7.1 Getting started

This activity marks the beginning of our exploration into the unit by analyzing four thought-provoking pictures that encompass various aspects of cybercrime and online safety. These visuals serve as a gateway to our unit theme, setting the stage for meaningful discussions on the importance of understanding and mitigating digital risks.

#### Objectives

- a. To introduce students to the key concepts of cybercrime and online safety through visual stimuli
- b. To stimulate critical thinking and discussion skills by prompting students to interpret and share their insights on the presented pictures
- c. To lay the foundation for the upcoming lessons on cyber security by creating awareness of potential risks and preventive measures

#### Follow the given procedures.

- a. Introduce the topic of the unit 'cyber Security'. Survey how many students use media platforms, and how they use them. For further discussion, display the four pictures related to cybercrime and safety on the board or screen. Show the first (First from left to right on the top) picture and ask the following questions. Allow students a few minutes to observe each picture closely. To facilitate discussion, ask the following questions
  - i. What does the first picture show?
  - ii. Why does the activity shown in the first picture happen?
  - iii. How can you protect yourself from such happenings?

Motivate all students to participate in the discussion by answering the questions. Listen to their answers and add/ help them with the correct answers.

b. Next conduct a classroom discussion about the second (second from left to right on the top) picture. Ask the following discussion questions to students for the discussion.

i. What does the second picture represent?

ii. Do you follow any of the activities shown in the picture?

Listen to the student's answer and add/help with the correct information as necessary.

c. After that, lead the discussion to the third (first from left to right on the bottom) picture. Ask the following discussion questions to students in the classroom.

i. What does the third picture illustrate?

ii. Have you ever faced such a situation?

iii. What are various forms of such incidence, etc.?

iv. How can you combat such incidents, etc.?

Ensure that all students actively participate in the discussion. Listen to them and add your details as required.

d. Lastly, lead the classroom discussion on the fourth picture (second on the bottom from left to right). Ask the following discussion questions.

i. What does the fourth picture symbolize?

ii. Why do people get the things symbolized in this picture?

iii. What are its effects etc.?

Listen to the answers of students and support them with more information as required.

#### **Sample answers**

a. The first picture shows cyber hacking. Cyber hacking happens when internet users do not protect their data securely. We can use strong, unique passwords, use reputable antivirus programs, and practice cautious online behavior.

b. The second picture represents include awareness to the internet users regarding passwords and authentication, mobile device security, social media use, internet and email use, security at home, etc.

c. The third picture illustrates cyberbullying, harmful online behaviors, such as harassment, threats, or the spread of malicious content. Various forms of cyberbullying include Name-calling, teasing, harassment, posting of embarrassing photos and videos, etc. To protect ourselves from cyberbullying we should be careful of our online presence, set privacy settings, report and block offenders, etc.

d. The fourth picture, a handcuff, symbolizes the punishment or police arrest for cybercrime including cyber hacking and cyberbullying. People get punished for stealing others' online data and bullying people online.

The effects of punishment include criminal charges and imprisonment, whereas those engaged in cyberbullying may encounter legal action, school or workplace disciplinary measures, and social isolation, etc.



## 7.2 Reading I: Parents

The first reading text in this unit is a short story entitled ‘Parents’ adopted from Vishnu Singh Rai’s *Martyr and Other Stories*. The reading text delves into a contemporary issue of online interactions, particularly in the context of social media and internet friendships. The narrative revolves around Anuja, a 13-year-old girl, and her father, exploring the challenges and dangers associated with online relationships. The story raises crucial questions about online safety, identity deception, and the potential consequences of innocence in the digital age.

### Objectives

- a. To enhance the reading comprehension skills
- b. To learn vocabulary obsessed, window shopping, ridiculous, stamp, outfit, swerved, munching, lurking, stammered, leer, etc.
- c. To learn online safety, identity protection, and the potential risks associated with social media interactions

### Follow these steps.

#### Pre-reading activities

- a. Introduce the topic: Explain to students that they will be reading a story about a girl who plans to meet her online friend for the first time and the consequences of online interactions.
- b. Before going into the story, engage students in a brief discussion about their experiences with social media, focusing on whether they have encountered fakery or bullying online and what precautions they take. Ask the following questions:
  - i. Has anyone faked or bullied you on social media?
  - ii. What precautions do you take to avoid being faked or bullied?
- c. Encourage all students to share their experiences and add more ideas to their responses.

#### While-reading activities

- a. Put students in pairs. Ask them to read the text thoroughly.
- b. Ask them to convert the text as a dialogue. When they finish ask some of the pairs to perform the dialogue.
- c. Ask students to mark the words which are unfamiliar to them. Then discuss the meanings of words in context. You can choose suitable activities for your classroom and discuss the vocabulary in context.

The following vocabulary game might be useful for discussing vocabulary in context.

#### Vocabulary Pictionary

- Divide the class into teams.
- Write a vocabulary word from the story on a separate piece of paper and put it in a hat or bowl.
- One student from each team picks a word and draws it on the board while their team tries to guess the word.
- No verbal communication is allowed during the drawing process.

Set a time limit for each round, and award points to the teams for correct guesses.

- d. To make sure that students have understood the meanings in context, ask them to read the list of words given in **Task A**. Then ask them to work in pairs to match the words with the correct definitions given below the word list.
- e. When students finish matching, ask some students to share their answers with the class. Ask the other students to see if their answers are the same. If students make mistakes, make necessary corrections.

**Answers**

a. lurking      b. obsessed      c. window shopping      d. stamp      e. ridiculous  
f. outfit      g. swerve      h. munching      i. leer      j. stammer

- f. Next, lead the class to **Task B**. Ask students to work in pairs. Get them to skim through the given statements and grasp the main idea of each of them. Then ask them to rewrite the sentences in the correct order. When they are done, ask a pair to share their answers. Ask the other pairs to check if they have arranged the sentences in the same order. Finally, ensure the correct ordering, making corrections to their answers if necessary.

**Answers**

e. She told her father about her new e-friend  
c. Anuja told her father that she wanted to see her new friend.  
d. She revealed her secret e-identity to her father.  
g. He observed that Anuja was looking like a boy in her new dress.  
a. Her father accompanied her to meet the friend.  
h. They waited for Anuja's friend for ten minutes.  
b. They saw a car on the other side of the road.  
f. Anuja's father shared the incident with his friend.

- f. Now, turn to **Task C**. Ask students to read the questions before scanning and skimming the story again. Then ask them to write the answers in their notebooks. Monitor their engagement in the task, and help them when necessary. Alternatively, assign this task as homework to students and check their work in the next class. Make necessary corrections in their answers.

**Answers:**

a. Anuja was unwilling to take her father along because she was afraid that her father will know her secret of chatting with her online friend as a boy.  
b. Anuja criticizes her father by calling him obsessed and overprotective.  
c. Anuja's e-friend is a 12-year-old girl with whom Anuja has been chatting online.  
d. He proposed that he would go with her but he won't get out of the car if he saw a girl of 12. But if there is no girl, they will wait just for ten minutes and come back.  
e. The shocking news for her father was when Anuja revealed she had been chatting with her e-friend pretending to be a boy.  
f. They returned without meeting Anuja's friend because they thought the friend didn't come

to the meeting place.

- g. Dhurba laughed at the story of Anuja's father because he knew that Anuja's mother had seen the narrator. She thought that a man with a big stomach and a bald head was lurking around with bad intentions.
- h. The girl's mother saw Anuja's father from her car. They didn't talk to each other because both the girls did not come out of the car and the parents had a misunderstanding of the situation.

### **Post-reading activity**

This activity is meant for speaking rather than writing. For this post-reading activity, hold a classroom discussion on the consequences of making a fake identity and bullying people on social media and the internet. Ensure that students understand the meanings of consequences and fake identity. Ask the classes if they have ever known or experienced the incidence of bullying on the internet. Encourage them to share their experiences, or to tell what happens to people who bully others on the internet.

Next, listen to their opinions and add information to their answers as necessary.

### **Sample answer**

Faking your identity and bullying others online can have serious consequences. Firstly, it can hurt people's feelings and make them feel bad about themselves. Bullying can lead to low self-esteem, anxiety, and even depression for the person being bullied. Secondly, it can damage your reputation and relationships with others. People might lose trust in you if they find out you're pretending to be someone else or if you're being mean to others online. Thirdly, it can lead to legal trouble. Cyberbullying and identity theft are against the law in many places, and you could face punishments like fines or even jail time. So, it's important to always be kind and honest online and treat others with respect.

## **7.3 Pronunciation**

This pronunciation activity focuses on improving pronunciation skills through the analysis of specific sentences and their intonation patterns. It also deals with pronunciation skills by examining a series of sentences and practising their correct articulation and intonation. By improving pronunciation skills, students can enhance clarity and convey meaning more accurately in spoken English.

### **Objectives**

- a. To articulate the given sentences and identify their intonation patterns
- b. To recognize and produce the appropriate intonation in spoken English sentences

### **Follow these steps.**

- a. Begin with a review of sentence articulation and the intonation produced while speaking a variety of sentences.
- b. Discuss the rules of intonation pattern with ample examples. Also, explain the symbols used to indicate the different intonation patterns.

- c. Read out the given sentences correctly and ask students to identify the intonation pattern of each sentence. Help them feedback and help them with the correct answer if necessary.

**Answers**

- a. I'm going to meet my e-mail friend. –falling intonation
- b. Why? Is it because I'm 60 years old?- falling intonation
- c. God! I tried to digest this new information. –falling intonation
- d. Is it because I'm 60 years old? Or is it because I've a big belly?-rising intonation
- e. She knows me as a boy, doesn't she?- falling intonation
- f. Do you know what she said about you?-rising intonation
- g. They came out of the car, waited for the girl, and finally returned home. –falling intonation
- h. You are obsessed dad. –falling intonation

**7.4 Speaking**

This speaking activity delves into the skill of speaking with a specific focus on the skill of criticizing. Criticizing or critiquing is an essential aspect of effective communication. This skill empowers individuals to evaluate, analyze, and provide feedback on various subjects and situations. This activity particularly focuses on the skill of constructive criticism.

**Objectives**

- a. To develop the ability to critique others' actions in a context
- b. To enhance speaking skills by engaging in constructive criticism and discussions

**Follow the given procedure.**

- a. Begin by discussing the idea of criticizing with appropriate examples highlighting the phrases used in criticizing. For this, you can briefly summarize the story 'Parents' from reading I. Point out the situations that led to the embarrassment and guilt in the story. Ask individual students to add to the given example in **Task A** about what Anuja and her father should have and shouldn't have done to avoid embarrassment.

**Answers**

- b. Anuja should have listened to her father's concerns about meeting strangers from the internet.
- c. She should have been honest about her identity from the beginning.
- d. Anuja's father should have actively monitored her online activities to protect her from potential threats.
- e. He should have allowed Anuja to come out of the car.

- b. Now, turn to **Task B**. Divide students into pairs. Then ask some of the pairs to act out the given dialogues I-III in turn. Then ask them to highlight the phrases that are used to criticize the characters in the dialogues.
- c. Finally lead the class to **Task C**. Continue the pair work. Ask the remaining pairs to have dialogues in the given contexts criticizing their partners. Monitor students' engagement and provide each pair with necessary feedback.

### Sample conversations

a.

Student A: I lost 50 rupees on my way to school.

Student B: You should have kept it securely in your pocket or wallet.

b.

Student A: I got a low grade in English.

Student B: You should have studied harder and asked for help if you were struggling.

c.

Student A: I forgot to bring my homework to class.

Student B: You should have double-checked your bag before leaving home.

d.

Student A: Somebody hacked into my email account.

Student B: You should have set a stronger password and enabled two-factor authentication.

e.

Student A: I got lost while visiting the market.

Student B: You should go to the market with your parents.

f.

Student A: I'm feeling drowsy in class.

Student B: You shouldn't have gone to bed early.

h.

Student A: I can't remember the password for my computer.

Student B: You should have written it down or used a password manager.

## 7.5 Grammar I

This grammar lesson explores the uses of modals in English grammar. Modals also known as modal verbs are words that express various degrees of necessity, obligation, advice, and possibility. Understanding how to use modals correctly is essential for effective communication in both spoken and written English.

### Objectives

- To identify the different functions of modals
- To use the modal verbs correctly.

### Follow the given procedure.

- Review the modal verbs and their various functions. Ask students to recall their uses from their study in unit 4. Revise their uses with suitable examples.
- Next, ask some individual students to read the story in **Task A** and identify the uses of modal verbs in red. Make sure that they can identify advice, moral obligation, or compulsion.

### Answers

- You **should** raise your voice against discrimination. –**advice**

- b. You must abide by the traffic rules while driving- **compulsion**  
c. You ought to be fair in your judgment.- **moral obligation**

- c. Next, ask students to read the sentences in **Task B** and complete them with *should*, *ought to*, or *must*. Remind them that they may have to keep the modal verbs negative in some cases. Monitor their engagement in the task. When they complete the task, ask individual students to share their answers. Finally, make corrections to their answers if necessary.

**Answers**

- a. must      b. should      c. should      d. should      e. must not  
f. should      g. should      h. must not      i. ought to      j. should

## 7.6 Writing I

This writing item deals with email writing. Emails are a crucial form of communication in both personal and professional settings, allowing us to convey information, express ideas, and connect with others efficiently. Students engage in the exploration of the structure, tone, and conventions of effective email writing.

### Objectives

- To learn the components of email writing
- To write an email

### Follow the given procedure

- Briefly discuss the significance of email in communication in modern society. Then highlight the common purposes of emails, e.g., professional correspondence, academic inquiries, personal messages, etc.
- Then introduce the essential components of an email: subject line, salutation, body, closing, and signature. Ask students to read the email of invitation given in **Task A** and to identify the aforementioned components in this email
- Next lead them to **Task B**. Ask students to read the given email first. Tell them that they are going to write a reply to the given email. Next, provide writing prompts or scenarios and have students draft the email. Monitor their engagement in the writing and encourage peer review to refine their writing.
- Provide constructive feedback on content, organization, language, and tone to enhance their writing. Assign homework to students to edit their emails based on your feedback and prepare the final draft.

### Sample answer

Dear Sambridhi,

I hope this email finds you well. Firstly, I want to extend my heartfelt congratulations to Naman and your entire family on this joyous occasion of his wedding. I am truly excited for him and wish him a lifetime of happiness and love.

I am writing to express my sincere apologies for my inability to attend the reception party

that you have so kindly invited me to. Unfortunately, due to an urgent family business that has arisen unexpectedly, I am unable to join you all in celebrating this special day.

Please know that it saddens me deeply to miss such a significant event in Naman's life, and I truly wish I could be there to share in the joy and festivities with you and our extended family. However, circumstances beyond my control require my immediate attention, and I hope you understand.

I assure you that I will be thinking of Naman and sending my best wishes to him and your family from afar. I appreciate your understanding in this matter and apologize for any inconvenience caused by my absence.

Thank you once again for the kind invitation, and please convey my warm regards and congratulations to Naman and the entire family.

With warm regards,  
Niti Thapaliya

### **7.7 Reading II: Cyber Security: Basic Internet Safety Tips**

The second reading text of this unit is an essay entitled ‘Cyber Security: Basic Internet Safety Tips’. The reading text explores essential strategies for safeguarding our online identity and privacy, as well as the precautions we should take while using the internet. In the age where our lives are intertwined with the internet, it's crucial to understand how to protect our personal information and stay safe online.

#### **Objectives**

- a. To read the text and comprehend it
- b. To learn the vocabulary: secure, possessions, intertwined, integration, vulnerable, complicated, sensitive, proliferated, shielding, sophisticated, promptly, transaction, authentication, etc.
- c. To understand the importance of cyber security and internet safety in the modern world

#### **Follow these steps.**

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

- a. Ask students to study the pictures shown in the reading text and hold a discussion. Ask the following questions for discussion.
  - i. What do the following pictures show?
  - ii. What precautions should we take while using the internet?
- b. Encourage students to answer the questions. Listen to their answers and provide necessary feedback to them.

##### **Answers**

- i. The first picture shows the internet sign and its security. Similarly, the second picture shows the ways of cyber security.
- ii. While using the internet, we should safeguard personal information by creating strong, unique passwords for each account and avoid sharing them with others. We should also

avoid unsecured Wi-Fi networks, and regularly update software and security settings.

### While reading activities

- a. Ask some students to read the text aloud in turn. You may help them with the correct pronunciation whenever necessary.
- b. Ask students to mark the words which are unfamiliar to them. Then discuss the meanings of words in context. You can choose suitable activities for your classroom and discuss the vocabulary in context. Here is an example:

#### Vocabulary Matching Game

- Prepare flashcards with vocabulary words from the text on one set and their definitions on another set.
- Divide the class into small groups and distribute the flashcards.
- Students match each vocabulary word with its corresponding definition.

The group that matches the most pairs correctly wins.

- c. To further check students' understanding of the vocabulary, ask students to work in pairs and match the words with the correct meanings in **Task A**. Monitor their engagement in the task, and check their work making corrections if necessary.

- a. possession - v. something that you own or have with you; belongingness
- b. intertwined - viii. closely connected with somebody or something
- c. integration - vii. the act of combining two or more things together
- d. avoid - i. to prevent something bad from happening
- e. sensitive - ii. quick to detect or respond to slight changes or signals
- f. proliferated - x. increased rapidly in number or amount
- g. shielding - iv. protecting something from danger or harm
- h. promptly - xi. without any delay
- i. authentication - vi. the act of proving that something is real or true
- j. transaction - iii. an act of buying or selling; deal

- d. To check students' comprehension of the reading text, ask students to read the statements in **Task B**. Then instruct them to work in pairs scanning and skimming the reading text to decide whether the given statements are true or false. When they are finished, ask some pairs to share the answers. Listen to their answers and correct them if necessary.

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

- e. Next, lead the class to **Task C**. Ask students to work in pairs and to match the paragraph titles with the correct paragraphs A-H. Help them to find the main idea of each paragraph by skimming them and then to match with the correct title. Monitor their engagement and help them to find the main ideas of the paragraphs. After they finish, check their work making corrections as necessary.

**Answers:**



Paragraph A - Protect Your Personal Information with strong Passwords  
Paragraph B - Keep Personal Information Private  
Paragraph C - Utilize passwords and other security options like fingerprint readers and face scanning technology  
Paragraph D - Pay Attention to Software Updates  
Paragraph E - Be Careful About Wi-Fi  
Paragraph F - Set Up Two-Factor Authentication  
Paragraph G - Keep Personal Information Private  
Paragraph H - Back Up Your Personal Data

- f. Finally, move to **Task D**. Ask students to read the questions in the task before scanning and skimming the text once more. Then ask them to write the answers to questions a-g. Monitor their engagement in the task and help them when necessary. Alternatively, assign the task as homework and check their work the next day providing necessary feedback.

**Answers**

a. We try to protect our physical property by locking doors, using bike locks, and keeping valuable possessions in a safe.

b. To keep our passwords secret, we should use different combinations for different accounts, avoid sharing passwords with others, and store them securely.

c. Two safety measures for shopping with debit cards include shielding the PIN pad when making purchases and ensuring that the website is secure before entering financial information.

d. We can secure our accounts even when someone finds out password by enabling two-factor authentication, which adds an extra layer of security beyond the password.

e. We should make online friends only with familiar people to minimize the risk of interacting with strangers who may have malicious intentions or misuse our personal information.

g. To keep our online data safe, we should avoid connecting to unsecured public WiFi networks, surf only through secure websites, regularly update software, and utilize strong passwords and other security options like two-factor authentication.

### **Post-reading activity**

This task leads the discussion beyond the text. The question in this task is not meant to be answered based on the reading text. However, the text is related to the reading text and indirectly helps students to answer the question. Ask students to share their experiences if they have lost their personal information while using the internet. Encourage students to share in details. You may also share your relevant experiences.

### **7.8 Listening**

This listening activity is based on a set of instructions on internet safety. The internet is an amazing tool that allows us to connect with friends, learn new things, and explore a world of information. However, like any tool, it's important to know how to use it safely and responsibly.

Just like we learn to look both ways before crossing the street, we need to learn how to navigate the online world safely.

**Objectives**

- a. To follow and understand a series of instructions on a specific topic
- b. To comprehend the audio and do the tasks on it

**Follow the given procedures.**

**Pre-listening activity**

- a. Introduce the listening task to students. To warm up the class to the activity, conduct discussions about various uses of the internet and its safety measures. Ask the following questions to students.
  - i. How often do you use the internet?
  - ii. What do you use it for?
- b. Encourage the participation of all students. Listen to the answers of students and provide necessary feedback to their responses.

**While-listening activity**

- a. Tell students that, now they are going to listen to a set of instructions on various uses of the internet and safety measures that we have to adopt while using it. Make a list of unfamiliar vocabulary to students and pre-teach them with an appropriate technique. Then have them read the statements in **Task B** before playing the audio. Instruct students to put a tick mark (✓) if the given instruction is from the audio, and a cross (×) if the instruction is not included in the audio.
- b. Play the audio and monitor students’ engagement in the task. Play the audio multiple times if necessary. Make sure that all students have attempted all the questions.

<b>Task B Answers</b>		
a.	Make sure your internet connection is secure.	×
b.	Make sure that the computer has a Firewall and Antivirus working.	✓
c.	Always use a strong email password.	×
d.	Do not share your password with anyone, except your parents.	✓
e.	Do not save your password on any device.	✓
f.	Close unused internet accounts.	×
g.	Be careful about where you click while using the internet.	✓
	Be careful about what you post from cyber cafes.	×
h.	Inform your parents if you find violent content in the webpage.	✓

- c. Next, move to **Task C**. Ask students to go through the questions. Instruct them to read the questions in the task, and to answer the questions in a maximum of four words. Play the audio and monitor students' engagement in the task. Play the audio as many times as required for all students to attempt all the questions.
- d. Next, check the answers of students of Task B and C making necessary corrections and feedback to students.

**Answers**

- a. do many things
- b. Firewall and Antivirus
- c. log out or shut down
- d. they may contain viruses
- e. the supervisor

**Post-listening activity**

In this phase engage students in further discussion about internet-related problems. Ask students the following questions for discussion encouraging all students' participation.

- i. Have you ever been the victim of a virus attack while using the internet?
- ii. Have you unknowingly clicked on any ad or link which has led to trouble?
- iii. Whom did you ask for help to solve the problems?

**Sample Answer**

I was browsing the internet in a cybercafé near my home when I accidentally clicked on an inappropriate link. I immediately closed the browser to stop the content from loading further. Then, I approached a supervisor for help. I explained what happened and asked for guidance on how to avoid such situations in the future. The supervisor provided advice on being more cautious while browsing and avoiding suspicious links. They also suggested installing ad blockers and parental controls for additional protection. This experience taught me to be more vigilant online and seek help when needed.

**7.9 Grammar II**

This grammar activity delves into the proper usage of articles: a, an, and the. Articles play a crucial role in English grammar as they help specify whether we are referring to something in a general or specific sense. Understanding when to use "a" or "an" for indefinite articles and when to use "the" for definite articles is essential for accurate communication in English.

**Objective**

To apply the correct article (a, an, the) in various sentence contexts

**Follow the given procedures.**

- a. Begin by introducing articles and their types and uses with suitable examples. Derive rules of articles from the examples. To check their understanding of indefinite articles 'a' and 'an' lead the discussion to **Task A**. Instruct students to complete the given sentences with 'a' or 'an'. Check their engagement in the task and help them wherever they are confused. Finally, ask

some of students to share their answers with the class. Make corrections to their answers as necessary.

**Answers**

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

b. Next, move to **Task B**. Introduce the definite article ‘the’ and briefly discuss its uses through suitable examples. For further understudying of its uses, ask students to go through the sentences and fill in the blank spaces with suitable articles ‘a’, ‘an’, or ‘the’. Check their engagement in the task and help them wherever they are confused. Finally, ask some of students to share their answers with the class. Make corrections to their answers as necessary.

- a. Could you open **the** window, please?
- b. Did you read **the** book I gave you last week?
- d. All the desks were full. So we had to sit on **the** floor.
- e. Can you play **the** flute well?
- f. You have **a** lovely house. I am particularly impressed by **the** living room.
- g. **The** president is elected every five years in Nepal.
- h. Do you think that the tourist is from Japan? No, she looks like **a** European.
- i. This is **the** biggest fish I have ever caught in my life.
- j. Bhartmani is known to be **the** man of action.

c. Now, lead the class to **Task C**. By now, students must have had a good understanding of the uses of both definite and indefinite articles. Explain to students we don’t always use articles. Provide examples of situations in which we do not use any articles before nouns. Derive rules zero articles from the examples. Then ask students to read the situations in the task and fill in the blank spaces with articles ‘a’, ‘an’ or ‘the’. Ask them to put a cross sign (×) where no article is used.

**Answers**

- a. Mrs. Paudel went to **the** school to meet her son's teacher.
- b. What time did you get **×** home yesterday?
- c. **The** Netherlands consists of twelve provinces.
- d. **×** Everest is one of the prides of our country.
- e. **The** Nile is the longest river in Africa.
- f. **×** New Road is a financial hub in Kathmandu.
- g. **The** Aarohan Gurukul Theater was founded in 1982.
- h. What did you have for **×** breakfast this morning?
- i. The Braille system was developed to help **the** blind for reading and writing.
- j. Do you always play **×** badminton at school?

## 7.10 Writing II

The second writing item in this unit is a newspaper article writing. A newspaper article is a written piece of journalism published in a newspaper. It typically reports on current events, news, or issues of public interest. Articles are structured to provide information in a concise and

informative manner, often following a specific format that includes a headline, byline, lead paragraph, body text, and conclusion.

### **Objectives**

- a. To understand the role of the internet and technology in contemporary society
- b. To write a newspaper article

### **Follow these steps:**

- a. Briefly introduce the newspaper article and its components. Display articles from the newspaper and mention components of a newspaper article. Explain to students that they are going to write a newspaper article on “Internet and Cybersecurity”.
- b. Have students brainstorm ideas about how the internet is utilized in people’s daily lives. Encourage them to think about various aspects such as communication, education, entertainment, shopping, and the buses and risks associated with internet usage.
- c. Provide the given guidelines for students to develop their ideas into writing newspaper articles.
- d. Conduct a peer-review session for students going through each other's articles.
- e. Finally, provide your constructive feedback on clarity, coherence, and relevance to the topic.

#### **Sample answer:**

### **Internet and Cybersecurity**

By Preeti Subba

The internet is a big part of our lives nowadays. We use it for many things, like talking to friends, learning new things, and buying stuff online. But did you know there are dangers on the internet too?

Sometimes, bad people try to trick us or steal our information. This is called cybercrime. They might send us fake emails or try to get us to click on bad links.

To stay safe online, we need to be careful. We should use strong passwords and not share personal information with strangers. It's also important to be careful about what we click on and what we download.

Protecting our privacy online is super important. We can do this by being smart about what we share and by using privacy settings on social media.

In the end, the internet is a great tool, but we need to be cautious. By understanding the internet and cybersecurity, we can enjoy all the good things it offers while staying safe from the bad stuff. Let's all work together to make the Internet a safer place for everyone!

### **7.11 Project work**

This project work is based on the theme of the unit, i.e. cyber security. The activity tends to raise awareness about cybercrime! In today's digital age, the internet has become an essential part of our lives, offering countless opportunities for communication, learning, and entertainment. However, along with its benefits come risks, particularly in the form of cybercrime. Through this project, students will work together to create a pamphlet that educates people about cybercrime and how to stay safe online.

## Objectives

- a. To educate people about the potential risks and consequences of cybercrime
- b. To develop students' research, communication, and creative skills through the creation of a pamphlet

### Follow these steps.

- a. Introduce the pamphlet and its features to students. Review the concept of cybercrime and its various forms
- b. Divide students into different groups depending on the number of students. Guide them in organizing the information they have gathered into concise and informative content for the pamphlet. Include writing about the different types of cybercrime, their potential consequences, and practical tips for staying safe online.
- c. Encourage creativity in designing the layout and visuals of the pamphlet to make it engaging and visually appealing.
- d. Facilitate peer review sessions where groups can provide constructive feedback on each other's work. Encourage them to evaluate the clarity, accuracy, and effectiveness of the content and design of the pamphlet.
- e. Finally, provide your constructive feedback and let students have revision editing their pamphlets. After their final corrections, ask students to display their work on the notice board or wall of the classroom. You may also make this a competitive task and award the best pamphlet.

### 7.12 Extra bit

This section includes the task that gives students additional information in the unit. This particular section provides valuable information about the patterns of intonation in English. Intonation refers to the rise and fall of the voice pitch when speaking, which adds musicality to the language. The task outlines four main patterns of intonation: falling, rising, rise-fall, and fall-rise. Each pattern is explained along with examples to illustrate its usage in various contexts such as statements, questions, lists, and expressions of hesitation or politeness. Understanding these patterns helps learners recognize and interpret the intended meaning behind different intonation patterns in spoken English, enhancing their communication skills and comprehension of spoken language.

ΩΩΩ

## Unit 8 Hobbies and Interest

The contents in this unit revolve around the theme ‘Hobbies and Interest’. Hobbies are activities that individuals engage in for pleasure, relaxation, and personal fulfillment, often pursued during leisure time whereas interests refer to the subjects, topics, or activities that capture one's attention and curiosity, serving as focal points for exploration and engagement. This unit carries two reading tasks related to the theme. It also deals with the language function of talking about hobbies or expressing preferences.

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Identify and talk about the pictures related to hobbies and interests.
2.	Reading I Common Hobbies	Pre-reading questions Write synonyms and antonyms. Find the words for their meanings. Write True, False, or Not Given. Short-answer questions Post-reading task: discussion about hobbies and career
3.	Pronunciation	Pronunciation of consonant clusters
4.	Speaking (expressing preferences)	Read out the sentences of preferences. Have similar conversations in the given situations.
5.	Grammar I (Voice)	Complete the following sentences. Change into passive voice.
6.	Writing I (essay)	Write an essay explaining your hobbies.
7.	Reading II Climbing	Pre reading questions Find the words from the text. Choose the correct answer. Short answer questions Post-reading task: discussion on interrelation between determination and opportunity
8.	Listening	Pre-listening questions based on the given pictures Write in the correct order. Match the first and second halves. Rank the hobbies according to your choice.
9.	Grammar II (Voice)	Change into passive using 'being' and 'having'. Change into active voice.
10.	Writing II (Advertisement & paraphrasing)	Write an advertisement. Paraphrase the given texts.
11.	Project work	Prepare a chart and present (about hobbies of friends).
12.	Extra bit	Idioms and meanings
<b>Total estimated time</b>		<b>9 Hours</b>

The following sections will delve into detailed explanations of the individual teaching and learning processes linked to each task, along with the skills to be cultivated. Nevertheless, it's essential to acknowledge that the activities listed here are illustrative, and educators possess the flexibility to either utilize these approaches or devise and tailor activities to align more closely with their classroom environments.

### 8.1 Getting started

This is the warm up task of this unit. This task prepares students for sharing their understanding related to free time activities like painting, singing, and dancing. Follow the procedures given below to facilitate the learning activities.

#### Objective

To identify the pictures and tell something about hobbies shown there

#### The teacher could follow these steps.

- a. Ask students to recognize the hobbies shown in the given pictures and ask them questions like: what are they doing in the pictures? What tools have they used during the activities? What significance do these practices have in their lives?
- b. Take their views and responses.
- c. Help them elicit connection of the given pictures to the theme of the unit.

#### Picture 1

In the first picture, a boy is drawing and/or colouring a picture on a sheet of paper. He has painted a blue sky on the upper layer of the page. In the middle part, there is a temple-like structure (in pagoda style) and the lower part shows some greenery. The boy is still working on the page. This picture shows that painting can be his field of interest or hobby.

#### Picture 2

There are two boys and a girl in the second picture. Both the boys have Madals around their necks. There is a stand mike near a boy indicating that he is playing the Madal and singing at the same time. The girl is dancing. Her dress up looks like cultural dress. This indicates that they are interested in cultural music and dance.

### 8.2 Reading I: Common Hobbies

The first reading text in this unit is about some common hobbies.

#### Objectives

- a. To learn the vocabulary: igniting, hone, prevalent, genres, mobility, notch, passionate, appreciate, refurbishing, therapeutic, easel, murals, niche, blog, wardrobe, etc.
- b. To read the text and do the comprehension tasks

#### Follow these steps.

#### Pre-reading activities

- a. Go to the class with some realia such as some stamps, some pieces of drawings, or so to draw students' attention to someone's hobbies and interests.
- b. Now, ask students questions related to the pre-reading task. Examples: What do you like to do during your leisure time? Do you have any specific hobby? How did you choose it?



- c. Encourage students to participate in sharing sessions. Encourage them to share their understanding and practices.

**Possible responses**

- a. The common hobbies people often practise are playing different sports, singing, dancing, reading, gardening, cooking, etc.  
b. My hobby is travelling. I chose this hobby because I love to visit different places, meet people from various walks of life, and observe their culture, food, costumes, and practices.

- d. Responses to question b vary from student to student. Encourage them to share their opinions.

**While-reading activities**

- a. Ask students to see the common hobbies given in the text and make seven groups representing each of seven hobbies.  
b. Make them read and discuss in their groups. Also ask them to find the meanings of the highlighted words in their reading sections.  
c. Find seven students, one from each group, call them in front of the class, make them take turns and read aloud the part of the text that has their respective hobby. Also ask them to clarify the meaning of the words to other group.  
c. Pay attention to their reading accuracy, assist whenever needed.  
d. Further connect the discussion to **Task A**. Ask them to find the right answer out of discussion.

**Answers**

- |                                   |  |
|-----------------------------------|--|
| a. Unrevealed (synonym): exposure | b. Sharpen (synonym): hone,                |
| c. Boring (antonym): interesting  | d. Unexcited (antonym): excited/passionate |
| e. Healing (synonym): therapeutic | f. Frame (synonym): easel                  |

- e. Now, ask students to do **Task B**. Ask them to find the meanings of the following words/phrases from a dictionary and use them in the sentences of their own.

**Answers**

- a. **ignite**: cause to catch fire (Turn on the gas switch before you ignite the stove.)  
b. **in-demand**: very popular, having a high demand (IT skilled manpower is in-demand all over the world.)  
c. **let off**: to release or discharge (The patient was let off after recovery in the condition.)  
d. **n notch**: a degree (She wants to give a notch to her writing skills by joining the class.)  
e. **passionate**: intense or deep feeling for something (He is a passionate lover of Newari food.)  
f. **refurbishing**: the process of renovating; to brighten up (My neighbours are refurbishing their old building.)  
g. **a blog**: a regularly updated web page run by a person or a group (The professor's blog is well followed by a large number of students.)  
h. **hanging out**: spending time together in a relaxed manner (Hanging out around the garden freshens up your mood.)

g. Now, ask students to read the text and write True, False or NG for the given statements given in **Task C**.

**Answers**

**a. False b. False c. False d. NG e. True f. False g. True h. True**

h. Ask students to read the statements with answers and correct them. Discuss the answers if any further clarification is needed.

h. To further assess the reading comprehension of students, ask them to answer the questions in **Task D**. This task can be assigned as homework.

**Answers**

a. The aspects of our life that influence the hobbies we choose are our interest, personal skills, cultural values, and available resources.

b. Use of reading for fun as well as for education/learning different aspects of life makes it the most popular hobby.

c. People can practise dancing by dancing around the living room or by joining a dance studio or an online-class.

d. Some paints, brushes, and papers are necessary things for one to go with painting.

e. The benefits of doing photography are preserving memories and having beautiful photographs on the wall.

f. Writing has become a popular hobby because it offers you the freedom to express your emotions and feelings.

g. Knitting can be rewarding to a person as it is a good use of free time and it also adds a lot to the winter wear and gift items.

i. Check their answers in the next class and give them feedback.

**Post-reading activity**

a. Ask students about their hobbies and possible professional career. Ask them to discuss in groups and make a mind map on how hobbies can help in the professional career. Ask them to draw it in their exercise book.

b. Next, ask the groups to share their discussion.

**Sample answer**

Yes, a person's hobby can significantly contribute to their professional career by fostering creativity, enhancing problem-solving skills, and providing a healthy outlet for stress. Hobbies often cultivate a passion that can translate into dedication and perseverance in the workplace, leading to increased job satisfaction and productivity. Additionally, engaging in such activities may broaden one's network, opening up new opportunities and connections in their professional life.

(These brief ideas from the teacher may lead to interesting discussion)

**8.3 Pronunciation**

This is a pronunciation exercise. Help students search and find different consonant clusters in the given words.

**Objective**

To find consonant clusters in the given words

**Follow these steps.**

- Begin with a clear explanation of what consonant clusters are. Emphasize that they are groups of consonants that appear together in words without any vowels between them, for example: "bl," "tr," "sp," and "str."
- Write the words on the board or display through a projector and ask students to note consonant clusters in each of the words.
- Pronounce the words correctly and ask students to pronounce after you.
- Ask them to practise pronouncing in pairs. Ask them to take turns, then listen and respond to each other.

**Answers**

Scout /sc/	instant /nst,nt/	pulp /lp/	help /lp/	street /str/
frustrating /fr,str/	golf /lf/	twelfth /tw, lfth/	scratch /scr, tch/	
spurious /sp/	spleen /spl/	sprout /spr/	blog /bl/	
sclerosis /sl/	trout /tr/	hundredth /nd, dth/		

- Check how students do in pairs.

**8.4 Speaking**

This speaking activity is based on the language function of expressing preferences.

**Objectives**

- To act out the given expressions of preferences
- To have similar conversation expressing preferences as the given examples

**Follow the following procedure.**

- Get three volunteer students to act out the given expressions of preferences in **Task A**.
- Ask the whole class to find the expressions of expressing preference in these conversations.
- Elicit the rules of expressing preferences after acting out. Make them reach up to the following major rules:

- Expressions of preferences are used to communicate your likes and dislikes in various situations. Though there are too many ways of expressing preferences, here, we practise some of ways:
- I'd prefer..... rather than..... Example: I would prefer reading books rather than watching television.
- I hate/detest/love/enjoy..... Example: She enjoys trying new foods.
- prefer to..... Example: I prefer to study alone rather than in group.

- Now, lead them to the given **Tasks B**. Suggest students to form groups of three.
- Assign each group one situation given in **Task B**.
- Now, tell them that they have to have a similar conversation in which A states a situation of preference which B and C agree and disagree alternatively.

**Sample conversations**

- A: Let's fly to India. It's the best time to visit India.  
B: Wow! That's a great idea. I love visiting Goa very much.  
C: No, thanks. I hate travelling.
- A: Let's play cricket. It makes our body and mind strong.

- B: Wow! That's a great idea. I enjoy playing Cricket too much.  
C: No, thanks. I hate cricket.
- c. A: Let's go to ride a bike. Riding Vlogs have been viral these days.  
B: Wow! That's a great idea. I am fond of riding and making videos.  
C: No, thanks. I do not like fast speed rides.
- d. A: Let's go to the stadium. There is a tournament going on.  
B: Wow! That's a great idea. I love watching football.  
C: No, thanks. I hate wasting time by watching games.
- e. A: Let's go to watch a movie. There is the premier show of Pratigya today.  
B: Wow! That's a great idea. I love going to the movies very much.  
C: No, thanks. I can't stay inside the film hall for three hours.
- f. A: Let's go swimming today. Temperature has increased too much.  
B: Wow! That's a great idea. I enjoy playing with water quite a lot.  
C: No, thanks. I do not know swimming and I hate water games.

g. Now lead them to **Task C**. Ask students to work in groups of three and carry on the conversation in the similar manner as in task B.

### Sample conversations

#### a. A Teacher

A: I love teaching interactive students more than silent ones.

B: I enjoy helping students with their learning difficulties.

C: I detest being laughed at for minor mistakes.

#### b. A scientist

A: I enjoy doing research on the mysteries of the natural world more than any lab experiments.

B: I love finding secrets of astronomy.

C: I hate being asked about the existence of god.

#### c. A sweeper

A: I feel happy when people appreciate my job of cleaning public places.

B: I love sweeping any school area.

C: I do not like being neglected by policy makers.

#### d. A beautician

A: I prefer doing make up of a model rather than a bride.

B: I enjoy doing make-up for any type of woman.

C: I hate being critical to what I do.

#### e. A policeman

A: I like making people aware of crooked people around them.

B: I appreciate people who give the right information in time.

C: I detest being given horrible nicknames.

#### f. A business woman

A: I love competing with male counterparts (business men).

B: I enjoy taking part in community work.

C: I dislike having my goods and their prices bargained all the time.

#### g. A journalist

A: I like searching news related to public health.

B: I enjoy reporting any live programmes.

C: I hate being suspected by security persons.

**h. A singer**

A: I love singing classical songs.

B: I enjoy singing rap and modern music.

C: I detest singing in concerts.

- h. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.

## 8.5 Grammar I

This grammar item is related to voice. There are 2 tasks in this section.

### Objectives

- To change active voiced sentences into passive voice and vice versa
- To use voice correctly in context

### Materials

Index cards: printed or handwritten with the sentences from the exercise

### Follow the given procedure.

- Write some examples of active voice sentences on the whiteboard and discuss. For example, "The cat chased the mouse."
- Change the given examples into passive and explain passive voice by contrasting it with active voice. For example, "The mouse was chased by the cat." Help them infer the rules applied.
- Now, say what voice actually is. You may say: "Today, we're going to explore how sentences can sound different when we talk about who is doing the action. This is called 'voice.'"
- To make it fun, give each student an index card with an active voice sentence from the exercises. Ask them to transform it into passive voice and vice versa. Encourage them to work in pairs or small groups. Award a small prize or sticker for the correct transformations.
- Alternatively, divide the class into two teams. Create a relay race where each team has to convert a sentence from active to passive (or vice versa) on the whiteboard. The first team to correctly transform the sentence gets a point. Rotate students so everyone gets a chance.
- Plenty of discussion makes the game and learning both funs.

### Answers

- |                          |                                 |                      |                   |
|--------------------------|---------------------------------|----------------------|-------------------|
| a. are fed               | b. are caught                   | c. are often helped. | d. aren't rented  |
| e. is/ turned on         | f. I am followed                | g. is usually left   | h. being followed |
| i. having my hair pulled | j. having her notebooks checked | k. being mocked at   |                   |

- g. Move around the class and see how they are doing through the game. Help wherever required and give necessary feedback.
- h. Encourage students to ask where they are confused and assign the **Task B** as class work.

### Answers

- The flowers are watered everyday by the gardener.
- Foxes are seen in their gardens at night.
- Students are expected not to talk during examinations.
- This lake is formed by rivers of fresh water.

- e. Many domestic and foreign tourists are attracted by national parks.
- f. He is promised higher wages.
- g. Is Balgopal always beaten by Biraj?
- h. The secret is not known.
- i. The helpless are sure to be helped.
- j. A more effective vaccine for Covid-19 has to be discovered by scientists.
- k. What is preferred to eat?
- l. Most people in the region are said to be still illiterate.

i. Correct the classwork by asking one by one. Have plenty of discussion and feedback.

## 8.6 Writing I

This task concentrates on writing an essay about their hobbies.

### Objective

To write an essay about their hobbies

### Follow the given procedure.

- a. Ask students read the task. Ask them to think about some of the popular hobbies they have. Try to connect them to the discussion they had done during the **Reading I**.
- b. Ask them to mind map the ideas. Discuss the points they have written in their mind map. Have sufficient discussion on what to include.
- c. Ask students to do the task either as a class work or homework.

### Sample answer

#### **My Hobbies: Traveling and Trekking Hobbies**

Hobbies such as traveling and trekking may transport individuals to a new world of experience. Beyond being recreational pursuits, these activities have the potential to shape not only personal perspectives but also career lines. This essay explores how the passions of traveling and trekking can influence and guide someone towards a fulfilling professional path.

Traveling broadens horizons, exposing individuals to diverse cultures, landscapes, and ways of life. Those who enjoy the adventure of exploring new places. The unpredictable nature of travel and trekking fosters adaptability and sharpens problem-solving skills. Such attributes are highly transferable to careers that demand resilience and the ability to flourish in dynamic environments.

Enthusiasts of traveling and trekking often become habitual to storytelling, sharing their experiences with passion and vivid detail. This skill in communication can lead to careers in writing, blogging, or even travel journalism.

For those attracted by exploration, a career in the tourism industry or entrepreneurship in travel-related businesses becomes a natural extension of their passion.

Trekking, in particular, is a physically demanding activity that promotes health and well-being. The connection between physical and mental health also opens doors to professions in holistic well-being.

In conclusion, the hobbies of traveling and trekking are transformative pursuits that extend beyond leisurely escapades. Individuals find themselves not only on the trails of mountains and in the heart of new cultures but also on a professional path that resonates with their spirit of discovery.

e. Check their writing and provide feedback. Encourage students to embrace their creativity.

### 8.7 Reading II: Climbing

The second reading text in this unit is the poem "Climbing" by Amy Lowell.

#### Objectives

- To recite the poem
- To learn the vocabulary: stair, spire, turret, glint, dome, bough, marvelous, pinnacles, etc.
- To read the poem and do the comprehension tasks

#### Follow these steps.

#### Pre-reading activities

- Ask students to look at the given picture. Now, based on the picture, ask them to speak: What do you see in the given picture? Have you ever climbed trees and/or played climbing branches of the tree?
- Discuss the picture and expression of happiness seen on the faces of children.

- |  |
|--|
| <ol style="list-style-type: none"><li>The children in the picture have climbed the tree and are chatting with each other by sitting on the branches of the tree.</li><li>Yes, I enjoy climbing trees. I like it because when I reach a tree top, I get the feeling of achievement and can enjoy the scenery from a far distance.</li></ol> |
|--|

- Accept any other logical possible answers too. Also share your observations.

#### While-reading activities

- Ask students to read the poem on their own. They can take help from the teacher for the words they find difficult to pronounce. Deal with the highlighted and new words for them.
- Recite the poem aloud and tell students to listen to the recitation carefully. Alternatively, play the audio of the poem through the Internet.
- Now, make students take turns and recite the poem aloud in front of the class.
- Assist them in case they get problems with reading and correct pronunciation.
- Next, lead students to line by line discussion and interpretation of the poem.

<p>This poem is a celebration of perseverance and determination. The speaker climbs an apple tree, encountering obstacles along the way. However, they remain committed and manage to overcome these challenges. The poem suggests that it requires effort and persistence to achieve your goals and enjoy the rewards that await you at the end.</p>
---

<p>The poem's simple and straightforward language gives it a sense of innocence and childlike wonder. This simplicity makes the poem accessible to readers of all ages. At the same time, there is a sense of maturity and wisdom in the poem's message. It is a reminder that even the most challenging tasks can be accomplished with effort and determination.</p>
---

- Draw their attention to the comprehension **Task A**. Ask them to discuss and do then and there.

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

glint, b. bough, c. turret, d. stair, e. marvelous
--

- Do mass correction and have a short discussion if needed.

- h. **Task B** is choosing the correct answer from the given options. Dividing the class in two groups and constructing a quiz out of this task makes it interesting to learn.

**Answers**

- a. iii. the town
- b. ii. The branches of tree
- c. iii. Sea foam
- d. ii. The speaker is sure to get to the top of the tree now.
- e. i. we should not give up in the middle of any situation or a goal.

- i. Intervene only when they commit a mistake. Encourage them through feedback.
- j. Now assess students' understanding of the poem through questions in **Task C**. Let them discuss and write.

**Sample Answers**

- a. The speaker wants to climb on the tree to see the town that is shining up.
- b. When viewed from above, the spire, turret and dome are shining brightly.
- c. No, it is not. The poet says "Before, I have always had to stop". This helped me know that he had climbed the tree before too.
- d. List of words that describe light or brightness: shining, gleam, glint, glittering, flash, sparkling, bright, etc.
- e. The sky symbolises limitless possibilities or height or destination to reach and the earth symbolises the beginning point of the journey.

- k. Observe how they work. Check their answers and give feedback.

**Post reading activity**

- a. Ask students to read the statement and ask them if they agree or disagree with the statement.
- b. Ask students to work in pairs and note down some supporting points against their agreement or disagreement.
- c. Ask some of the pairs to share their ideas.

**Sample response**

Yes, I agree with the given statement. Determination is a valuable trait that can significantly enhance one's chances of success. It is crucial to acknowledge that success is influenced by a myriad of factors beyond sheer determination. External circumstances, resources, and opportunities also play pivotal roles in shaping one's life outcomes. While determination can drive motivation and perseverance, it is essential to be adaptable and open to change, as life is dynamic and unpredictable. Striking a balance between determination and flexibility can contribute to a more resilient and fulfilling journey.

**8.8. Listening**

This listening task is related to an introduction to ten common hobbies.

**Objective**

To comprehend the audio and do the tasks



**Follow this procedure.**

**Pre-listening activities**

- a. Ask students to look at the pictures. Ask them questions like: what do you see in the pictures? What do you think each picture intends to say?
- b. Take students' responses. Encourage them to talk about based on the pictures.

**Sample responses**

- a. The hobbies in the pictures one and two are video games and fishing respectively.
- b. I choose fishing because I enjoy outdoor activities more than indoor ones.

- c. Ask students what the audio might be about. Take their responses. Play the audio once and let them check their pre-assumption. Discuss the context.

**While listening activities**

- a. Make students ready with a pen or pencil and a blank page where they can take notes while listening.
- b. Draw attention of students to the audio giving clues from the pictures discussed in task A that they are going to listen to an audio related to list of common hobbies.
- c. Play the audio and tell them to complete **Task B**.

**Answers**

- |                           |                            |                  |                |
|---------------------------|----------------------------|------------------|----------------|
| 1. a. Reading             | 2. f. Traveling            | 3. g. Fishing    | 4. b. Crafting |
| 5. h. Watching television | 6. c. Birdwatching         | 7. j. Collecting | 8. i. Music    |
| 9. d. Gardening           | 10. e. Playing video games |                  |                |

- d. Go around the class and check whether all students are doing it right. Play the audio once again and let them check their answers.
- e. Play the audio again and lead them to **Task C**.

**Answers:**

- |                        |   |
|------------------------|---|
| a. Travelling:         | iv. makes the memories long lasting             |
| b. Ice fishing:        | vi. is more challenging                         |
| c. Craft websites:     | i. are inspiring the people for creativity      |
| d. Watching television | ii. has changed dramatically in recent years    |
| e. Birding             | iii. is an excellent intergenerational activity |
| f. Music               | vii. brings people together                     |
| g. Playing video games | v. get a bad rap.                               |

- f. Move around students and make sure that they are engaged in listening tasks. Play the audio again and let them check their responses.

**Post listening activities**

- a. Ask students to list ten hobbies they listened to the audio.
- b. Ask them to rank them from one to ten.
- c. Let them share and discuss why they rank so. The ranking may vary student to student.

## 8.9 Grammar II

This task is a continuation of the voice we discussed previously in this very unit. However, it is different in the sense that it talks about passive with 'being' and 'having'.

### Objective

To change active to passive voice by using *being* or *having*

### Follow these steps.

- Start by telling this story: Once upon a time in Manavgauon, the people were known for their unique experiences. Sunny hated having her ice cream stolen by mischievous birds, and Bhakte always enjoyed being entertained by musical frogs. The town was full of surprises!
- Draw attention to the sentences with *being* and *having*.
- Make them act out the conversations given in **Task A**.
- Now, pick some examples from the conversation where 'being' or 'having' is used and write them on the board and ask students to deduce the concerned rules.

#### Basic rules

Use of being: When expressing the experience of being on the receiving end of an action, use "*being*" + *the past participle of the verb*.

Example: Bhakte always enjoyed being entertained by musical frogs.

Use of having: When expressing the experience of an action happening to the subject, use "*having*" + *any object with a possessive pronoun* + *the past participle of the verb*.

Example: Sunny hated having her ice cream stolen by mischievous birds.

- Turn the concept into a game. Create a set of cards, each with a sentence in the active voice from **Task A**. Ask students to convert the sentences to passive voice using "being" or "having." For each correct answer, they can earn points or move forward on a game board.

#### Answers

- Puja hates being shouted at in the street.
- Jahagir can't stand having his feet wiped by beggars.
- Our class teacher detests being flattered by students.
- The headteacher likes having students' homework checked by teachers.
- The actress does not mind being followed by journalists.
- Rebika prefers being written to her better than being talked to on the lines.

- Observe how they work and assist them when needed.
- Next, lead them to **Task B** that talks about changing passive voice sentences into active. For that, tell them to recall the rules of voice that had been discussed in Grammar I of this same unit.
- Tell them to reverse the process by showing an example and assign **Task B** as a class work. You can refer a good grammar book for reference.

#### Answers

- Various sites store a lot of books online.
- They repair computers with warranty here.
- We rarely speak Chinese in our community.

- d. Authorities think the criminals have fled to another country.
- e. They believe that the film can spell the spectators.
- f. We expect that the war is going to end soon.
- g. People supposed her to be married.
- h. I hate people keeping me waiting.
- i. She loves people praising her dress.
- j. People do not use this road very often.
- k. Teachers never punish Ajima.
- l. Speeding causes many accidents.

- i. Check their answers. Give mass feedback.

### 8.10 Writing II

The tasks in writing are related to writing an advertisement; and paraphrase the given text.

#### Objective

- a. To write an advertisement
- b. To paraphrase the given texts

#### Follow the given procedures.

- a. The **Task A** is about writing an advertisement. Discuss about the common components and give needful guidelines.
- b. Ask them to do the task as an individual home assignment.

#### Sample answer

#### Vacancy Announcement

Post: Secondary Level English Teacher

One reputed school in Kavre is seeking a dedicated Secondary Level English Teacher. If you have a teaching license, strong communication and interpersonal skills, and required qualification with minimum 2 years of experience, then, hurry up.

#### Required academic qualification:

Bachelor's degree in Education, English, or related field (Master's preferred).

**Application Deadline:** on or before 10<sup>th</sup> of December

Send applications along with a CV, copy of your credentials, and a recent pp size photograph to our email address: welcomehere@gmail.com or drop off at the school office.

Interviews: Shortlisted candidates will be contacted for interviews on

**Nepal welcome school,  
Puranothimi, Bhaktapur**

- c. Check their homework the next day and give feedback.
- d. Now lead them to **Task B** which talks about paraphrasing.
- e. Ask students to read the given examples and observe the difference in the presentation styles.

f. This task is about paraphrasing. First of all, introduce the term to students. You may say: paraphrasing is expressing an original idea using different words while preserving its meaning.

g. Discuss some basic steps related to paraphrasing.

1. Understand the Original: Read the text thoroughly and understand the key concepts of the original text.
2. Rewrite the content in your own words and sentence structures while retaining the essential meaning.
3. Compare your paraphrased version with the original, ensuring accuracy and clarity.

h. Add **Task B** too as homework.

**Sample answers**

- a. Traditionally, women have been viewed primarily as mothers and homemakers; only recently have they started to make substantial strides in the workforce. Although complete gender equality remains a distant goal, there has undeniably been progress in this regard.
- b. During the 1920s, Elton Mayo, an American scholar, conducted research on the impact of the physical work environment on workers' productivity. The findings, commonly referred to as the Hawthorne Studies, derived from experiments at an electrical company bearing the same name, demonstrated that minor adjustments to the workplace, such as changes in lighting or room layout, could effectively motivate workers to increase their efforts.

i. Check the homework and give necessary feedback.

### 8.11 Project work

This project work is related to preparing a chart including hobbies of the friends.

#### Objective

To prepare a chart including hobbies of the friends and present in the class

#### Follow the following procedure.

- a. This project work can be carried individually. Tell them that they have to interview at least five of your friends about their hobbies and prepare a chart including the information.
- b. Give some guidelines for planning, interviewing, and note keeping. Ask them to prepare questions beforehand. Discuss and finalise questionnaire.
- c. Tell them that they can interview their friends out of their class too.
- d. Ask them to complete the task of interviewing and preparing a chart in a week.
- e. Ask them to display their chart paper on the classroom wall. Move around the gallery and observe the presentation.
- f. Judge the best three chart paper presentation.

### 8.12 Extra bit

This section of the unit includes a list of eighteen commonly used idioms. Students may carry the task independently for self-study. However, better clarify the meanings and assist them where necessary.

ΩΩΩ

## Unit 9 History and Culture

This unit carries the theme 'History and Culture'. The unit theme interlinks and cultivates the activities and both reading tasks. Study of history and culture inspires us to honor our legacy and preserve the richness of our cultural heritage for future generations. In addition to the regular tasks of pronunciation, and listening, the unit embraces grammar and language function: four aspects of past tense and narrating past events respectively. Furthermore, writing tasks, such as composing a paragraph and crafting stories, contribute to the unit's overall entirety. Here, we have a brief overview of the unit.

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the pictures that has historical and cultural significance.
2.	Reading I Pratap Malla	Pre-reading questions Complete the sentences Choose the correct alternatives Short- answer questions Post reading question
3.	Pronunciation	Pronounce the phrases with an apostrophe. Put the words in the right columns.
4.	Speaking (Narrating past events)	Study the narration. Narrate the activities about recent holidays. Work in pairs and have conversations. Tell about a party using the guidelines
5.	Grammar I	Find the second part of each sentence and change the verbs into correct form. Complete the sentences with the correct form of the verb. Make sentences using the given words in the simple past or past continuous.
6.	Writing I	Study the given events and write a couple of paragraphs. Write an opinion in about 200 words.
7.	Reading II Flowers in Russian Culture	Pre reading questions Find out the single words. Make a list of compound words from the text. Complete the sentences with correct information. Short answer question Post reading question
8.	Listening	Pre-listening questions Complete the sentences

		Short-answer questions Post-listening question
9.	Grammar II	Complete the sentences with the correct form of the verbs. Complete the story with the correct form of verbs.
10.	Writing II	Write a readable story using the given clues.
11.	Project work	Collect information and display the events in a timeline.
12.	Extra bit	Loan words used in English language
<b>Total estimated time</b>		<b>10 Hours</b>

This table provides a brief overview of the tasks in the unit. Subsequent sections offer detailed teaching and learning processes for each task and the skill they foster. It's essential to recognize that while these activities are listed as examples, teachers can adapt them to their classrooms or create customized activities to better fit their needs.

### 9.1 Getting started

This task initiates the unit. This task leads students towards the theme of the unit, i.e., History and Culture.

#### Objectives

To talk about the historical and cultural significance connected to the pictures

#### Follow the given procedures.

- Show students the given pictures and ask them to study the pictures carefully. Ask them to identify them one by one.
- Motivate them to link the historical and cultural significance related to the pictures. Some questions or additional hints may make the process impressive. The teacher may ask questions like: What do you see in the pictures (first from the top left to right): first, second, third and fourth? Have you ever been there? Have you ever seen it? What are the people doing in the picture? What historical and cultural significance do you know? etc.

#### Sample answers

**First picture:** Muktinath Temple

**Located in:** Mustang district of Gandaki province.

**Religious significance:** the temple holds immense religious significance for both Hindu and Buddhist devotees. For Hindus, it is considered as a sacred place of salvation (moksha). Bathing in the waters of the 108 sacred water springs surrounding the temple is believed to cleanse a person of all sins and leads to salvation. Similarly, Muktinath is also significant in Buddhism. They believe it to be one of the 24 Tantric places.

**Second picture:** Gorkha Durbar

**Located in:** Gorkha District of Gandaki province

**Historical significance:** Gorkha Durbar was the royal palace of the Shah Dynasty including King Prithvi Narayan Shah, before he conquered and made Kathmandu the capital city of the kingdom. The strategic location of the Gorkha Durbar atop a hill provided a vantage

point for defense and administration, symbolizing the strength and vision of the Shah rulers in establishing a unified Nepal. Today, the Gorkha Durbar stands as a testament to Nepal's rich history and serves as a popular tourist attraction.

**Third picture:** Sorathi Dance

**Practised in:** Gurung community from western Nepal

**Cultural significance:** Sorathi dance belongs to the Gurung community from Western Nepal. It is one of the popular dances in the community. It is commonly performed for more than 15 days between the Tihar and Dashain festivals. It is taken as a moment of reunion and jollity.

**Fourth picture:** Kumari, the living goddess

**Practised in:** A popular culture in Kathmandu valley typically in Newar community

**Religious significance:** The Kumari is believed to be the living incarnation of the goddess Taleju and symbolizes purity, protection, and divine blessings. The Kumari tradition, which is deeply ingrained in the Newar community, takes the living goddess as a symbol of strength, protection, and continuity of tradition.

## 9.2 Reading I: Pratap Malla

The first reading text in this unit is a description of a historical king of Malla Dynasty entitled “Pratap Malla”. The text recalls the historicity and contributions of the Malla king.

### Objectives

- To learn the vocabulary: regent, renovated, replica, conferred, patronized, hailed, invade etc.
- To read the text and do the comprehension tasks

**Follow the activities given below.**

### Pre-reading activities

- The given reading text is a discussion based on a picture that connects students with the Malla Dynasty of Nepal.
- Ask students to say what they see in the picture.
  - Who is the man in this picture?
  - What do you know about him?

### Sample answer

- We see an idol of a man in a praying posture under the canopy of *Naag Devata*. The person in the picture is one of the Malla kings: Yognarendra Malla.
- Yognarendra Malla was a king of the Malla dynasty in Patan during the 17<sup>th</sup> century. He was renowned for his patronage of the arts, architecture, and literature. He is also remembered for the noteworthy construction of temples and public buildings in Patan, such as the Krishna Mandir, the Bhimsen Temple, and the Sundari Chowk.

Here, answers may vary from student to student as they may or may not know the exact answer but can make guesswork.

### While-reading activities

- a. Ask students to read the text in pairs with an appropriate speed and ask them to measure the time it takes for them to read.
- b. Ask them to read once more time and mark the time it takes for reading again. Find the difference. Take turns for this. Elicit that the second reading takes less time than the first one.
- c. Ask students to mark the words which are unfamiliar to them. Then discuss the meanings of words in context. You can choose suitable activities for your classroom and discuss the vocabulary in context. You can use some activities to teach them unfamiliar vocabulary. One activity is suggested here:

#### Vocabulary stories

- Divide the class into small groups and assign each group a set of vocabulary words.
- Ask them to create a short story or skit that incorporates the words in a meaningful way.
- Encourage them to use the words accurately and in context.
- Finally, sharing the stories in the class will be interesting.

- d. To ensure students' understanding of the meanings in context, ask them to find the words from the text to complete the sentences in **Task A**.

#### Answers

- a. regent   b. renovated   c. pinnacles   d. replica   e. conferred   f. patronized   g. invade

- e. When students find their words, tell them the correct answers and ask them to check their answers. Students will make needful corrections to their answers.
- f. Now, lead students to **Task B**. Ask them to choose the best of the alternatives.

- a. iii. Pratap alla's father was insane   b ii. Pratap Malla's diplomacy  
c. iv. Temple of Budhanilkantha   d. iii. Invasion of Kantipur

- f. Do mass corrections and add brief discussion or feedback in case of confusion.
- g. Next, lead them to **Task C**. Ask students to read the questions before reading the text once more.
- h. Clarify the questions in case they feel difficult to comprehend.
- i. Then ask them to write the answers in their notebooks. This task becomes effective if carried in small five groups of students assigning one question to each group. Alternatively, after a brief discussion, this task can be assigned as homework.

#### Sample answers

- a. Two countries that had trade with Kantipur during Pratap Mall's reign were India and China.
- b. Pratap Malla kept his kingdom safe from Lalitpur and Bhaktapur by using a policy of making the kings of Lalitpur and Bhaktapur play against each other. He sometimes sided



with Bhaktapur and posed a threat to Lalitpur and on other occasions, he aligned with Lalitpur and fell upon Bhaktapur.

- c. Pratap Malla placed the image of Hanuman by the side of his palace gate and called the palace Hanumandhoka. He did this to safeguard the palace from evil.
- d. Pratap Malla conferred himself with the title Kabindra, a king of poets. I think this title suits him as he was a vastly learned king and a poet. He could compose poems in Sanskrit, Nepal Bhasa, Nepali, Bengali, and Hindi.
- e. Pratap Malla used to invite intellectuals to his palace. This indicates that he had a personality as a king who respected scholars and was interested in learning and promoting art and literature.

j. Monitor their writing and help them when necessary. Make necessary corrections in their answers with encouraging feedback.

### Post-reading activity

- a. In this activity, ask students to remember or search and collect the contributions of Pratap Malla to Nepali culture during his reign.
- b. Then, ask them to share those contributions which still exist or are in practice till now.
- c. It can be assigned as pair work or group work. Let them discuss and ask to present in the class.

### Possible Answer

Pratap Malla made significant contributions to Nepal culture during his reign. Some of his contributions that still exist today are:

- The renovation of PashupatiNath Temple and the erection of a pinnacle over it.
- The construction of various temples and structures of Swayambhu including Pratappur and Kabeendra Pur
- The erection of the image of Hanuman, the monkey God, by the side of his palace gate which led to the palace being named Hanuman Dhoka.
- The construction of Sundari Chowk and Mohan Chowk inside the palace
- The digging of pond at Bhadrakali and the installation of an image of Narayan lying in the pond, which was an exact replica from the Budhanilkantha Temple

d. Monitor the class and help them when needed.

### 9.3 Pronunciation

This task focuses on variations in pronunciation of words with apostrophe.

### Objectives

- a. To pronounce the given words with the correctly
- b. To put the words in the right columns identifying the proper pronunciation of the contracted form

**Follow these steps.**

- Ask students to consult a dictionary for the differences in the pronunciation of the given words.
- Alternatively, make students listen to the teacher and follow the pronunciations of the given phrases.
- Write a few phrases with apostrophes on the board and make them understand why they have distinct pronunciation (i.e. /s/, /z/, /iz/ i.e. in Dick's house, Luna's pet, Ramesh's phone etc.)
- Make them work in pairs and sort the phrases to put them in the right columns. Ask them to pronounce the phrases aloud repeatedly themselves and be sure about distinct pronunciations, which is given as a task in the pronunciation task.
- Read the words aloud so that students can hear you clearly. You may play the audio from a digital dictionary as well. Monitor the class and help them if necessary.

/s/	/z/	/iz/
Dick's house	Luna's pet	Ramesh's phone
Children's shoes	Lisa's essay	Thomas's job
The girls' excitement	Ulysses' friends	Princess's necklace
Nepal's border	The ladies' room	The bus's arrival
Socrates' philosophy		James's office
The aircraft's black box		Coaches' decision
My brother's book		
My parents' wedding		
A week's work		

- Check whether students have identified the correct pronunciation or not. You may check by asking students randomly to tell the answer and make needful corrections.

## 9.4 Speaking

This speaking activity is based on the language function of the unit: *Narrating Past Events*. There are four different tasks in it: Study the narration, narrate the activities about recent holidays, work in pairs and have conversations.

### Objective

To narrate the past events semantically and syntactically in a proper way using the correct form of language

### Follow the given procedure.

- Direct students to go to the **Task A** of Speaking and ask them to read Aleena's holiday narration silently.
- Then, ask some of students to read out loud and identify which tense and language structure have been used to narrate events in the given text. Let them discuss and find the structures used.
- To check their understanding, ask one or two of students to narrate what they did during their recent holidays.
- Similarly, ask some students to narrate past events/activities regarding the holidays as asked in the given task.

- e. After that, lead students to **Task B** and instruct them to work in pairs and have conversations as shown in the example. Examples can be written on the board or displayed through electronic devices.
- f. Divide students in pairs. Assign each of them a role of conversations in **Task B**.
- g. They make similar conversations and act out in front of the class.

**Possible answer**

- a. Grandparents /eat ice cream /yesterday afternoon  
A: What did grandparents do yesterday afternoon?  
B: They ate ice cream yesterday afternoon.
- b. Sima /send message / an hour ago  
A: What did Sima do an hour ago?  
B. Sima sent a message an hour ago.
- d. Manu/wash hands /five minutes ago  
A: What did Manu do five minutes ago?  
B: Manu washed her hands five minutes ago.
- c. Father watch /football match/ last night  
A: What did father do last night?  
B: Father watched a football match last night.
- f. Lunibha /feed the cat /yesterday  
A: What did Lunibha do yesterday?  
B: Lunibha fed the cat yesterday.
- g. Kate and Tim/clean room/last weekend  
A: What did Kate and Tim do last weekend?  
B: Kate and Tim cleaned the room last weekend.

- h. Make corrections wherever necessary.
- i. Lead students to **Task C**. and ask them to tell you about a party that they attended using the guidelines given in the task.

**Sample answer**

I attended a birthday party last week. We were invited to attend a party at Durbar Banquet at Thamel. All my family members and my brother' friends were there. It was our uncle's 35<sup>th</sup> birthday and he himself organized the party to celebrate with relatives and friends. We reached there sharply at 7 PM. As I entered there, I felt pleasant vibes where the party hall was well decorated with colorful lights and flowers. The sitting arrangement with designing furniture and melodious music in slow pace really fascinated us. We were offered varieties of tasty foods and soft drinks. I enjoyed dancing. We returned home at 10.30 after dinner.

- j. Then, inquire them to share their narration among the friends. Give feedback wherever necessary.

**9.5 Grammar I**

This activity is related to: the past tense where students learn the past tense and its aspects.

## Objective

- a. To differentiate different aspects of the past tense
- b. To choose the correct form of verbs given in the brackets to make sensible sentences

### Follow the given procedure.

- a. First, ask some students to say a few sentences about actions and activities from the recent or far past (two days ago, last week, last month, last year, three years ago, when I was in grade six,).
- b. Then, underline those action words and discuss the forms of the verbs used in the sentences. Here, try best to make the class interactive with a discussion about tense and its aspects.
- c. Use a chart of tense or digital materials to bring the relevancy.
- d. Make them observe the forms of the verbs used in the given examples and infer aspects of the past tense and their structures.
- e. Afterwards, lead them to **Task A** and instruct students to find the second part of each sentence and write the correct form of the verb given in the brackets as classwork.

#### Answers

a.-ii

The alarm went while Trishna was sleeping.

b.- i.

As soon as the teacher asked the questions, Brinda replied to her.

c.- iv.

I was doing my homework when the telephone rang.

d.- v.

When the doors were opened, the audience rushed into the stadium.

a. – iii

When we woke up, we saw the sun shining brightly.

- f. When they are done, ask students to exchange notebooks for a pair check. Write/display proper answers on the board and tell them to make corrections accordingly.
- g. Similarly, assign **Task B** to students and ask them to write the correct form of the verb given in the brackets.

#### B Answers

a. arrived/was preparing

b. left/was/was drizzling

c. booked/was/were standing/reached

d. Were the children sleeping/reached

e. happened/was walking/saw

f. were travelling/was/had

- h. Monitor the class and give feedback wherever necessary. Here, ask students for pair correction as in **Task A** and arrange the proper setting of show off.

- i. Likewise, ask students to go through the example sentences given in the **Task C**. Clarify the instruction and divide students into small groups and assign each question to a group where they try to join the words/phrases to make sensible sentences using appropriate tense (simple past, past continuous).

**Answers**

- a. It began to snow while we were returning home.
  - b. Kamal fell off while he was playing on the Veranda.
  - c. Amit was waiting for me when I reached the station.
  - d. Simran took my photos while I was not looking at the camera.
  - e. What were you doing yesterday when I called you?
  - f. I broke the glass while I was washing it.
  - g. The teacher entered the class while some students were dancing in the class.
  - h. I found the lost purse while I was cleaning the room.
  - i. Dipisha finished her homework while her brother was watching T.V
- j. When they finished, ask one student from each group to tell the answer and give feedback whatever necessary.

**9.6 Writing I**

This task carries one guided and one free writing. Here, students will write a couple of paragraphs about Nepal ‘journey from Panchayat to Multiparty System using the given clues. Next, they practise writing their opinions in about 200 words on the given topic.

**Objectives**

- a. To write a couple of paragraphs on a particular topic using the given clues
- b. To express the opinions freely on a given topic

**Follow the given procedure.**

- a. First, ask the student whether they know about the political background of Nepal during the Shah dynasty or not. Conduct a short discussion on King Mahendra and the Panchayat system.
- b. Discuss about basic components of paragraph writing such as: Topic Sentence, Supporting Details, Transitions, Unity and Coherence, Clarity and Conciseness, Sentence Structure and Variety, Grammar and Mechanics, Audience and Purpose.
- c. Then, talk about the given instruction and ask students to observe the given events carefully.
- d. Instruct them to give the topic and begin to write a couple (two) of paragraphs using the clues given in the task.

**Sample answer**

**Nepal’s Journey from Panchayat to Multiparty Democracy**

Nepal’s journey from Panchayat to multiparty democracy was a long and tumultuous one. It all started on the 1st Poush ,2017, when King Mahendra dismissed the elected government, suspended parliament, imprisoned the Prime Minister and Ministers, banned political parties and activities, and seized all power. The king announced the partyless autocratic Panchayat

System on the 22<sup>nd</sup> of Poush, which lasted for nearly three decades. During this period, Nepal witnessed a period of relative stability, but it was marred by corruption, human rights violations.

In 2036, King Birendra announced a referendum to decide whether to continue the Panchayat system or to establish Multiparty Democracy. The election took place on the 20<sup>th</sup> of Baishak, 2037 and most of the people voted, and Nepal continued the rule under the Panchayat System.

In 2042, a nonviolent civil disobedience movement was launched against the Panchayat System, which was led by several political parties, civil societies, and students' groups too. The movement was initially suppressed but it gained momentum and the government was forced to make some concessions. Finally, on the 7<sup>th</sup> of Falgun, 2046, the mass movement formally started, and it continued for several weeks until the King agreed to restore the multiparty system on the 26<sup>th</sup> of Chaitra, 2046.

The restoration of multiparty democracy marked a significant turning point in Nepal's history. It ushered in a period of political freedom, human rights, and economic growth. Nepal's journey from Panchayat to multiparty democracy was long and challenging, but it was a testament to the resilience and determination of the Nepali people to achieve their aspirations for a better future.

- e. Monitor the class and make a correction with feedback after completion.
- f. Similarly, take a turn to **Task B** and ask students to write their opinions on the given issue.
- g. Make the concept clear in case students have confusion.
- h. Tell them to write freely. This can be assigned as homework if time bounds.

### **Sample answer**

#### **Studying History is Never a Waste of Time**

Studying history is a subject that can be approached from different perspectives. Opinions about its value vary widely. Some people view history as a useless subject that doesn't contribute to our daily lives or career prospects. On the other hand, some see it as a necessary field of study that provides a better understanding of the past, present, and future.

The importance of studying history cannot be overstated. It helps us understand how societies and cultures evolved over time, how conflicts arose and were resolved, and how ideas and beliefs influenced people's lives. It also enables us to recognize patterns and avoid repeating past mistakes.

Furthermore, history provides us with a sense of identity and belonging. It connects us to our ancestors and allows us to understand our heritage and cultural values. It can also inspire us by showing how individuals and societies overcame adversity and achieved great things.

While some may argue that history is not essential for certain professions, it can provide valuable insights that may not be apparent at first glance. For example, studying the history of medicine can offer valuable lessons that can be applied in current medical research and practice.

In conclusion, studying history is far from a waste of time. It is an essential subject that helps us understand the world around us and our place in it. It provides us with valuable insights and knowledge that can benefit us in many ways, both in our personal and professional lives.

- i. Collect the assignment the next day and make corrections with encouraging feedback.

### **9.7 Reading II: Flowers in Russian Culture**

The second reading text in this unit is a description about various flowers found in Russia entitled "Flowers in Russian Culture". The text highlights the cultural value associated with Russian flowers.

#### **Objectives**

- a. To read the text and learn the vocabulary: staple, aroma, immensely, carnations, fleeting, procreation, inevitable encapsulate, repellent, murmured, foreshadow, elegant etc.
- b. To read the text and do the comprehension tasks

#### **Follow these steps.**

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

- a. Ask students to tell the names of some common flowers. Make a short discussion about various flowers by showing pictures/digital material or some real flowers if possible.
- b. Then, ask them to tell the cultural value/representation of some flowers like rose, marigold and so on.
- c. After that, lead them to the pre-reading question.

##### **Possible answer**

- a. Night Jasmine (Parijat) represents love, beauty, sensuality, purity, and the value of modesty.
  - b. Lotus symbolizes rising from a dark place into beauty and rebirth, which relates to purity, rebirth, and divinity.
  - c. Globe Amaranth (Makhamali) represents longevity, unfading love and respect.
- d. Encourage other various logical answers and assist students with the correct answers if necessary.
  - e. Then, ask students to mark the words from the text that they find difficult to understand.

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

- a. Read one or two paragraphs at a proper speed and pronunciation as a model.
- b. Now, tell students to practise reading individually.
- c. Rapid reading may make the task interesting. Tell them that they will read the text at their best speed and pronunciation and when they finish, they will mark the time taken for reading the whole text.
- d. Ask them to read three times and note the time taken for them to read. Ask them to find the difference in time.
- e. For the words that they find difficult to understand, guide them to use a dictionary or manage needful discussion.

- f. After that, lead them to the vocabulary in Task **A**. Ask them to find the single words to the given meanings in the task.

**Answers**

- a. aroma      b. palette      c. immensely      d. fleeting      e. procreation  
f. encapsulate      g. aromatherapy      h. repellent      i. foreshadow

- g. Ask students to share the list they have made for each meaning. Or do mass correction.  
h. After that, take a turn to **Task B**.  
i. Give the concept of compound words with examples and ask them to collect as many such words as possible from the text.

**Answers**

- flower-gifting      heartwarming      cardboard      aromatherapy      lesser-known  
fortune-telling      self-murmured      newly-wed etc.

- j. While students are engaged in the activity, monitor them, and help them wherever necessary.  
k. Then, ask students to complete the sentences given in the **Task C** with the correct information from the text.  
l. Here, if students are confused, instruct them to read the reading text again and find the missing information.

**Answers**

- a. a pleasant aroma      b. love and affection      c. etiquette  
d. the Revolution of February 1917      e. symbolizes bad omens      f. beloved ones  
g. a bunch of yellow flowers      h. many medicinal      i. death

- m. After students complete the task, display the answer on the board or discuss the answers and ask them to make the required corrections accordingly.  
n. Now, draw students' attention to Task **D** and ask them to write the short answer to the given questions with the help of the reading text in their notebooks. This can be assigned as a home assignment and give feedback to the task in the next class whatever necessary.

**Possible Answers**

- a. Two reasons for which people gift flowers to others are that flowers are staple items in the gift-giving world and they are used to express human emotions such as love, appreciation, sympathy, gratitude, congratulation, etc.  
b. People generally feel happy, loved, and appreciated when they are gifted flowers.  
c. In Russia, the selection of flowers for gifting is often determined by their certain rules which are connected to symbolic meanings i.e., red roses are often gifted as a symbol of love, while yellow flowers are associated with jealousy or betrayal.  
d. The event in Russian history reflected by the red carnation is the Revolution of February 1917.  
e. Yes, a Russian likes to keep a white carnation under his/her pillow because it leaves you inspired upon waking the next morning.



- f. The reason for connecting the red poppy with fragile love is giving a red poppy to a loved one contradicts the desire for a long, healthy relationship.
- g. The Russian people eat red poppy seeds in their wedding as it is believed to bring happiness for a married couple.
- h. Yes, I prefer to grow Chamomile in my garden because it is easy to grow and has many medicinal values.
- i. Chamomile is typically white with a bright yellow center.
- j. The names of two flowers used for fortune-telling are Chamomile and lily.
- k. Chamomile, being the national flower of Russia, could be mostly used in Russian weddings. However, the text does not clearly mention the related information.

### Post-reading activity

- a. In this task, ask one or two students to tell about some commonly used gifting flowers in Nepalese context. Also ask the occasions on which such flowers are used.
- b. Then, make them write as many flowers as they can in their notebooks.
- c. Provide turn wise opportunities to students to share their list in the class.
- d. Next, try to connect each flower to the occasion they are gifted. For example: roses during anniversaries, weddings, birthdays, etc.
- e. Making them work and share in small groups may make the task interesting and effective.

### Sample Answer

Yes, there are many flowers that are commonly used for gifting. Here are a few examples along with the occasions on which they are often gifted.

- 1. Roses: Roses are one of the most popular flowers for gifting which are associated with love and romance and are commonly given on Valentine's Day or anniversaries, Birthdays, Mother's Day etc.
- 2. Lilies: Lilies are another popular flower for gifting. They come in a variety of colors and are often associated with purity and innocence which are commonly given on Easter as well as on occasions such as weddings, graduations.
- 3. Tulips: Tulips are often associated with spring and new beginnings. They come in a variety of colors and are commonly given as a way to say thank you.
- 4. Orchids: Orchids are often associated with luxury and beauty. They are commonly given as a way to express admiration, appreciation and are often given as gifts for Mother's Days, Birthdays etc.

- f. listen to their responses and give feedback wherever necessary.

### 9.8 Listening

This listening skill features a description of Windsor Castle, just one of Her Majesty's palaces currently being guarded by the Queen's Gurkha engineers. This contains the audio sounds of two distinct speakers to illustrate the details of the content.

## Objectives

- a. To follow and understand a conversation of speakers
- b. To comprehend the audio and do the comprehension tasks

### Follow the procedures given below.

#### Pre-listening activities

- a. This is a warm up activity. Instruct students to look at the picture and ask them these questions in turn: What do you see in the picture? What do you think the logo represents? etc.
- b. If students are unable to retain the correct information from the text, help them as per the necessity:

#### Answers

We can see a logo in the picture that contains a cross khukuri and a crown on the top. The logo represents the Gurkhas and their responsibility of safeguarding the royal crown.

- c. Introduce the unfamiliar vocabulary to students.

#### While listening activities

- a. Tell students that they are going to listen to the audio now. Ask them to go through the questions in **Task B** before they listen to the audio.
- b. Make students ready with a pen or pencil and a blank page where they can take notes while listening.
- c. Play the audio and ask them to note down information that they think related to the answer of the questions. They can write the answers roughly and briefly so that they can edit them later.
- d. Monitor their engagement in the listening activity and play the audio until students are able to fill in all the missing information.
- e. Play the audio and ask them to do **Task B**.

#### Answers

a. Gurkha   b. 200 years   c. May   d. Discipline   e. 5 weeks   f. 1<sup>st</sup> time

- f. Now, tell students that you will assess whether they are able to listen and answer questions in **Task C**. Link this task in internal assessment and manage the records in the portfolios.
- g. Ask students to write the answers to these questions on a sheet of paper so that you can take it when they finish doing. Tell them that you will play the audio just once and they will have to answer these questions.
- h. Play the audio and ask them to answer these questions. Take their answer sheet when they finish.

#### Answers

a. in 2015/200 years ago   b. James' Palace and Buckingham Palace  
c. *Khukuri*   d. Five weeks   e. proud

- h. Check their answers and record the marks they obtain for internal assessment purposes.

#### Post listening activities

Now, ask students to work for task **D** as a post listening activity. Here, enquire them to collect the name of the countries where the Gurkhas are serving in the army.

## 9.9 Grammar II

The grammar task is based on Tense. Students are asked to write the correct form of the given verb in the brackets to make the sentence sensible.

### Objective

To use the correct form of the verbs to make the sentence sensible

### Follow these steps:

- a. Since this is the second Task given in the similar structures in this unit, lead students to **Task A** and ask them to write the correct form of the given verb in the brackets to make the sentence sensible.

#### Answers

a. arrived      b. had bought      c. had conquered      d. was waiting      (e. is missing in the textbook)  
f. was washing      g. knocked      h. had saved      i. had had      j. had left

- b. Make necessary corrections or add to students' answers.
- c. Now, ask students to complete the story with the correct form of the verb given in the brackets in **Task B**.

#### Answers (in the order of the blank space)

Entered, put, chose, were, waited, checked, opened, snatched, had run, realized, had happened,

Checked, found, had taken, had left, cost

- d. Monitor the class and provide essential feedback. Since the answer may vary, you may assign the task for homework and check the work the next day.

## 9.10 Writing II

This task is related to story writing using the given outlines.

### Objective

To write a story using the given outlines

### Follow these steps.

- a. Ask one or two of students to recall the elements of a good story, since students have repeatedly gone through this type of task and are expected to be familiar with the elements of a readable story and the way of writing it.
- b. Better discuss major components of story writing.
- c. If digital materials are available, play one audio/video of a readable story.
- d. After that, lead students to **Task A** and ask them to write a readable story using the clues.
- e. Monitor the class and help students to write in a correct way.

#### Sample Story

##### The Bat, the Birds and the Beasts

Once upon a time, there was a great conflict between the birds and the beasts. Both armies collected together, and each determined to prove their superiority over the other. The tension

was high, and the air was thick with anticipation. However, in the midst of all this, there was one creature that refused to join either side. It was the bat, and he declared that he was a beast and had no interest in joining the birds.

The beasts requested that he join their side, but the bat replied that he was actually a bird. The birds also tried to convince him to join their army, but the bat insisted that he was a beast.

The conflict was eventually resolved, and no battle took place. There was much rejoicing, and both sides were relieved that the situation had been peacefully resolved.

However, the bat who had been watching from the sidelines, suddenly wished to join in the celebrations. As he flew down to join the others, both the birds and the beasts turned against him, threatening to tear him into pieces.

Realizing his mistake, the bat quickly flew away and escaped to safety. From then he decided that he would stick to his own kind and would never again try to join in those who were not truly like him.

The moral of the story is that it is important to know who we truly are and to stay true to ourselves, instead of trying to be someone we are not.

- f. Ask some students to read out the story they have written. Give feedback wherever necessary.
- g. Likewise, lead students to **Task B** and assign the task to write a readable story that begins with the sentences “*one warm summer afternoon an owl was dozing when a grasshopper..... raspy song*”.

### **Sample story**

#### **An Owl and a Grasshopper**

One warm summer afternoon, an old owl was dozing on a branch of a large oak tree when a grasshopper disturbed it with a very raspy song. The owl, annoyed at being disturbed from its peaceful slumber, opened one eye to see what was going on.

To its surprise, the owl saw that the grasshopper was perched on a nearby branch, playing a tiny guitar. The owl, curious about the strange sight, decided to strike up a conversation with the grasshopper.

“What brings you here today, young one?” the old owl asked.

The grasshopper replied, “I’m on a journey to find the most beautiful melody in the world. I’ve traveled far and wide, but so far, nothing has caught my ear. I thought I’d try my luck here in these woods.”

The owl was intrigued by the grasshopper’s story and suggested that they embark on the journey together. The grasshopper eagerly agreed, and the pair set off into the woods, hopping from branch to branch.

As they journeyed deeper into the forest, they encountered all sorts of creatures – from the tiniest insects to the largest beasts. Each creature had its own unique sound, and the

grasshopper made sure to take note of each one.

After many days of travelling, they finally came across a babbling brook. The sound of the water rushing over the rocks was soothing, and the grasshopper began to play a tune on his guitar that perfectly complemented the sound of the stream.

The owl was amazed. “That’s it!” he exclaimed. “That’s the most beautiful melody in the world!”

The grasshopper was overjoyed at having found what he had been searching for all along. From that day on, he continued to travel the world, playing his guitar, and composing new melodies inspired by the sounds of nature.

As for the owl, it had found a newfound appreciation for the beauty of the world around it, and it continued to doze peacefully on its branch, content in the knowledge that it had helped a fellow creature on its journey.

h. Ask students to present the story in the next class. Make corrections wherever necessary.

### **9.11 project work**

In this project work students are asked to collect information about one of the famous kings of Nepal and major events that took place during his reign to make a timeline on a chart paper.

#### **Objective**

To make a timeline using the major historical events

#### **Follow these steps.**

- a. Clarify the given instruction and call students to the task of preparing a timeline.
- b. Discuss about the format of timeline on which most of them are expected to be familiar
- c. Ask them to make a timeline using the major historical events during the regime of one of the popular kings.
- d. It can be assigned to pairs or small groups of students. They may prepare on chart paper to display and present in the class.

### **9.12 Extra bit**

This section contains some loan words used in the English language that gives students additional information. Students can do the task on their own. However, the teachers can help them if required.

ΩΩΩ

## Unit 10 Games and Sports

This unit delves around the theme of games and sports, exploring their historical significance and contemporary relevance. It begins with a visual exploration of various sporting activities while reflecting on their importance in our lives. The reading texts highlight the history and origins of the games and sports and their popularity in the world.

The speaking skills highlight interactive discussions, sharing recent activities and experiences using the present perfect tense. These skills aim to enhance the conversational abilities of the students while exchanging insights and anecdotes. Similarly, the grammar sections focus on the correct usage of verb tenses through comprehensive exercises and practical examples related to distinguishing between present perfect and present perfect continuous.

The writing skills aim to craft paragraphs and dialogues that reflect our comprehension and creativity. The unit concludes by reflecting on the significance of games and sports in our lives, contemplating their impact on physical health, social cohesion, and cultural identity.

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and talk about their importance.
2.	Reading I History: The First Olympic Games	Pre-reading questions Complete the sentences with the given words. Write whether the given sentences are 'True', 'False' or 'Not Given'. Short-answer questions Post reading question
3.	Pronunciation	Consult a dictionary and find the number of syllables and stressed syllables of the given words.
4.	Speaking: Talking about past actions with present significance	Work in pairs and tell the recent activities of the people. Ask three of the friends and find out what they have recently done.
5.	Grammar I: Present perfect and present perfect continuous tense	Complete the given letter with the present perfect or present perfect continuous forms of the verbs given in the brackets. Complete the sentences with present perfect or present perfect continuous forms of the given verbs.
6.	Writing I: Writing paragraph	Read the given paragraph and write answers to questions based on it. Write a paragraph about a favourite player.

7.	Reading II: An Essay entitled Popularity of Different Sports in the World	Pre-reading questions Complete the given crossword puzzle. Write the names of sports shown in the picture. Choose the correct alternative to answer the given questions. Short-answer questions Post reading question
8.	Listening: Sports news	Pre-listening questions Complete the sentences with the correct words/phrases. Write 'True', 'False' or 'Not Given'. Post-listening question
9.	Grammar II: Voice	Complete the given text with the correct alternatives. Choose the correct alternative from the brackets to complete the given sentences. Change sentences into passive.
9.	Writing II Dialogue writing	Write a dialogue with the help of the given clues.
10.	Project work: Pamphlet writing	Prepare a pamphlet about a favourite sport item.
11.	Extra bit	Facts about the English Language
<b>Total estimated time</b>		<b>10 Hours</b>

The comprehensive instructional procedures for every topic and set of skill are suggested below. Teachers have the option to use these methodologies or tailor their activities to fit their classes.

### 10.1 Getting started

This activity marks the beginning of our exploration into the unit by analyzing four of the given pictures that include different outdoor and indoor sports. These pictures highlight the significance of different types of sports activities, thereby serving as a gateway to our unit theme, setting the stage for meaningful discussions on the importance of games and sports.

#### Objectives

- To identify the names of the given sports items
- To tell about the significance of the given games and sports on physical and mental health

#### Follow the given procedures.

- Introduce the topic of the unit 'Games and Sports' to the class. Define the terms and explain their meanings. Then survey the favourite sports of students in the class. Ask them to share how they participate in their favourite games and sports, and why they participate in them. Next, ask them to look at the pictures given at the beginning of the unit. First, show the first picture (first on the top row from left to right) and ask the following questions to the class to discuss it.

- i. Can you name the sports activity shown in the first picture?
- ii. What are the benefits of playing this game?
- iii. Do you also play this game? Or, do you simply watch this game?

Motivate all the students to participate in the discussion by answering the questions. Listen to their answers and add/ help them with the correct answers as necessary.

b. Next conduct a classroom discussion about the second picture. (Second from left to right on the top) Ask the following discussion questions to the students for the discussion.

- i. What sport does the second picture represent?
- ii. Why is this an important game?
- iii. Do you enjoy playing or watching this game?

Let all the students share their ideas. Then add/help with the correct information as necessary.

c. After that, lead the discussion to the third (first from left to right on the bottom) picture. Ask the following discussion questions to the students in the classroom.

- i. What does the third picture illustrate?
- ii. Do you play this game or do you know its rules?
- iii. What is the importance of this game, etc.?

Ensure that all students have a chance to share their answers/ experiences during the discussion. Listen to them and add your details as required.

d. Lastly, lead the classroom discussion on the fourth picture (second on the bottom from left to right). Ask the following discussion questions.

- i. What does the fourth picture depict?
- ii. What is the importance of this sport?
- iii. Have you ever participated in this sports activity?

Listen to the answers of the students and support them with more information as required.

### **Answers**

- a. The first picture shows the game of volleyball. This game is important because it promotes teamwork, physical fitness, and social interaction among players, enhancing both physical and mental well-being.
- b. The second picture represents a basketball game. Basketball is an important game because it promotes teamwork, discipline, and healthy competition among players.
- c. The third picture illustrates the game of chess. This is an important game as it enhances critical thinking skills, strategic planning, and concentration. It also promotes mental quickness and problem-solving abilities
- d. The fourth picture shows running as a sport. Running improves our cardiovascular health, endurance, and overall fitness levels. This game also enhances our mental well-being through stress reduction.

## **10.2 Reading I: The First Olympic Games**

The first reading text in this unit is a historical text entitled 'The First Olympic Games' adapted from the book *The First Olympic Games: A Gruesome Greek Myth with a Happy Ending* by



Richards, Jean and Thacker, Kat. This text narrates the historical mythological story of how the modern Olympic Games came into existence.

### Objectives

- a. To enhance the reading comprehension skills: read the text and do the comprehension tasks
- b. To learn vocabulary: embroidered, exquisite, glorious, stew, furious, underworld, chariot, mounted, galloped, inherit, woo, adored, pawed, whipped, archaeologists, rejoicing

### Follow these steps.

#### Pre-reading activity

- a. Introduce the topic: Explain to the students that they are going to read a text that highlights the mythological story of the origin of the modern Olympic Games.
- b. To warm up them further, show them the picture in the reading text and ask them the following questions for discussion.
  - i. What do you see in the picture?
  - ii. What does the object in the picture refer to?
  - iii. What do you know about the modern Olympic Games?
- c. Encourage all the students to participate in the discussion. Listen to their responses and help them with the correct and additional information as required.

#### Possible answers

- i. We can see the logo of the Olympic Games in the picture.
- ii. The object in the Olympic logo is the Olympic ring. The five-coloured rings represent the five inhabited continents of the world. These are- Africa, the Americas, Asia, Europe and Oceania. The rings symbolise the union of the five continents, the participation of the athletes at these Games and express the activity of the Olympic movement.
- iii. The modern Olympic Games are a global sporting event held every four years, bringing together athletes from around the world to compete in a variety of sports in the spirit of peace, friendship, and athletic excellence.

#### While-reading activities

- a. Ask some students to read the text aloud in turn. You may help them with the correct pronunciation and intonation whenever necessary. Ask students to identify any unfamiliar words in the text.
- b. Then discuss the meanings of the unfamiliar words and the words highlighted in the text. Utilize vocabulary activities such as Vocabulary Match-Up, where students match words with their definitions.
- c. To check the students' understanding of the vocabulary, instruct them to complete **Task A** by filling in the blanks with the appropriate words from the provided list. Encourage them to discuss their choices with a partner before sharing their answers in the class. Listen to their answers and make necessary corrections.

#### Answers

- a. stew      b. underworld      c. embroidered      d. furious      e. exquisite

f. inherited    g. rejoicing    h. mounted    i. decreed    j. lush

- d. Next, guide the students through the comprehension test in **Task B**. Divide the students into pairs and instruct them to read the statements before scanning or scanning through the reading text. Please clarify to the students that a statement is:

**TRUE** if the statement agrees with the information

**False** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

Monitor their engagement in the task. When the students finish their task, ask them to share with the class. Check their work and make necessary corrections.

**Answers**

a. Not Given    b. False    c. False    d. True    e. False    f. False    g. True

- e. Now, turn to **Task C**. Ask the students to read the questions before scanning and skimming the story again. Then ask them to write the answers in their notebooks. Monitor their engagement in the task, and help them when necessary. Alternatively, assign this task as homework to the students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

- a. Tantalus was the son of Zeus and a half-god, half-man.
- b. The gods were angry with Tantalus because he chopped his son, Pelops, to serve them as a stew.
- c. As punishment, the gods sent Tantalus to the underworld, where he had to stand in water up to his neck forever.
- d. The king's horses were magical and could run faster than lightning, while Pelops' horses were also special, being able to run faster than the wind.
- e. The risk of proposing to Princess Hippodamia that the man who proposed to her could get his head chopped off, he lost the chariot race with the king.
- f. The stable boy helped Pelops win the race by replacing the bronze pins holding the king's chariot wheels with wax ones, causing them to fail during the race.
- g. The king died when his chariot's wheels fell off due to the wax pins melting in the heat, causing him to be thrown to his death.
- h. Pelops and Hippodamia organized a feast to honor the memory of the king who died in the chariot race.
- i. The events of the feast became the origin of the modern Olympic Games as Pelops decreed that such games should be held every four years in memory of the great chariot race.
- j. The Olympic torch is lit using the sun's rays at the Olympic fields in Greece and then transported to the host country of the Olympic Games.

**Post-reading activity**

This exercise emphasizes speaking responses over written answers. As a follow-up to the reading, facilitate a group discussion in the classroom about the significance of the Olympic Games in the world today. You may use the following discussion questions to the class:

- i. Why are the Olympic Games important?
- ii. How do people from different countries participate in the Olympics?
- iii. What do athletes do during the Olympic Games?
- iv. Can you explain why some people think the Olympics are good for the world?
- v. What do you think happens when a country hosts the Olympics?

Subsequently, listen to their responses and supplement them with additional insights as needed.

**Sample answer**

The Olympic Games are important because they bring people from all over the world together to compete in sports. Athletes train hard to represent their countries and show their skills. During the Olympics, we can watch many different sports like swimming, running, and gymnastics. I think the Olympics are good because they help countries become friends and understand each other better. When a country hosts the Olympics, it gets a chance to show the world its culture and famous landmarks. Overall, the Olympics are exciting and help us learn about different countries and sports.

### 10.3 Pronunciation

This pronunciation activity is about refining skills by articulating words accurately and placing stress on the correct syllables. Pronunciation plays a crucial role in communication by ensuring clarity and conveying intended meaning effectively. By consulting dictionaries, students will learn to identify the number of syllables and the stressed syllable in the given words. Through guided practice and peer feedback, students will enhance their ability to articulate words correctly and convey meaning accurately in spoken English.

#### Objectives

- a. To pronounce words with the correct syllable stress
- b. To consult a dictionary and find the number of syllables and the stressed syllable words

#### Follow these steps.

- a. Begin the lesson by introducing the correct pronunciation and its importance for effective communication. Ask the students to have a dictionary individually or in pairs.
- b. Discuss the concept of what syllables are (segments of speech with one vowel sound) and the stressed syllables (syllables in a word that are emphasized when pronounced).
- c. Next, pronounce a few words from the list, emphasizing syllables and stressing the correct ones. Alternatively, play the words through a digital dictionary for accuracy. Encourage students to listen carefully and observe the pronunciation. Show examples from the dictionaries of how syllables are divided and stress syllables are marked in the words.
- d. Divide the class into pairs. Then ask them to take out their dictionaries. Instruct them to find each word from the list and identify the number of syllables and the stressed syllable. Monitor students' engagement and assist them as they locate the information in their dictionaries.
- e. Allow students time to practice pronouncing each word individually, focusing on syllable count and stress. Finally, provide feedback on common pronunciation mistakes. Correct any mispronunciations and emphasize the correct stress patterns.

<b>Answers:</b>			
<b>Word</b>	<b>Syllables</b>	<b>Stressed Syllable</b>	<b>Pronunciation</b>
invitation	4	/,ɪnvɪ'teɪʃn/	in-vi-TA-tion
embroidered	3	/ɪm'brɔɪdəd/	em-BROI-dered
exquisite	3	/ɪk'skwɪzɪt/	EX-qui-site
furious	3	/'fjʊəriəs/	FU-ri-ous
inherit	3	/ɪn'herɪt/	in-HER-it
princess	2	/'prɪnsɪs/	PRIN-cess
beautiful	3	/'bjʊtɪfəl/	BEAU-ti-ful
carefully	3	/'kɛrfəli/	CARE-ful-ly
marriage	2	/'mæɪrɪdʒ/	MARR-iage
earthquake	2	/'ɜrθ,kweɪk/	EARTH-quake
stadium	3	/'steɪdiəm/	STA-di-um
Olympic	3	/oʊ'lɪmpɪk/	o-LYM-pic
archaeologists	5	/,ɑrki'ɒlədʒɪsts/	ar-chae-OL-o-gists

### 10.4 Speaking

This speaking skill focuses on talking about past actions with present significance. This language function allows us to talk about recently done activities and events that have significance to the present moment. Students will practise using the present perfect tense to talk about such actions and their implications.

#### Objectives

- To use the present perfect tense in the context of discussing recent activities
- To practise asking questions and providing answers about recent actions
- To speak fluently and accurately to discuss the past events with present significance

#### Follow the given procedure.

- Warm up the class to the lesson by asking students to think about something interesting they have done recently. Encourage the students to share their recent activities along with the consequences of these actions to the present moment.
- Then introduce the use of present perfect tense to talk about past actions with present significance. Provide examples and explanations of how the present perfect tense is formed and used.
- Next, Divide the class into pairs. Ask one of the pairs to act out the conversation given as an example in **Task A**. Ask the other pairs to prepare conversations for the rest of the task as shown in the example. Allow them some time for preparation. Now, Instruct the remaining pairs to take turns asking and answering questions about recent activities using the prompts provided.
- Monitor the pairs as they engage in the activity, providing assistance and correction as needed. Encourage students to use complete sentences and the present perfect tense in their responses.

### Sample conversations

a. Shovan/ paint/ house

A: What has Shovan recently done?

B: He has painted his house.

b. Sarmistha/ watch/ a movie

A: What has Sarmistha recently done?

B: She has watched a movie.

c. Lakpa/ scale/ Mt. Annapurna

A: What has Lakpa recently done?

B: He has scaled Mt. Annapurna.

d. Srijana/ plant/ potato

A: What has Srijana recently done?

B: She has planted potatoes.

e. Swikriti/ release/ new song

A: What has Swikriti recently done?

B: She has released a new song.

f. Nandita/ take/ driving test

A: What has Nandita recently done?

B: She has taken a driving test.

g. Ashok/ visit/ grandparents

A: What has Ashok recently done?

B: He has visited his grandparents

- e. After this, instruct students to move to **Task B**. Explain that they will now ask three of their friends about their recent activities and keep notes of their responses. Encourage students to ask follow-up questions to gather more details about each activity. After gathering information from their friends, have students prepare a summary to share with the class as shown in the example. Listen to the students' responses and provide feedback as necessary.

### Sample responses

**Sara:** Sara told me that she has recently started learning a new language. She has enrolled in an online course and has been practicing for about two weeks now. She's very excited about it and hopes to become fluent in the language soon.

**Rahul:** Rahul mentioned that he has been busy with a home decoration project. He has been painting his house and renovating the kitchen for the past few weeks. He's enjoying the process of giving his home a fresh new look.

**Priya:** Priya informed me that she has recently adopted a pet dog from a local animal shelter. She has been spending a lot of time training and caring for her new furry friend. She's thrilled to have a companion and is looking forward to creating many happy memories together.

## 10.5 Grammar I

This grammar lesson deals with the correct use of tense, particularly the present perfect and present perfect continuous. These two tenses are useful for describing actions or situations that started in the past and have relevance to the present. They allow us to talk about ongoing actions or completed actions with a focus on their connection to the present moment.

### Objectives

- a. To use the present perfect and present perfect continuous tenses correctly
- b. To differentiate between present perfect and present perfect continuous tenses

### Follow the given procedure.

- a. Start with the introduction of present perfect and present perfect continuous tenses  
Highlight the differences between the two tenses: present perfect for completed actions with present relevance and present perfect continuous for ongoing actions with present relevance.  
Provide examples and explanations to illustrate the use of each tense.
- b. Next, instruct students to work individually or in pairs to complete the text in **Task A**. Ask them to fill in the blanks with the correct form of the verb in either present perfect or present perfect continuous tense. Encourage students to pay attention to the context of the text to determine which tense is most appropriate. Monitor their engagement in the task. When they are finished, check their work and make corrections if necessary.

#### Answers

Kaski, Pokhara

21 August

Hi Nima!

Just a quick note from Pokhara. We have been here for two days now. We have been staying in a hotel in Lakeside since we arrived. By now, we already have visited many places of interest here. I feel really excited to be here. We have not been to Sarangkot yet. We plan to go there too. I have always wished to go paragliding. I have convinced my parents for this. How have you been spending your holidays? I guess you have been visiting your grandparents. Please have a great time. We will have great fun back at school.

With love,  
Nirjala

- c. Next, lead the class to **Task B**. Ask the students to work individually to complete the sentences using either present perfect or present perfect continuous tense. Once they have completed the sentences, have them compare their answers with a partner or in small groups. Discuss the answers as a class, addressing any errors or questions that arise.
- d. Encourage students to continue practicing the use of these tenses in their speaking and writing.

#### Answers

a. has learnt

b. has been raining

c. have been reading, I have not finished

- |                          |                  |                        |
|--------------------------|------------------|------------------------|
| d. have you been cooking | e. have promised | f. have been preparing |
| g. haven't you watched   | h. has painted   | i. have fixed          |
| j. have been working     |                  |                        |

## 10.6 Writing I

This writing lesson highlights paragraph writing. Paragraphs are essential building blocks of written communication, allowing writers to organize their ideas cohesively and present them in a structured manner. Whether writing essays, reports, or stories, mastering paragraph writing is crucial for us to effectively convey our thoughts and information. This writing lesson aims to enhance a deeper understanding of the components of a well-written paragraph and develop skills to write paragraphs with clarity and coherence.

### Objective

To write cohesive and coherent paragraphs on various topics

### Follow the given procedures.

- Start the lesson with a classroom discussion on the meaning, purpose, and importance of paragraph writing. Then introduce the structure of a paragraph, including topic sentences, supporting details, and concluding sentences. Provide examples of well-written paragraphs and analyze their components with the students. Focus on topic sentences as the main idea or central point of a paragraph. Explain how topic sentences guide the reader and set the tone for the paragraph.
- Next, ask the students to work in pairs and study the paragraph given in **Task A**. Engage them in identifying topic sentences in sample paragraphs and discussing their effectiveness. Ask them how the other sentences of the paragraph are related to the topic sentence such as providing evidence or examples.
- Next, help ask them to identify the concluding sentence of the paragraph. Ask them if the conclusion sentence is the same or different from the topic sentence.
- Monitor their engagement in the task and help them identify the correct topic sentence and the conclusion sentence.
- Once they finish the task, ask some of the pairs to share their answers. Review their answers and provide necessary feedback.

### Answers

- The topic sentence of the paragraph is: "English footballer David Beckham became a popular player in the late 1990s."
- Yes, the other sentences are related to the topic sentence. They provide additional information about David Beckham's popularity, career progression, skills, leadership qualities, and fan following.
- The concluding sentence of the paragraph is: "He is still loved by many even after his retirement."
- The topic and concluding sentences are similar because both of them express the same idea, the popularity of David Beckham.

- f. Next, lead the students to **Task B**. Ask the students to think of their favourite player and brainstorm information about her/him. Allow them time to find a good topic sentence, gather supporting details, and the conclusion. Move around the students for guidance on coherence and unity within their paragraphs.
- g. Have students share their paragraphs with a partner or the class for peer review and constructive feedback. After that, provide your feedback on each student's writing. Assign them homework to edit their paragraph based on the feedback given by you and their partners.

### **Sample paragraph**

My favourite football player is Lionel Messi. He is known as one of the best footballers ever. Messi has played for FC Barcelona for most of his career. He is famous for his amazing skills on the field, like dribbling past defenders easily and scoring many goals. Despite being small, Messi is very fast and agile, making it hard for defenders to stop him. He is also a great leader and is respected by his team and fans. Messi has led Argentina in many important tournaments, like the FIFA World Cup. Even when facing challenges, Messi's love for the game never fades. He inspires millions of fans worldwide and will be remembered as a football legend for a long time. His skills, leadership, and inspiration make him one of my most liked players

## **10.7 Reading II: Popularity of Different Sports in the World**

The second reading text of this unit is an essay that delves into the fascinating world of sports and explores the popularity of various athletic activities around the world. Sports play a significant role in our lives, whether we actively participate in them or enjoy watching from the sidelines. From the excitement of a football game to the skillful moves in tennis, sports interest people of all ages and backgrounds.

### **Objectives**

- a. To read the text and comprehend it
- b. To learn the vocabulary: cited, recreational, immemorial, awed, pitch, mound, variant, dribble, accessible, tackling, strokes

### **Follow these steps.**

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

- a. Introduce the topic of sports and their significance in society. Then engage students in a brief discussion about their favorite sports and why they enjoy them. Ask the following questions for discussion.
  - i. What do you think the most popular sport in the world is?
  - ii. How often do you watch or play it?
- b. Encourage students to participate in the discussion with appropriate facts and logic. Listen to their responses and summarize the discussion.

#### **While reading activities**

- a. Instruct students to read the text silently, highlighting any unfamiliar words or phrases.
- b. Facilitate a guided reading session, where students take turns reading paragraphs aloud, focusing on pronunciation and comprehension.



- c. Organize vocabulary activities, such as defining unfamiliar words, identifying synonyms, or completing fill-in-the-blank exercises, to reinforce vocabulary acquisition. To test the understanding of vocabulary, instruct the students to work in pairs and complete the crossword puzzle given in **Task A**. Monitor their engagement in the task. Once they complete it, ask some pairs to share their answers. Review their answers and make corrections if necessary.

**ACROSS**

- 1. PRO
- 4. Immemorial
- 6. Accessible
- 9 Elongated

**DOWN**

- 2. Rounders
- 3. Recreational
- 5. Volley
- 7. Mound
- 8. Awed

- d. Next, move to **Task B**. Instruct the students to work in pairs. Ask them to study the pictures and identify the names of sports each picture represents. Allow them time for discussion. When they are finished, have them share their answers. Listen to them and make corrections when needed.

**Picture 1** (first from left to right on the top) – rugby

**Picture 2** (second from left to right on the top)- golf

**Picture 3** (third from left to right on the top)- rounders

**Picture 4** (first from left to right on the bottom)- hockey

**Picture 5** (second from left to right on the bottom)- lawn tennis

**Picture 6** (third from left to right on the top)-table tennis

- e. Next, lead the class to **task C**. Ask the students to read the questions in the task before scanning and skimming the text once more. Then ask them to write the answers to questions a-f. Monitor their engagement in the task and help them when necessary. Alternatively, assign the task as homework and check their work the next day providing necessary feedback.

**Answers**

- a. i. football and basketball
- b. iii. India, Pakistan and Australia
- c, ii. the number of players
- d. iii. hockey and cricket
- e. iii. Netherlands
- f. ii. hockey and volleyball

- f. Finally, move to **task C**. Ask the students to work individually to read the questions before scanning and skimming the text. Then ask them to write the answers to questions. Monitor

their engagement in the task and help them when necessary. Alternatively, assign the task as homework and check their work the next day providing necessary feedback.

### Answers

- a. Two reasons behind the popularity of sports in the world are they promote physical health and well-being and offer recreational and entertainment opportunities for both participants and spectators.
- b. Historical evidence suggests that the origins of football can be traced back to China, with similar games being played as far back as two thousand years ago. However, the modern form of football originated in England in the 19th century.
- c. The main difference between cricket and baseball games is in the playing field and pitching mechanism. Cricket is played on a large oval field with a long rectangular pitch at the center whereas baseball is played on a diamond-shaped field with a mound at the center.
- d. In regular volleyball players use their hands or arms to "volley" the ball back and forth over the net, aiming to land the ball on the ground of the opposing team's side to score points.
- e. Basketball was originated by James Naismith, a Canadian educator, in the late 19th century.
- f. Rugby involves a significant risk of injury due to its physical and contact nature, including tackling, kicking, and carrying the ball over the goal line.

### Post-reading activities

This task leads the discussion beyond the text. The question in this task is not meant to be answered based on the reading text. However, the text is related to the reading text and indirectly helps students to answer the question. Explain to the students that the writer ranks different sports according to his preference. For him, football is the most popular sport followed by cricket, hockey, and so on. Now, ask the students to tell which their most preferred game among the items mentioned in the text is. Then ask them to keep these sports in the order of their preference.

#### Example

- |            |             |               |             |               |
|------------|-------------|---------------|-------------|---------------|
| 1. cricket | 2. Football | 3. volleyball | 4. tennis   | 5. basketball |
| 6. hockey  | 7. golf     | 8. rugby      | 9. rounders |               |

### 10.8 Listening

This listening activity includes listening to a news item and doing tasks based on it. The news item features a sports clash between Nepal and Bangladesh in the finals of the Three Nations Cup football tournament. Through this listening activity, students will explore the latest updates in sports and sharpen their listening skills while engaging in various tasks to comprehend and analyze the information presented.

### Objectives

- a. To follow and understand a series of instructions on a specific topic

b. To comprehend the audio and do the tasks on it

**Follow the given procedures**

**Pre-listening activities**

- a. Introduce the listening task to the students. To warm up the class to the activity, conduct discussions on popular sports items in Nepal. Also, survey the students on their preferences of popular sports items in Nepal. Ask the following discussion questions to the students.
  - i. Name any two most popular sports in Nepal.
  - ii. Which one of the two do you like the most? Why?
- b. Encourage the participation of all the students. Listen to the answers of the students and provide your own opinion about your preferences of Nepali sports as well.

**While-listening activities**

- a. Tell the students that they are going to listen to a news item about the finals of the Three Nations Cup football tournament between Nepal and Bangladesh. Make a list of unfamiliar vocabulary to the students and pre-teach them with an appropriate technique.
- b. Then ask them to work individually and do the tasks based on the news. Instruct them to read the sentences in **task B** and guess the possible answer before they listen. Ask them to fill in the blanks with the correct words/phrases from the audio as they listen.
- b. Play the audio and monitor the students' engagement in the task. Play the audio multiple times if necessary. Make sure that all the students have attempted all the questions.
- c. Once they are finished allow them time to transfer their answers to an answer sheet. Then ask one of the students to share the answers. Review her/his answer and make the necessary corrections.

**Answers**

- |                          |                      |               |        |
|--------------------------|----------------------|---------------|--------|
| a. the Three Nations Cup | b. goalless          | c. the finals | d. own |
| e. Balgopal Maharjan     | f. Dasahrath Stadium |               |        |

d. Next, move to **Task C**. Ask students to go through the questions. Instruct them to read the statements and decide whether the given information is 'True', 'False', or 'Not Given'. Please explain that a statement is:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information, or,

NOT GIVEN if there is no information on this

Play the audio and monitor the students' engagement in the task. Once they are finished, ask one of the students to share the answer. Have a review of the answers in the class and make corrections if necessary.

**Answers**

- |              |
|--------------|
| a. Not Given |
| b. False     |
| c. False     |

- d. True
- e. True

### Post-listening activity

In this phase engage students in further discussion about a football match they have recently watched. Encourage them to share when they watched it, who the participants were, who won the match, and by how many goals, etc. Also, have them share any other interesting things about the match.

### Sample answer

The last time I watched a football tournament was during the FIFA World Cup final. It was an incredibly exciting match between Argentina and France. The game ended in a 3–3 draw after extra time, and Argentina won the final 4–2 on penalties, clinching their third title. It was such a thrilling experience to witness such intense competition and to see players like Kylian Mbappé and Lionel Messi showcasing their talents on the world stage. Mbappé's hat-trick was truly remarkable, and Messi's performance throughout the tournament was exceptional. The final match was filled with suspense and drama, and it was definitely one of the most memorable football moments I've ever watched.

## 10.9 Grammar II

This grammar task focuses on understanding and applying the concept of active and passive voice in English sentences. Voice refers to the form of a verb that shows whether the subject of the sentence performs the action or receives the action. By completing the exercises in this task, students will enhance their understanding of active and passive voice constructions, enabling them to communicate effectively in both spoken and written English.

### Objectives

- a. To identify and apply the correct voice of verbs in sentences
- b. To rewrite sentences from active to passive voice and vice versa

### Follow the given procedures.

- a. Begin by explaining the concept of active and passive voice to the students. Provide clear definitions and examples to illustrate each. Then review the formation of the passive voice, emphasizing the use of the auxiliary verb "to be" and the past participle form of the main verb. Next, engage the students in a brief discussion to ensure understanding of the concept before proceeding to the tasks.
- b. Instruct the students to work in pairs and study the text in **Task A**. Ask them to choose the right alternative (active or passive voice) to complete the text. Monitor them as they work on the task, providing assistance and clarification as needed.
- c. When they are done, ask one of the pairs to share the answers. Review their answers, provide necessary feedback, and make corrections if necessary.

### Correct answers in order

wanted, arranged, be allowed, reached, saw, led, handed, was surprised, have tested, could see

- d. Next, lead the class to **Task B**. Instruct the students to work individually to complete the sentences in the task selecting the appropriate alternative for each. Monitor their engagement in the task. After completion, review the answers as a class. Provide necessary feedback to the students' answers and make necessary corrections.

**Answers**

- a. admire
- b. hurt his leg
- c. Their children are very badly dressed
- d. Someone has broken two of my dinner plates.
- e. will be forgotten
- f. must be answered
- g. the boys have eaten
- h. People built the bridge last year.
- i. are ploughing the field.
- j. How do people trap a tiger?
- k. we will be helped
- l. we should preserve the tiger
- m. A nest has been built

- e. Finally, move to **Task C**. Review the rules for transforming sentences from active to passive voice. Highlight the use of the auxiliary verb "to be" along with the past participle form of the main verb. Provide examples to illustrate the transformation process. Then choose one sentence from **Task C** and rewrite it in passive voice as a model example. Explain each step of the transformation process, demonstrating how the sentence structure and verb forms change. Finally, ask the students to work independently transferring the sentences into passive voice. Monitor their engagement in the task and offer guidance whenever necessary. After the students complete the task, review their answers and make necessary corrections.

**Answers**

- a. The noise of the explosion could be heard from a distance.
- b. The building ought to be broken down before it collapses.
- c. Has the book been translated into any other language by him?
- d. I like being driven to my home.
- e. Can this problem be solved?
- f. The ticket had to be booked in advance because of the festive season.
- g. By whom might your bicycle have been stolen?
- h. I didn't notice that the class was being recorded.
- i. Are songs always sung by him in the party?
- j. The painting will be drawn beautifully by her.
- k. Let my bike be repaired by the mechanic.
- k. It is believed by people that the Mahabharata was fought in the 10th century BCE. /The

Mahabharata is believed to have been fought in the 10<sup>th</sup> century BCE.

1. What are they being instructed by you now?

### 10.10 Writing II

This writing skill focuses on dialogue writing. Dialogue writing is an essential skill in language learning, allowing students to effectively communicate thoughts, ideas, and information in a conversational format. Dialogue writing aims to enhance students' language proficiency, focusing on their ability to construct natural-sounding conversations while incorporating grammatical structures, vocabulary, and appropriate expressions.

#### Objectives

- a. To develop proficiency in expressing ideas and opinions in a conversational format
- b. To foster creativity and critical thinking by composing meaningful dialogues
- c. To cultivate interpersonal communication skills necessary for real-life interactions

#### Follow the given procedure.

- a. Begin the lesson by introducing and explaining the importance of dialogue writing in effective communication. Then discuss the key elements of a dialogue, such as dialogue tags, punctuation, and natural language flow.
- b. Provide students with sample dialogues related to everyday situations or topics. Then discuss the structure, language, and tone of the dialogues as a class.
- c. Next, introduce the topic or situation of dialogue writing given in the task. Engage students in a brainstorming session to generate ideas about the time, venue, types of events, participants, prize distribution, etc.
- d. Model a dialogue between you and a student, incorporating the key points discussed during brainstorming. Highlight dialogue-writing techniques, such as appropriate greetings, transitions, and descriptive language.
- e. Divide students into pairs or small groups. Provide a dialogue-writing template with prompts for the upcoming Sports Day/Week. Guide them through the process of drafting a dialogue, focusing on structure, content, and language use.
- f. Have students exchange dialogues with their partners for peer review. Encourage constructive feedback focusing on clarity, coherence, and language accuracy. Then assign them homework to revise their dialogues based on peer feedback and instructor guidance. Emphasize the importance of proofreading for grammar, punctuation, and spelling errors.
- g. Check their dialogues the next day in the class and provide necessary feedback.

#### Sample dialogue

**Rama:** Hey Govinda, have you heard about the Sports Week coming up at our school?

**Govinda:** Yeah, I've heard a bit about it. Can you please tell me about it in detail?

**Rama:** Certainly. It's going to take place next month, from May 10th to May 15th, and all the action will be at the school stadium.

**Govinda:** Sounds great! What sort of events are they planning for the week?

**Rama:** The school has quite a lineup! There will be traditional track and field events like sprinting, long jump, and shot put. The school is also organizing football and basketball tournaments, as well as relay races and even a tug-of-war competition.

**Govinda:** Nice mix of events! Who's getting involved in all the action?

**Rama:** Everyone's invited to participate! It's not just for athletes; the school wants students from all grades to join in. Even the teachers are getting in on it with a friendly volleyball match against the senior students.

**Govinda:** That sounds like it'll be a blast! What about prizes? Is the school giving out anything special?

**Rama:** Definitely! Trophies will be awarded to the winners of each event, but the school is also recognizing overall participation and sportsmanship.

**Govinda:** "Wow, the school is really putting in a lot of effort for this Sports Week! I'll have to get ready to represent our class.

**Rama:** Absolutely! It's going to be an exciting week filled with competition and friendship.

### 10.11 Project work

The present project work is concerned with pamphlet design. A pamphlet is a small document that is visually appealing and serves to educate and inform the reader about a particular subject. It holds significance as a concise yet comprehensive resource, allowing individuals to grasp key aspects of the sport in an accessible format. Through this project, students will not only deepen their understanding of their chosen sport but also refine their research, design, and communication skills.

#### Objective

To find information about a favourite sport and use it to design a pamphlet

#### Follow these steps.

- a. Begin by introducing the project work including the definition of a pamphlet and its significance. Discuss the key elements of pamphlet design, including layout, typography, and use of imagery. Provide examples of well-designed pamphlets to inspire students and illustrate effective design principles.
- b. Then guide them to gather accurate and relevant information about their chosen sport. Facilitate sessions to organize their findings into clear and concise written content. Instruct them on how to plan and create the layout for their pamphlet, considering factors such as visual order and the flow of information. Have them sketch out rough drafts of their pamphlet layouts, experimenting with different arrangements of text and images.
- c. Next, guide the students in proofreading and editing their written content to ensure accuracy and clarity. Let them take time to make final modifications to their pamphlet layouts and content before presenting or sharing their work. Have the students display their pamphlets in the classroom. You can even reward the best pamphlets.

### **10.12 Extra bit**

This section includes the task that gives students additional information in the unit. This particular section provides additional facts and insights about the English language, emphasizing its global significance and historical evolution. It highlights the widespread usage of English across continents and countries, noting its status as a primary or official language in various regions. Additionally, it discusses the historical origins of English, including its development from Germanic languages and the influence of the Norman Conquest. The section also touches upon the adaptability of the English Language, showcasing its ability to borrow words from other languages and create new vocabulary to reflect technological advancements. Furthermore, it presents a list of top contributing languages to English, demonstrating the diverse linguistic influences on the language's lexicon.

ΩΩΩ



## Unit 11

### Ethics and Morality

Unit eleven spins around the theme ethics and morality. Ethics refers to the principles that govern what is considered right or wrong, while morality encompasses the principles and values individuals or societies use to distinguish between good and bad conduct. The unit carries two reading tasks related to the theme. In addition to the regular tasks of pronunciation, and listening, the unit includes grammar and language function: agreeing and disagreeing, negation, and subject-verb agreement, and writing tasks: rewriting a story and letter of condolence/sympathy. Here, we have a brief overview of the unit.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Talk on the basis of given poster (qualities require to succeed).
2.	Reading I Wisdom of Little Girls	Pre-reading questions based on the picture Replace with correct words. Choose the correct alternatives. Short-answer questions Post-reading: sharing similar incident from childhood
3.	Pronunciation	Sentence stress
4.	Speaking (agreeing and disagreeing)	Act out the given conversation. Have similar conversations in groups of three.
5.	Grammar I (Negation)	Study the given table with sentence negation. Transform into negatives. Complete the sentences.
6.	Writing I (story)	Write a moral story.
7.	Reading II World Record	Pre reading questions Complete the table. Write true or false. Short answer questions Post-reading: Discussion on an ethical issue
8.	Listening	Pre-listening questions based on the given pictures Match the statements. Discussion on why Eagle is called king of birds?
9.	Grammar II (Affirmative & subject-verb agreement)	Change sentence into affirmatives. Rewrite the given text with correct sub-verb agreement.
10.	Writing II (Condolence/sympathy)	Write a message of condolence. Write a letter of sympathy.
11.	Project work	Make a collage and present in the class.

12.	Extra bit	Sentence Stress
<b>Total estimated time</b>		<b>8 Hours</b>

The following sections will provide in-depth insights into the specific teaching and learning processes associated with each task, as well as the skills to be developed.

### 11.1 Getting started

This is the warm up task of this unit. This task prepares students for sharing their understanding related to ethics. Follow the procedures given below to facilitate the learning activities.

#### Objective

To look at the poster and talk about qualities required to succeed

#### The teacher could follow these steps.

- Draw attention of students to the given poster and ask them to read the qualities required to succeed.
- Make them take turns and talk about each quality.
- Assist when they get difficulties regarding any word or concept.
- Help them elicit connection of the given poster to the theme of the unit. Also try to relate the discussion to the text in reading I.

### 11.2 Reading I: Wisdom of Little Girls

The first reading text in this unit is a story "Wisdom of Little Girls" by Leo Tolstoy.

#### Objectives

- To learn the vocabulary: sledging, homestead, finery, fancy, abusing, splash, puddle, plumped, scrambled, folly, pacify, lassies, etc.
- To read the short story and do the comprehension tasks

#### Follow these steps.

##### Pre-reading activities

- Start with casual interaction related to some friendship affairs, minor misunderstandings, and ethical issues.
- Encourage students to participate in the discussion. They may bring some first-hand experiences. Praise their responses. Encourage them to share their ideas.
- Connect the discussion to the attached picture in the pre-reading task. Give clues to elicit the thematic ideas.

- The people in the picture are arguing or fighting with each other.
- It is always bad to quarrel with each other because none of the quarrels have a happy ending.

- Ask students to read the text on their own and list the highlighted and the words they feel are difficult to understand.
- Assist them with a dictionary to find the meaning in case they don't know.

### While-reading activities

- a. Ask students to read the text, and make a list of characters and major events.
- b. Make students dramatize the story by making some dialogues for all the characters in the story. Guide and assist them when they work.
- c. Have discussion on major vocabulary or the words they find difficult to understand. After discussion, lead them to **Task A**. It can be made interesting as pair work. Each participant alternatively, takes turns to ask and find the right word to replace the highlighted groups of words.

#### Answers

finery b. fancy c. scrambled d. lassies e. folly f. abusing g. chip h. rejoicing

- d. Give feedback when needed. Now, call them to see **Task B**. This Task also can be continued in pairs.

#### Answers

- a. ii. They had to go to church
- b. ii. Akoulya asked Malasha to take off her shoes and stockings before going.
- c. i. Akoulya's mother
- d. ii. Could not calm down the crowd
- e. ii. Played a game together
- f. i. were guilty of their deed

- e. To further assess the reading comprehension of students, ask them to answer the questions in **Task C**. This task can be assigned as homework. Ask them to read the questions and help them to clarify the instructions if they require it.

#### Answers

- a. The girls were dressed in new frocks, one in a blue frock and the other in a yellow print.
- b. The girls began to play in a lane between two homesteads where a large puddle had formed.
- c. Akoulya got angry with Malasha because Malasha splashed water on Akoulya's frock and face.
- d. The crowd gathered in the street because the mothers of both the girls were quarreling and shouting at each other.
- e. Akoulya's grandmother tried to calm down the crowd by stepping in among them and speaking to them by reminding them that it was time for rejoicing and not for quarrelling.
- f. The girls are called wiser than men because they were able to settle down the dispute or forget the conflict immediately and started playing happily together while men were still fighting.
- g. The lesson we learn from the story is that adults should learn to remain simple and happy from the innocence and wisdom of children. Children forgive, forget, and find happiness in everything.

- f. Check their answers in the next class and give them feedback.

### Post-reading activity

- a. Ask students about any such similar incidents they have involved, seen, or heard about. Or encourage students to speak up by sharing any similar incident.
- b. Now, lead them to the post-reading task.

#### Sample answer

I remember an incident that actually didn't happen in my neighbourhood but happened in my own family. One stormy day, my father and mother had some misunderstanding. At first I didn't know what the issue was. But when I paid attention, I knew that the root cause of the misunderstanding was that the storm had blown away my mother's clothes. They were blaming each other. But in reality, I had already picked the washings when the storm had just started. I handed the washings to my mom and there they were so sorry and ashamed with the realization of making an unnecessary fuss.

### 11.3 Pronunciation

This pronunciation exercise is related to sentence stress.

#### Objective

To identify stresses in the given sentences and use them accordingly

#### Follow these steps.

- a. Read some sentences from **Task A** and draw attention of students to the 'sentence stress'. Introduce basic concepts and rules for 'sentence stress'.

a. Sentence stress involves emphasizing certain words in a sentence to convey meaning and intention.

b. Typically, content words such as nouns, verbs, adjectives, and adverbs receive stress, while function words like articles, prepositions, and conjunctions are often unstressed. Additionally, stress patterns can vary based on the information structure and context of the sentence. New or important information is often stressed, while known or less important details may receive less emphasis.

- b. Ask students to work in pairs.
- c. Make them take turns, read the sentences in **Task A**, and listen to each other.
- d. Also guide them how to consult a dictionary. Most dictionaries provide the phonetic pronunciation of words, including the stressed syllable, which is often marked with a stress symbol (').
- e. Lead the same pairs to practise **Task B**.

#### Answers

- a. 'Have a seat, 'please.
- b. The 'story was in'teresting, but it did not con'tain e'nough 'messages.
- c. 'Would you like a 'cold 'drink?
- d. 'What did you 'tell her this 'morning?
- e. 'Don't take it so 'easy. He 'won't give up so 'quickly.
- f. 'Most 'people are 'fully a'ware that 'motorcycles can be 'dan'gerous to 'ride.

- g. 'Does she 'work with 'you?' 'Yes, she 'does.'  
h. He 'bought a 'red 'car for his 'daughter.  
i. 'I am 'Bra'zilian.  
j. 'We are not fa'miliar with this 'new 'com'puter 'program.

- f. Check how students follow the teacher or the audio. Observe how they do on their own and add necessary feedback.

### 11.4 Speaking

This speaking activity is based on the language function of agreeing and disagreeing.

#### Objective

To have conversations by agreeing or disagreeing

#### Follow the following procedure.

- Get three students to act out the given conversation.
- Suggest others to pay attention to how they agree or disagree with the proposed idea.
- Now, lead them to the given **Task B**. Form five groups with three members in each. Assign one/one situations to each group to make and present similar conversations in the class.

#### Sample conversation

a.

**Headteacher:** Good afternoon, students. I am thinking of the idea of conducting extra classes to help you all excel in your studies. Do you agree with this proposal?

**Rahul:** Absolutely! Extra classes would be really helpful, especially for upcoming exams.

**Priya:** I'm not so sure about that. Some of us have other commitments and may find it challenging to attend extra classes.

b.

**Zoo Manager:** I've been thinking about adding a lion to our zoo to attract more visitors. What do you all think?

**Amit:** That sounds exciting! A lion would definitely draw more people to the zoo.

**Riya:** I'm a bit concerned about safety. Lions can be dangerous, and we need to ensure proper measures are in place.

c.

**Chairperson:** I believe it's time for a cleanliness campaign in our ward. What are your thoughts on everyone participating?

**Kiran:** I'm all for it! A cleaner ward benefits everyone.

**Raj:** I think it's a good idea, but we need to plan it well to make sure everyone is involved and committed.

d.

**Class Monitor:** I was thinking we could create a job chart to keep our classroom more organized. Are you all on board with this idea?

**Neha:** Yes, I agree. A job chart would help us divide responsibilities and keep the classroom tidy.

**Rohan:** I'm not sure everyone will stick to their assigned tasks. It might create more chaos.  
e.

**English Teacher:** I believe making regular presentations will enhance your communication skills. Do you agree with this approach?

**Sophia:** Absolutely! It's a great way to improve our speaking abilities and confidence.

**Aryan:** I'm not so comfortable with presentations. Can we explore other ways to achieve the same goal?

- d. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.

### 11.5 Grammar I

This grammar item is related to negation.

#### Objective

To change affirmative sentences into negative or vice versa

#### Follow the given procedure.

- Differentiate between affirmative and negative sentences.
- Ask students to go to **Task A**. Tell them to see how transformations have been done.
- Help them infer the basic rules applied in **Task A**.

- Check if there is any auxiliary (helping) verb. If so, adding not/n't to the auxiliary verb may make it negative.
- If there is no auxiliary verb, identify the main verb and its verb form. Take do, did, and does respectively for v1, v2, and v5; and add not to them.
- Change time adverbials. For example, always into never, regularly/frequently/often into rarely/hardly, etc.

- d. Suggest them to work in pairs for **Task B**. They may discuss and change the given sentences. Help wherever required.

#### Answers

- My sister does not live with my parents.
- Maryam does not know the answer well.
- I do not want to leave now.
- Anusha does not agree with me.
- The boy did not kill the cockroach with his shoe.
- His father did not recognize me at once.
- He did not apologize for his misconduct.
- He did not eat a few mangoes.
- We did not sell a little honey.
- The rich are rarely happy.
- Kanchan rarely visits me.
- Shailesh did not buy any books.
- Garima did not let me use her toilet.

n. None of them can help her.

- e. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.
- f. **Task C** is related to subject-verb agreement. Ask students to discuss some basic ideas related to the topic. Or write the rules as students infer from their discussion.
- g. At least discuss the rules related to singular subjects and singular verbs; plural subjects and plural verbs
- i. Compound Subjects: with "and" and with "or" or "nor"
  - ii. Indefinite Pronouns: (e.g., anyone, everybody, both, many)
  - iii. Collective Nouns
  - iv. Subjects Ending in "-s"
  - v. Titles and Names of Companies
- h. Now, lead them to task **C** as classwork.

#### Answers

a. were   b. is   c. was   d. were   f. is   g. is   h. lies   i. are  
j. is   k. glitters   l. is   m. are   n. twirls   o. am

- i. Ask one by one questions to students individually or do mass correction. Give necessary feedback when needed.

### 11.6 Writing I

This task concentrates on writing a moral story.

#### Objective

To write a moral story they have read or heard

#### Follow the given procedure.

- a. Clarify the concept of moral story: a story with a lesson about building right traits.
- b. Suggest them to recall the moral stories that they have read or heard by names. Better allow one or two of them to share their stories.
- c. Ask them to choose the best one of them.
- d. Alternatively, a story from the teacher's side can be a good charm.
- e. Ask students to do the task as homework.

#### Sample answer

##### **The Bamboo Flute and the Kind Farmer**

Once upon a time, in a small village in rural Nepal, there lived a poor farmer named Ravi. Despite facing hardships, Ravi was known for his kindness and generosity. One day, as he was working in his fields, he heard a faint sound carried by the wind. Curious, he followed the melody and discovered a bamboo flute lying near the edge of his farm.

Ravi picked up the flute and inspected it carefully. It was a simple yet beautiful instrument. He decided to keep it safe, thinking someone might return to claim it. Days turned into weeks, but no one came forward. Ravi, however, grew fond of the flute and started to play it during

his breaks from farming.

The sweet tunes of the flute began to spread throughout the village. People would pause in their daily chores to listen to the enchanting music. Ravi's humble home became a centre of peace and joy.

One day, a young boy named Arjun, who had lost the flute, heard the familiar tunes while passing through Ravi's village. He followed the melody until he reached Ravi's doorstep. Arjun approached Ravi and explained how the flute belonged to him. Ravi smiled warmly.

Ravi said, "The flute came to me, and I have cherished it. Now, I see it has brought happiness to many. I will gladly return it to you, my young friend, but on one condition. Promise me that you will continue playing for the village and share the joy it brings."

Arjun was overwhelmed with gratitude. He promised Ravi that he would not only play the flute for the village but also teach others the art of playing. From that day onward, the bamboo flute continued its magical tunes, spreading happiness and creating a bond of kindness and harmony among the villagers.

The moral of the story is that kindness and generosity, even in the face of adversity, can lead to unexpected joys.

f. Check their writing and provide feedback.

### 11.7 Reading II: World Record

The second reading text in this unit is a short drama "World Record".

#### Objectives

- To learn the vocabulary: contender, charming, exploration, pardon, blistering, scorching, ironically, etc.
- To read the text and do the comprehension tasks

#### Follow these steps.

##### Pre-reading activities

- Have a brief discussion on if students have any extra talent that their class may or may not know.
- Ask them if they have heard about any world record like 'Guinness world record'.
- Now lead them to pre-reading questions.

##### Answers

- No, I can't. But I can summersault anywhere.
- Yes, I do. I like to keep a world record on the longest summersault journey by flipping on the street.

- Opinion varies from one student to another. Encourage them to put their views.
- Ask students to read the pink highlighted words before they read the entire text.

##### While-reading activities

- Ask students to read the text on their own and suggest them to ask the words they found difficult to pronounce.



- b. Drama gets its life when it is dramatized. So, help them to act-out the dialogues of the drama.
- c. As we need four characters for the play, ask any four interested students to come in front of the class and choose the character they prefer to act out.
- d. When a role is assigned, ask them to continue with the dialogues. Better to carry the act out twice or thrice, each time with new group members.
- e. Some drawings or write ups on the board may help to create a natural setting.
- f. Now, lead them to **Task A**.

S. N.	Verb	Noun	Adjective	Adverb
1.	Ironize	Irony	Ironic, ironical	ironically
2.	Charm	Charm	charming	charmingly
3.	scorch	Scorcher	scorching	scorchingly
4.	Sizzle	Sizzler	sizzling	sizzlingly
5.	Beautify	beauty	beautiful	beautifully
6.	Purify	Purity	Pure	purely
7.	Taste	Taste	Tasty, tasteful	tastefully
8.	Surprise	surprise	surprising	surprisingly

- g. Do mass correction of the task. Assist them when needed.
- h. **Task B** can be carried better in groups. Make six groups and assign each group a statement from the task.
- i. Make them take turns and try to say 'true' or 'false' with reasoning. If one group cannot be convincing, the same statement may be passed to another group.

**Answers**

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

- j. Intervene only when they commit a mistake. Encourage them through feedback.
- k. Now the same groups may be assigned with one question each from task **C**. Let them discuss and write. After discussion, assign it as homework.

**Sample answers**

- a. Mabel Phillips is a contestant who is attempting to break a world record.
- b. Mabel Phillips is trying to lean on a brush.
- c. They maintain the heat of the soup by pouring hot soup from time to time.
- d. Albert was only six seconds away from breaking the record.
- e. The man lost his trousers while taking a bath.
- f. I think Mabel pushed Albert to make the audience laugh.

- l. Check their answers and give feedback.

**Post reading activity**

- a. Ask students to work in pairs or write responses individually to the post-reading question, share that to the class.

**Sample response**

If someone interrupts me on the verge of winning point, I feel irritated. Interrupting someone

on the verge of winning a point, whether in a game, argument, or any competitive situation, is generally considered discourteous and often unethical. It can be seen as a breach of sportsmanship or fair play, as it disrupts the natural flow of the competition and may undermine the sense of achievement for the individual reaching the winning point. Ethical behavior in competitive settings typically involves respecting the rules, showing consideration for opponents, and allowing fair play to prevail.

- b. Review their response and provide needful feedback.

### 11.8. Listening

This listening task is related to eagles and their mentality.

#### Objective

To comprehend the audio and do the tasks

#### Follow this procedure:

##### Pre-listening activities

- Ask students to look at the picture. Ask them questions like: Have you seen an eagle? How did you find eagles different from other birds? And so on.
- Take responses from students. Encourage them to talk about eagles and lead them to **Task A**.

##### Sample answers:

- Eagles are different from other birds because they are bigger in size, they can fly high, and they are stronger than other birds.
- Two features of the eagles: they are strong and they have sharp vision.

#### While listening activities

- Make students ready with a pen or pencil and a blank page where they can take notes while listening.
- Draw the attention of students to the audio giving the clues from the pictures discussed in **Task A** that they are going to listen to an audio related to Eagles and their mentality.
- Instruct them to see the table in **Task B** and pay attention to the messages while listening to audio.
- Play the audio and tell them to complete the **Task B**.

##### Answers

c = i    e = ii    a = iii    b = iv    d = v

- Move around the class and make sure that each student is engaged in listening tasks. Check their responses and give necessary feedback.

#### Post listening activities

- Ask students to think about some reasons that make the eagle the king of birds.

##### Sample answer

Referring to the eagle as the "king of birds" is often a symbolic or metaphorical expression rooted in cultural and historical perspectives rather than a scientifically established fact. Eagles are frequently associated with qualities such as strength, majesty, and keen vision in

various mythologies, folklore, and symbolism across different cultures. Their impressive size, powerful flight, and predatory nature contribute to the perception of the eagle as a symbol of power and authority.

- b. Encourage them to share their opinions and give feedback when needed.
- c. Help when required.

### 11.9 Grammar II

Here are two tasks. Task one is transformation where we change negative sentences into affirmative and the next task is related to subject-verb agreement.

#### Objectives

- a. To change negative sentences into affirmative
- b. To use the correct form of the verbs to match them with the subjects

#### Follow these steps.

- a. Make students speak out the negation words that are used in a negative sentence.

- To change negative sentences into affirmative, first of all we need to identify the negation words like not, n't, never, rarely, seldom, hardly, scarcely, any, anybody, nobody, nothing, none, neither...nor, etc.
- Next, say them to copy the statements avoiding the negation words.
- Words like not and n't can be simply avoided whereas words like never, rarely, seldom, hardly, scarcely, any, anybody, nobody, nothing, none, neither...nor, etc. need to be changed into affirmative equivalent words like always, regularly, frequently, some, somebody, something, etc.

- b. Ask students to go to the task directly and practice with the given sentences. Assign this task as a class work and observe how they do. Assist where needed.

#### Answers

- a. Dev Narayan performs well.
- b. The dog bit Fatima.
- c. A room in the flat needed painting.
- d. All students had to sit in the re-examination.
- e. He always drinks wine.
- f. Pour much water in the curry.
- g. Somebody came to me.
- h. There is someone in the locality living in luxury.
- i. He has a bath every day.
- j. Either the boy or the man goes to school.
- k. She has something in her bag.
- l. He works with us.

- c. Lead them to **Task B**. This task is continuation of subject-verb agreement we discussed in **Grammar I Task B**.
- d. Talk about additional rules where required.

## Answers

Dear Hiring Manager,

I feel that I am the ideal candidate for the position of Communication Manager in your company. I have three years of experience as a receptionist in a company that **is** similar to yours. My phone skills and written communication **are** excellent. These skills, and others that I have learned on the job, **help** me understand that every person in a company helps **make** the business a success. At my current job, the team always **says** that I am very helpful. Everyone **appreciates** when I go the extra mile to get the job done right. My current employer and co-workers **feel** that I am an asset to the team. I along with my colleagues **am** efficient and organized. **Are** there any other details about me that you would like to know? If so, please contact me. Here **is** my resume. You can reach me by e-mail or phone. I **look** forward to speaking with you in person.

Sincerely Yours

Adara Banu

- e. Check their answers for both tasks. Give mass feedback. Ask them to self-study further by taking a grammar book as a reference.

### 11.10 Writing II

This task is related to writing a message of condolence based on the given outlines.

#### Objective

- To write a message of condolence
- To write a letter of sympathy

#### Follow the given procedures.

- Ask students to read the given example and note the components used in a message of condolence.
- Write and discuss the components and format of writing a message of condolence (Title, photograph, DoB, DoD, state untimely demise and you're badly touched, state contribution, acknowledge the loss, pray for eternal peace, signature).
- Ask them to do the task as an individual home assignment.

#### Sample answer:

#### Heartfelt Condolences!!!

Late Jayananda Lama (1956-

Our emotions are badly touched singer Jayananda Lama at his

departure is an incredible loss for the Nepali art sector. Jayananda Lama, a senior folk singer and actor, has left an indelible mark with his unforgettable contributions. Songs like "Kalakate Kainyo," "Herda Ramro," "Chuin Chuin Chuikane Joota," and "Mulako Chana" stand as a



2022 A.D.)

by the untimely demise of senior folk home, Kaushaltar, Bhaktapur. His

testament to his remarkable talent. Having graced more than a hundred movies, he enriched the cultural landscape with his artistry. Our heartfelt condolences go out to his family and friends during this difficult time. May god provide strength to the bereaved family and friends to manage the grief. We pray for eternal peace to the departed soul; may the soul rest in peace.

Nepal Sangeet School Family  
Kathmandu

- d. Check their homework the next day and give feedback.
- e. Now, lead them to discussion on a letter of sympathy.
- f. Tell them that a letter of sympathy is written when someone goes through any loss or hardship and you want to sympathize with them at their loss.

**Sample answer**

27 April

Dear Purna,

I was deeply saddened to hear about the unfortunate incident that occurred yesterday while you were on your regular duty. It was disheartening to learn that you experienced a mishap while working with the machinery at the factory, resulting in the injury to your hand.

Your dedication and diligence in our three years of working together have always been admirable. It's clear that this incident was more of a mechanical failure rather than any negligence on your part. Accidents like these are indeed unpredictable, and it's unfortunate that you had to bear the consequences.

I tried to feel myself at your place and realized that it gives me a feeling of loss. I hope the medical treatment you are receiving at the hospital is effective, and I sincerely wish you a speedy and full recovery. If there's anything I can do to support you during this period, please don't hesitate to let me know.

Take care, Purna, and know that your colleagues are here for you.

Wishing you strength and a swift recovery.

Best regards,

Sangeet Sharma

- g. Check their work and give feedback.

**11.11 Project work**

This project work is related to making a collage by collecting newspaper cut-pieces.

**Objective**

To prepare a collage

**Follow the following procedure.**

- a. This project work can be carried individually or in small groups.
- b. Clarify the instructions. Guide them how to collect letters or messages of condolence published in newspapers.
- c. Tell them that they can prepare the collage on chart papers.

- d. When prepared, tell them to display that in front of the class.
- e. The task can be done in two/three days.
- f. Let the individual/group share their presentation.

### **11.12 Extra bit**

This section of the unit includes an introduction to the sentence stress with some basic rules. Students may carry the task independently for self-study. However, assist them where necessary.

ΩΩΩ

## Unit 12 Nature and Development

This unit is based on the theme of *Nature and Development*. It inculcates two reading texts that comprise various comprehension exercises related to the theme. The unit includes adequate tasks for listening, reading, writing, and speaking as a fundamental part for a language classroom. The language function focuses on *expressing degrees of possibilities*. That is further supported by the grammar exercises related to the Tense (Future Tense and its aspects) that enhance the competencies in English language. The table below presents a brief overview of the unit.

### Unit Overview

S.N	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the pictures related to development works.
2.	Reading I Nature and Development	Pre-reading questions Complete the crossword puzzle. Choose the correct alternatives. Short answer questions Post reading question
3.	Pronunciation	Pronounce the variety of words in British and American English.
4.	Speaking	Talk about the given pictures and discuss about the probable happenings. Practise and have conversations. Have conversations in the given situations.
5.	Grammar I	Match the sentence halves in A with B to form sentences. Complete the sentences with the correct form of the verb.
6.	Writing I	Write a report on an ongoing developmental project in your community.
7.	Reading II Composed upon Westminster Bridge, September 3, 1802	Pre reading questions Write the meanings with the help of dictionary. Choose the correct words to complete the summary of the poem. Short answer questions Post- reading question
8.	Listening	Pre-listening questions Short-answer questions Complete the sentences. Recall the information mentioned in the audio
9.	Grammar II	Complete the text by choosing the correct answers. Complete the sentences with the correct form of verbs.
10.	Writing II	Study the outlines of a notice. Write a notice.

11.	Project work	Make a list of the projects of national pride with the information available in the online sources and discuss about the benefits of them.
12.	Extra bit	Words ending with British and American English
<b>Total estimated time</b>		<b>10 Hours</b>

To facilitate the teaching-learning procedures. of each topic and task in the unit, the following activities are suggested. However, teachers could modify the activities to suit their specific contexts and needs.

### 12.1 Getting started

This task leads students towards the theme of the unit, i.e. *Nature and Development*. Simply, it is included as a warm up activity before the lesson begins.

#### Objective

To identify and say about the various ongoing developmental projects in the country

#### Follow the given procedures.

- Display the various pictures in the class and ask students to study the pictures carefully.
- Let students brainstorm and identify the categories and relevancy of those pictures (such as- historical, Developmental, religious, entertaining etc.)
- Divide the class into four groups and let them discuss the given pictures in the task of Getting Started.
- Focus them on these questions and ask them to collect the information.
  - What do you see in the first picture (first from the left to right)?
  - What is the significance of it? Have you ever been there? Have you ever seen it? Where is the project located? Are those projects important for the nation?

#### Possible answers

- The first picture is related to an irrigation project. We can see the dam and canal in the picture of the **Sikta Irrigation project** located in Banke. It provides water from west Rapti river to 42,766 hectares of arable land.
- The second one is related to road transportation. We can see one end of the tunnel of **Nagdhunga Tunnel project**. This tunnel of 2.68 km functions as a safe and new alternative to the existing roadway of Prithvi highway with congestion and hairpin-bends.
- The third picture is of a hydropower project. Typically, it is the Upper **Tamakoshi Hydropower project**. Being the largest hydropower project so far in Nepal, it has a capacity of 456 mw and brings meaningful difference in the field of hydropower in Nepal.
- The fourth one is a picture of an airport to show the gateway to air transportation. Typically, the **Gautam Buddha International Airport, Bhairahawa** works as a



crucial link to the global aviation network.

## 12.2 Reading I: Nature and Development

This is the first reading text in this unit which is about an ongoing developmental project of national pride: Kathmandu -Terai/Madesh fast track project.

### Objectives

- To learn the vocabulary: enhance, prosperity, implications, connectivity, calamities, shipping congestion, accommodate, accelerate, innovative, vulnerable, constraints, etc.
- To read the text and do the comprehension tasks

Follow the activities given below.

### Pre-reading activities

The given reading text is a description of a Kathmandu -Terai/Madesh fast Track. The given picture also is related to the same project.

- Initially, ask students to look at the picture given alongside the reading text and make them say what they see in the picture.
- When they answer, being a pre-reading discussion, in the beginning, it is not necessary to connect to the project. Simply, ask them to discuss being specific to the picture such as type of project, beneficiaries, effects of environment etc.

### Possible answer

- We see the opening of a pair of tunnels that link road transportation. From the name of the project written between the tunnels, we know that it is an ongoing project of Kathmandu - Terai/Madesh fast track project.
- The project is considered to be a project of national pride as it is one of the popular ongoing projects that is expected to bring significant difference in the field of road transportation to the capital. The 72.5 km long motorway consists of three twin tunnels, 87 bridges that link Kathmandu to Terai through Lalitpur to Nijgadh. It is hoped that this contributes to fuel saving, time saving, and reducing the traffic jams of Prithvi Highway along with the enhancement of the country's economic growth creating many more job opportunities.

### While-reading activities

- Divide students in two groups, make some members of each group read the text silently at first. During silent reading, they may consult a dictionary or ask with friends or teachers in case of any confusion regarding pronunciation.
- Now, ask students to read the text with an appropriate speed and ask them to mark the time it takes for them to read the whole text. It helps develop fluency.
- Tell students to underline the words which are unfamiliar to them. Then discuss the contextual meanings of the words given in the text.
- Any vocabulary game like Taboo game (a word-guessing game where players try to get their teammates to guess a word without using certain "taboo" words or phrases in their

descriptions.) may make the learning process interesting. You can choose suitable activities for your classroom and discuss the vocabulary in context. Next one activity is suggested here:

**Vocabulary Stories**

- Divide the class into small groups and assign each group a set of vocabulary words.
- Ask them to create a short story or skit that incorporates the words in a meaningful way.
- Encourage them to use the words accurately and in context.
- Finally, sharing the stories in the class will be interesting.

e. Now, to ensure students' understanding of the meanings in context, ask them to complete **Task A** with a crossword puzzle with the words from the text.

**Answers**

**Across**

- 3. Vulnerable
- 5. Deficit
- 6. Accommodate
- 8. Calamity
- 10. Innovative

**Down**

- 1. Constraints
- 2. Facilitate
- 4. Congestion
- 7. Shipping
- 9. Accumulate

f. When students find their words, tell students the correct words to check their answers. Students will make corrections in their answers if necessary.

g. Then, lead students to **Task B** and ask them to choose the best substitutes from the given alternatives.

**Answers**

- a. i. 72.5 km    b. iii. shortens travel time    c. iii. establishing link roads    d. ii. technology

h. Do mass corrections to their decisions.

i. Now, take them to **Task C**. Ask students to read the questions carefully and read the text once again. Then ask them to write the answers in their notebooks. Alternatively, this task can be assigned as pair work or small group work where they read the text, discuss and finalise the answers.

j. Monitor their work and help them when necessary.

**Possible Answers**

- a. Kathmandu- Terai/ Madesh Fast Track is a mega highway project with strategic significance.

- b. KTFT is going to reduce the consumption of petrol in Nepal because it shortens the distance and travel time from Terai to Kathmandu.
- c. Yes, this project will help to promote tourism in Nepal because it is cheaper to travel and Indian tourists and tourists from the southern border can visit Kathmandu more easily and in short travel.
- d. This project contributes to the development of high skill human resources in Nepal because they will get a chance to use and sharpen their skills with new technologies.
- e. The project helps the people living in Eastern Terai by providing them quick and easy access to Kathmandu. It will help them to get more facilities in the field of health, education, job, market etc.

k. Call students one by one in turn in front of the class and make them read the answers they have written. Make necessary corrections to their answers.

### **Post-reading activity**

In this activity, ask students to collect some of the points regarding the effect on the environment. It can be assigned as pair work or group work. Let them discuss and ask to present in the class. Monitor the class and help them as needed. If time bounds, this can be assigned as homework.

#### **Possible Answer**

The construction of the Kathmandu -Terai/Madesh Fast Track (KTFT) is likely to have both positive and negative impacts on the environment. Some of the points are included here as a guideline for writing.

#### **Positive Impacts**

- The construction of the fast track will improve transportation facilities and reduce travel time and distance between Kathmandu and Terai Region.
- This could lead to reduced air pollution caused by vehicles.
- It could promote tourism and trade in the region and contribute to the economic growth of the country.

#### **Negative Impacts**

- The construction could have significant adverse effects on the environment.
- The construction process would involve a massive level of deforestation, excavation of hills and blasting, leading to soil erosion, landslides and loss of biodiversity.
- The increased vehicular traffic could lead to increased air pollution, noise pollution and water pollution which affect the health and well-being of the living areas.

### **12.3 Pronunciation**

In this task, varieties of words from American and British English are given and students are asked to pronounce the words correctly with the help of the teacher and the dictionary in both ways.

## Objectives

- To identify the given words from American and British English
- To pronounce the words in both varieties

### Follow these steps.

- First of all, interact with students about British and American English. Here, an audio/video clip of CNN and BBC News can be played so that they can see how distinct American and British English are.
- Next, write/display some of the words related to American and British English on the board and make students know the differences in spelling. (i.e. Center, color, program as American words and colour, centre, programme as British.)
- Then, tell them that the same words in both English may have different pronunciation as in the words Asia, visa etc. If digital materials are available, play an audio/video of pronunciation regarding American and British words to make the concept clear.
- Correspondingly, ask students to go to the task, help them consult a dictionary and make a drill in the class to learn the varieties of the pronunciation of given words accordingly.

Words	American Pronunciation	British Pronunciation
Vitamin	/'vaɪ.tə.mɪn/	/'vɪt.ə.mɪn/
Privacy	/'praɪ.və.si/	/'prɪ.və.si/
Schedule	/'skɛdʒ.ʊl/	/'ʃɛd.ju:l/
Advertisement /	əd'vɜ:rt.ɪz.mənt/	/əd'vɜ:.tɪz.mənt/
Leisure	/'liʒ.ər/	/'leɪz.ər/
Mobile	/'məʊ.bəl/	/'məʊ.baɪl/
Vase	/veɪs/	/vɑ:z/
Dynasty	/'daɪ.nə.sti/	/'dɪn.ə.sti/
Herb	/ɜ:b/	/hɜ:b/
Produce	/'prɒ'dʌs/	/'prɒ.dju:s/
Basil	/'bæz.əl/	/'bæz.ɪl/
Garage	/'gær.ɑ:dʒ/	/gə'ra:ʒ/ or /'gærɪdʒ/
Hostile	/'hɒs.təl/	/'hɒs.taɪl/
Montage	/'mɒn'tɑ:ʒ/	/'mɒn'tɑ:ʒ/
Salon	/sə'lɑ:n/ (suh LAWN)	/'sælɒn/

- Play audio (if possible) by using the link: <https://www.oxfordlearnersdictionaries.com/>
- Check how students follow the teacher or the audio. Observe how they do on their own and add necessary feedback.

## 12.4 Speaking

This activity is designed for learning to emphasize the use of the language functions **Expressing Degrees of Probability** in English language communication. Simply, students are asked to practise and have conversations using the similar structure as shown in the example which aims to build students' competencies regarding expressing degrees of probability in language communication.

## Objectives

- a. To differentiate different degrees of probability
- b. To have a similar conversation using the given situation

### Follow the given procedure.

- a. First of all, write on the board some sentences that express degrees of probability.
- b. Ask students to read the sentences and try to understand the meaning with probability.
- c. Next, lead them to **Task A**. As instructed in the textbook, ask students to look at the pictures and write two sentences (one with sure and the next with might) for each picture. Welcome varieties of answers.

#### Possible answers

##### Picture a:

The river is sure to be polluted.  
It might cause serious health hazards.

##### Picture b:

She is sure to fall down.  
She might break her leg.

##### Picture c:

The girl is sure to meet with an accident.  
The dog might be hit too.

- d. Make some of students read out the sentences they have written and give necessary feedback.
- e. Now, lead students to **Task B** and make them role play the conversations in groups of four.
- f. Next, ask them to underline the sentences that are expressing probability. Discuss in relation to the expressions given in the box.

- must/may/might/could +infinitive,
- must/can't have+ past participle,
- may/might/could have+ past participle
- definitely/certainly/probably.....
- Likely to....
- sure to.....

- g. Similar to the given conversation, now make students produce conversations for the given situation.
- h. Teachers are advised to use or create contextual activity to make the class more interesting and lively. One possible activity is: Discuss and Debate. Divide the class into some small groups and assign them the situations given in the textbook.
- i. After brief discussion in their groups, students make sentences using expressions like "likely," "probably," "must", etc. to express their opinions and defend their positions.
- j. Teachers can judge their debate and declare the winner.

- k. Now, to check their understanding, lead them to the given task and make them compose dialogues in the given situation. Here, students can be divided into groups of four and each situation can be assigned to the groups to make conversations using the given expressions accordingly.
- l. To make the class lively, make them act out.

### **Sample conversations**

**a.**

- A: Hey, have you heard anything about the SEE schedule?  
B: No, not yet. I heard it's likely to be published today.  
C: Really? I thought I might have missed the announcement.  
D: With all these rumors, I think they will probably publish it very soon.

**b.**

- A: By the way, have you seen my pet dog? He's been missing since this morning.  
B: Oh no, that's terrible! I'm sorry to hear that. He might have wandered off somewhere.  
C: It might have gone to the neighbors.  
D: He may have just gotten curious and might be in someone else's yard.

**c.**

- A: I wanted to talk to Grishma, but she's not at home.  
B: She might have gone out for a while.  
C: She must be at her friend's.  
D: She might have gone to the store for something. I'm sure she'll be back soon.

**d.**

- A: Why is Poonam carrying such heavy luggage?  
B: She must be flying abroad.  
C: She might have done some grand shopping.  
D: She is likely to get too tired.

**e.**

- A: What is Tina's first language?  
B: I think it must be Maithili.  
C: With her accent I think her first language might be English.  
D: Or she might have stayed in any English speaking community.

**f.**

- A: Have you seen Chooisang lately?  
B: Yes, I ran into him at the library. He's likely to be preparing for IELTS.  
C: He is surely planning to go abroad.  
D: He might have already flown abroad.

---

**g.**

A: Have you heard about the accident on Main Street?  
 B: Yes, I did. The police are likely to have cleared the road by now.  
 C: It might be heavy traffic still.  
 D: We are sure to be late to the office if they have not cleared the road.

**h.**

A: What's going on in your neighbor's? The dog is barking.  
 B: A thief might have broken into the house.  
 C: There might be a beggar at the door.  
 D: The neighbor's daughter was carrying a new pet cat. The dog must have fought with it.

### 12.5 Grammar I

This activity enhances students to make the proper use of Future tense and its aspects in their day to day communications.

#### Objectives

- a. To learn and differentiate different aspects of the future tense
- b. To use Future tense and its aspects in appropriate expressions

#### Follow the given procedure.

- a. First, display a few sentences using future tense and its aspects in sentence cards or through digital tools and ask them to identify which tense has been used there.
- b. Write the responses of students on the board and be specific to the tense and give feedback.
- c. Then again write at least four sentences relevant to the future and its aspects and ask them to infer underlying the structures.
- d. Next, ask students to use those structures in the sentences of their own and make them share in the class. Provide feedback wherever necessary.
- e. After that, ask students to go to **Task A** and allocate a few minutes to find the right match. Monitor the class and give feedback whatever needed.

#### Answers

- |  |                            |
|--|----------------------------|
| a. a. Hurry up! We're leaving -                          | ii. in ten minutes.        |
| b. They'll be watching a movie in a theatre-             | iv. at this time next week |
| c. We will have arrived home.....-                       | v. by this time Sunday.    |
| d. It's definite. My friends and I are going to travel - | iii. next winter.          |
| e. I think he will be rich and famous -                  | i. one day.                |

- f. After completion, make a correction by displaying the answer on the board.
- g. Now, lead students to Task **B** and ask them to do the task in pair/small group discussion.

#### Answers

- a. Is going to start
- b. will be carrying
- c. won't leave

- d. won't have finished
- e. is going to
- f. will... remember
- g. are...going to do
- h. will not be working
- i. will burn
- j. will be flying

h. When they are done, ask them to tell you the answer. Make necessary corrections to their answers in case of choosing the wrong ones.

**12.6 Writing I**

This task aims to focus on writing a report on the different ongoing developmental works in students' community.

**Objective**

To write a report on ongoing developmental projects

**Follow the given procedure:**

- a. Ask students if they have ever written a report on a particular task. If yes, what did they write? Start discussion on the basis of their responses.
- b. Then, ask them to tell you the layout of a report. Show a sample if possible. Discuss how a report is prepared.
- c. Now, tell them to read and write the given question in the task. This can be assigned as homework.
- d. Alternatively, it can be done as group-work. Divide students in groups. Ask them to choose a particular developmental work and discuss. Finally, make them write a report on it (the presentation will be impressive if they can use a chart paper). Let each group present in the class turn-wise and give feedback wherever necessary.
- e. Finally, ask them to paste their reports on the wall.

**Sample report**  
*Only the beginning is given here as lead sentences. Students can add many more to bring relevancy to the report.*

**Developmental Works in our Community**

Community development is important as it helps to improve the quality of life of people living in the community. It enables individuals and groups to work together to identify their needs and then develop solutions to meet those needs. It also helps to build social unity, enhance community participation, and increase the sense of ownership of the community.....  
 .....

f. Check their works and give necessary feedback in the class.



## 12.7 Reading II: Composed Upon Westminster Bridge, September 3, 1802

The second reading text is the poem entitled “**Composed upon Westminster Bridge, September 3, 1802**” written by William Wordsworth. The poem features the speaker's impression while observing Westminster Bridge and the river Thames in London.

### Objectives

- To recite and enjoy the poem in the class
- To learn the vocabulary: majesty, doth, domes. Mighty glideth, splendour, etc.
- To do the given comprehensive tasks

### Follow these steps.

#### Pre-reading activities

- Discuss the title of the poem in the class and enquire them to guess what the poem could be about. Then, instruct students to observe the given picture carefully. Ask them the following question and encourage them to guess the answer to the questions.
  - What is shown in the picture?
  - How does it look?

#### Answers

- A well-designed beautiful bridge is shown in the picture. More specifically it looks like the tower bridge which is known as London Bridge and known all over the world for its iconic structure.
  - It looks cool and majestic. It leaves the impression of far more than a mere bridge.
- As the poem talks about the Westminster Bridge, students may relate the picture to the same bridge. Help students with the correct answers if necessary.

#### While-reading activities

- Let students read the poem silently first.
- The teacher reads the poem aloud for students or make them listen to the audio or see the video with recitation in the internet sources.
- Ask some students to recite the poem loudly by going in front of the class and help them to read it with correct pronunciation and tone.
- For vocabulary learning, use “Vocabulary Bingo”.

#### Vocabulary Bingo

- Create bingo cards with different vocabulary written on them.
  - Call out definitions, synonyms, or example sentences, and students mark the corresponding word on their cards.
  - The first student to get a line or a full card shouts “Bingo” and wins the game.
- Now, lead students to the comprehension tasks given in the textbook.
  - For **Task A**, ask students to find the meaning and definition of the given words. Here, students can discuss in groups or consult the dictionary or digital resources to find meaning and the definitions.

**Answers**

- a. does (archaic form of verb 'do')
- b. high quality, highly impressive
- c. upper half of the sphere generally known as a curved or pointed top of roof-like structure
- d. shining
- e. great light, grandeur
- f. glides, flows
- g. powerful

- g. After a while, ask students to share their answers and review it to ensure their understanding.
- h. Next is the turn of **Task B**.
- i. Instruct students to choose the correct words/phrases to fill the blank in the given text.

**Answers**

- Westminster Bridge
- The most beautiful scene
- Morning's beauty
- Magnificence
- The countryside
- The bustling city
- happily asleep

- j. Monitor their engagement in the class and assist them whatever necessary. After completion, tell them to share their answer in the class and give feedback.
- k. Furthermore, lead them to **Task C** and instruct them to write the answer of comprehension questions related to the poem. Observe their engagement towards the task and assist them whatever necessary.

**Answers**

- a. The poem was composed on September 3, 1802.
- b. According to the speaker, anyone who does not stop at the bridge to the scene of the beautiful morning is dull of soul.
- c. The poet describes the beauty of the morning as majestic with beauty and peacefulness.
- d. The word 'garment' which means clothing refers to the beauty that the city is wearing.
- e. When the poet sees such a beautiful sight, he feels deeply moved by the calmness and beauty of nature.
- f. The poet uses the words like: valley, rock and hill to visualize the scenic varieties that enrich the beauty of the landscape.
- g. The speaker creates a majestic impression of the iconic city, London highlighting the various landmarks that can be seen from the bridge.
- h. The main theme of the poem is the sublime beauty of the city with its peacefulness early in the morning.

- l. Finally, give feedback to their answer. If time bounds, this can be assigned as homework and make corrections in the next class.

**Post-reading activity**

In this task, instruct students to recall the village/town and ask to compare it with London. Then ask students to share their feelings and facts in the class.

**Sample answer**

In the early morning my village also looks as beautiful as a dawn in London. As the first light penetrates through the green hills, sleepy streets awaken to the chirping of birds and the gentle hum of daily life. Narrow pathways wind between pretty homes decorated with colorful prayer flags, reminiscent of London's charming pathways. Smoke rising from rustic ovens adds to the atmosphere of tranquility. Though worlds apart in culture and landscape, both settings share the magic of a new day dawning, enveloping their surroundings in a sense of peace and calmness.

**12.8 Listening**

This listening task is based a description of the world's longest motorable road i.e. "Pan-American Highway" that stretches from Prudhoe Bay, Alaska to Ushuaia, Argentina. This task contains four items including post listening activities.

**Objectives**

- a. To listen and understand a descriptive text
- b. To comprehend the audio and do the comprehension tasks

**Pre-listening activities**

- a. This is a warm up activity. Instruct students to look at the picture and ask them these questions in turn:
  - i. Which part of the world is shown on the globe?
  - ii. What does the red mark symbolize there?
- b. Let students think and share for few minutes and if they are unable to retain the correct information from the discussion, help them as per the necessity:

**Possible answer**

- a. The part of the world shown in the globe is North America and South America.
- b. The red mark there symbolizes a highway that not only links these continents but also connects 14 countries.

- c. Introduce the unfamiliar vocabulary to students.

**While listening activities**

- a. Tell students that they are going to listen to the audio that consists of a description of the world's longest motorable road.
- b. Ask them to go through the questions in **Task B** before they listen to the audio.
- c. Play the audio and ask them to write the answer of the questions briefly (in a few words only). They can write the answers roughly so that they can edit them later.
- d. Monitor their engagement in the listening activity and play the audio until students are able to answer all the questions.

- e. Play the audio as many times as required so as to confirming the answers by students themselves.
- f. Ask students to tell their answers in turn.

**Answers**

- a. Around 48000 KM. – 30000 Miles
- b. 14 countries
- c. Between Central and South America
- d. Since the root is interrupted 160 km wide Darien Gap between Central and South America.

- g. Make necessary corrections in their answers as per the requirement.
- h. Now, ask students to read the questions in **Task C**. Tell them that you will play the audio and they will have to write the missing information in the gap. They can write the answer word/phrases with pencil.
- i. Play the audio and move around them to make sure that students are engaged in listening. If they get a problem anywhere, pause the audio when any particular answer comes. Play the audio again and make them check the answers.

**Answers**

- |                 |   |
|-----------------|---|
| a. 14 countries | b. World's longest motorable road           |
| c. Argentina    | d. climate zones and many varied landscapes |

**Post listening activities**

Ask students to recall the names of the countries mentioned in the audio. Here, you can conduct a speed game to check the retaining knowledge of students. Provide them necessary feedback.

**Speed Game**

- Manage a timer watch.
- Clarify students about the task that they have to collect the names of the countries that they listened to in the audio file and who can note down the largest number of them within a given time frame will be the winner of the game.
- Let them know about the time frame (i.e. 5 minutes) for doing a task.
- Tell them *'The game began....'*
- Observe students and see the watch.
- After five minutes, make them stop writing.
- Ask them to take turns and announce the winner of the match who could collect the largest number of the countries.
- Offer a small gift if possible, to make students more eager in the language classroom.

**12.9 Grammar II**

The grammar task is centered on the use of tense. Students are asked to choose the correct answer from the brackets for completing the text.

**Objective**

To choose the correct answer (based on tense) and complete the given text

**Follow these steps.**

- a. Since this is the second exercise in this unit on the use of future tense, ask students to tell the uses of tense and its aspects as a recall.
- b. Make necessary corrections or add to students' responses.
- c. To check their understanding of the tense, ask them to choose the correct answer from the brackets to complete the text.
- d. Ask one of students to read out his/her answer. Make corrections in her/his answers if required and enquire the others to make corrections accordingly.

**Answers**

- this Dashain
- will be having
- are going to start
- will be trekking
- I am going to practise
- on
- Will have explored
- Will have got

- e. Then, take them to **Task B** and ask students to complete the sentences using the correct form of the verb in brackets. Since the answer may vary, you may assign the task for homework.

**Answers**

- a.... we will have practised for two hours
- b....am going to answer
- c. Are you coming with us?
- d. ...it is going to rain?
- e.... will have been staying...
- f.... will be waiting.

- f. Check the work in the next class and provide necessary feedback.

**12.10 Writing II**

This task is related to notice writing. One write -up as a sample gives the format of a notice. Based on the same, there is a task that has to be asked to prepare a notice.

**Objectives**

- a. To identify the layout, content, language structures etc. used in notice writing
- b. To write a notice following the format

**Follow these steps.**

- a. Since students have been familiar with the parallel writing, ask one of students to read the given notice in the **Task A** and ask the others to tell the major components of a notice.
- b. Make students actively engage in a discussion on the components, lay out, language structure of the given notice.

- c. Help them read the given sample and figure out the components of points such as: date, title, salutation, message, conclusion, letterhead/details of the person or the institution who has published the notice.
- d. Help students to find information about notice writing and tell them why it is prepared (condition).
- e. To check their understanding, instruct students to prepare a notice based on the given question in **Task B**.
- f. Monitor the class and provide feedback whenever necessary. This task can be assigned as group work. For that, divide students into groups to prepare notice through collaborative learning and arrange a setting with materials (sign pens, chart paper/newsprint, adhesive tape etc.). After completion, let them present in the class.

**Sample Notice**

9<sup>th</sup> Feb, 2024

**Notice!**

This is to inform all the concerned that we, the members of the child club in our school, are going to organize an awareness programme “**Fire and safety**” that focuses on making the participants responsive about fire, possible hazards, and safety measures. The programme details are as follow:

Date of the programme: 30<sup>th</sup> Feb, 2024

Time: sharp at 1.30 PM

Venue: Auditorium hall of the school

All the parents, guardians, students, and entire school family of BSS are requested not to miss their active participation in the program and learn about the hazards of fire and its safety measures. We hope the programme gives great insights related to fire-safety and offer them learning for life.

**Secretary**

**Child Club**

**Balmaitri Secondary School, Kavre**

- g. Give feedback to make students more engaging and energize for other tasks too and then tell them to paste on the wall. If time bounds, assign this task as homework, and arrange the presentation in the next class.

**12.11 Project work**

This project work aims to encourage students to explore the names, features, and benefits of the development projects of national pride. Students are asked to make a list of projects of national pride by consulting the internet.

**Objectives**

- a. To explore and make a list of the names of the projects and their types/features of national pride
- b. To assess their direct benefits to the people and country

**Follow these steps.**

- a. Draw the attention of students to the projects of national pride in relation to the reading I of the unit, tell them that they are going to consult online resources to make a list of the projects of national pride.
- b. Ask students to collect the names of the projects of national pride and categorize which of them have direct benefits. Also, ask them to identify the types with other additional information (i.e. hydro project, highway projects.....etc.)
- c. When they complete the task, call one student at a time in front of the class to report their answers.
- d. Do needful correction by providing necessary feedback to encourage them.

### **12.12 Extra bit**

This section contains additional information about words that differ in American and British English in terms of their spelling. Students can study the given words, compare their differences and get additional knowledge on the distinctive words that end with -re/-er, -ence /-ense, -al/il/el/ol/ul, -our/-or, -ise/-ize, -ae/-oe, etc. Students can carry the task on their own, however, the teachers can help them if required.

-o-

## Unit 13 Population and Migration

This unit moves around the theme of its title ‘Population and Migration’. Starting with the discussion of theme population and migration, the unit initiates discussions on their profound implications. The reading texts explore global population trends and the migration of birds. The grammar exercises focus on expressing contradictions and contrast effectively while speaking activities enhance communication skills through interactive discussions. Similarly, the writing tasks involve interpreting charts, writing essays on migration challenges, and researching local migratory patterns. The listening skills also reinforce the theme of the unit, especially the implication of the growth of the human population and the decline of the natural habitat of birds and animals. Through project work, students investigate local migratory patterns. The unit concludes with a study on adjectives to enrich language expression.

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and discuss what they represent.
2.	Reading I Essay: A Century of World Population Trends:1950 to 2050	Pre-Reading questions Match the words with their meanings. Complete the sentences with the correct information from the text. Short-answer questions Post reading question
3.	Pronunciation: Pronunciation of /r/ sound	Pronounce the given words correctly and put them in the right column.
4.	Speaking: Interpreting Figures and Charts, expressing opinions	Interpret the given figures and charts. Ask three of the friends and find out what they have recently done.
5.	Grammar I: connectives of contradiction	Match the sentence halves. Complete the sentences in a suitable way.
6.	Writing I: Interpreting charts	Study the graph and chart and write an interpretation.
7.	Reading II An Essay: Discovering Migration: What Birds Reveal	Pre-reading questions Find the synonyms. Write the names of sports shown in the picture. Match the sentence halves. Short-answer questions Post reading question
8.	Listening: A report	Pre-listening questions Complete the sentences with the correct words/phrases. Short-answer questions Post-listening question



9.	Grammar II: Connectives of Contradiction	Complete the given sentences with the correct alternatives. Join the sentences with the correct connectives of contradiction .
9.	Writing II Essay writing	Write an opinion essay.
10.	Project work: Report writing	Write a report on ‘Migratory Birds/Animals’.
11.	Extra bit	Types of adjectives
<b>Total estimated time</b>		<b>8 Hours</b>

The comprehensive instructional procedures for every topic and set of skills are suggested below. Teacher can adapt or adopt these activities to fit in their context.

### 13.1 Getting started

This activity marks the beginning of the exploration into the unit by analyzing four of the given pictures that illustrate the global trend of population and migration of people, animals and birds. These pictures draw our attention to the effects of human population growth and migration. On the other hand, some pictures also represent the alarming situation of population decline and migration of birds and animals.

#### Objectives

- To identify what the pictures represent
- To analyze the consequences of population growth and migration

#### Follow the given procedures.

- Introduce the topic of the unit ‘Population and Migration’ to the class. Define the terms and explain their relations. Facilitate discussion about the current population trend of our country and the world. Encourage students to talk about the most and the least populous parts of the world. Similarly, talk about the population and status of birds and animals in the world. Next, ask them to look at the pictures given at the beginning of the unit. First, show the first picture (first on the top row from left to right) and ask the following questions to the class to discuss it.
  - What does the first picture illustrate?
  - Which city of the world is being featured in the picture? etc.
  - What does it indicate?
- Motivate all students to participate in the discussion by answering the questions. Listen to their answers and add/ help them with the correct answers as necessary.
- Next conduct a classroom discussion about the second picture. (Second from left to right on the top) Ask the following discussion questions to students for the discussion.
  - What does the second picture illustrate?
  - What is the reason behind the situation presented in the pictures?
  - What is the consequence of the situation presented in the picture? etc.
 Let all students share their ideas. Then add/help with the correct information as necessary.
- After that, lead the discussion to the third (first from left to right on the bottom) picture. Ask the following discussion questions to students in the classroom.
  - What does the third picture show?
  - What are the reasons behind this situation?
  - What are the effects of this situation?
- Ensure that all students have a chance to share their views during the discussion. Listen to them and add your details as required.

- f. Lastly, lead the classroom discussion on the fourth picture (second on the bottom from left to right). Ask the following discussion questions.
- What do you see in the fourth picture?
  - Why does the phenomenon shown in the picture happen?
- Listen to the answers of the students and add more information to their responses as required.

#### **Answers**

- The first picture shows the crowded city where people are crossing roads to reach their destinations. The picture indicates the huge mass of people in the city centres which is the result of overpopulation.
- The second picture illustrates the declining population of reindeer, symbolically the population decline of many wild animals. Human-led activities such as habitat destruction, pollution, climate change, poaching, and invasive species encroachment are the causes. The consequences of this include disrupted ecosystems, diminished biodiversity, etc.
- The third picture shows the migration of people. Various factors such as economic opportunities, political instability, environmental changes, and social reasons drive human migration. This leads to demographic shifts and cultural exchanges across regions and nations.
- In the fourth picture we can see birds migrating. Birds migrate mainly due to changes in food availability, seasonal weather patterns, breeding opportunities, and habitat suitability.

### **13.2 Reading I: A Century of World Population Trends: 1950 to 2050**

The first reading text of this unit is an essay that presents the statistical analysis of global population trends from 1950 to 2050, sourced from World Population Prospects 2022. The text also provides insights into the historical growth and projected future of the global population, offering a comprehensive overview of demographic shifts over time.

#### **Objectives**

- To enhance the reading comprehension skills: read the text and do the comprehension tasks
- To learn vocabulary: surpassing, global, assumptions, mortality, projection, demographic, offspring, stabilization, trajectories, peak, populous, etc.
- To learn about the population trend of a century

#### **Follow these steps.**

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

- Introduce the topic: Explain to students that they are going to read a text that shows the global human population trend from 1950 to 2050, a period of 100 years.
- To warm the class to the lesson and facilitate discussion sessions. Ask the class the following questions.
  - What is the population of Nepal as per the population census of 2078 B.S.?
  - What are the factors that influence the population change in a country?
- Encourage all students to participate in the discussion. Listen to their responses and help them with the correct and additional information as required.

#### **Answers**

- The total population of Nepal as per the population census of 2078 B. S. is 29,164,578.

ii. Factors such as birth rates, death rates, migration patterns, government policies, socio-economic factors, cultural norms, access to healthcare, education, and employment opportunities influence population change in a country.

### While-reading activities

- a. Ask some students to read the text aloud in turn. You may help them with the correct pronunciation and intonation whenever necessary. Ask students to identify any unfamiliar words in the text.
- b. Then discuss the meanings of the unfamiliar words and the words highlighted in the text. Utilize vocabulary activities such as Vocabulary Match-Up, where students match words with their definitions.
- c. To check students' understanding of the vocabulary, instruct them to complete **Task A** matching the words with the correct meanings. Instruct students to work with a partner. When they are done, select some pairs to share their answers with the class. Make corrections in their answers if necessary.

#### Answers

- |                  |   |
|------------------|---|
| a. populous      | v. having a large population; densely populated                       |
| b. mortality     | vii. the number of deaths in a particular situation or period of time |
| c. projection    | iii. an estimation of what figures will be in the future              |
| d. demographic   | ii. relating to the population and different groups within it         |
| e. peak          | ix. to reach the highest point or value                               |
| f. stabilization | iv. the process of making somebody/something unlikely to change       |
| g. trajectory    | i. a path followed by something                                       |
| h. surpass       | vi. to be greater than something; exceed                              |
| i. disparate     | viii. completely dissimilar   |

- d. To check students' comprehension of the text, ask them to work in pairs reading through the text, and complete the sentences in **Task B** with the correct information from the text. Monitor their engagement in the task and offer guidance to scan and skim the text. Once finished, ask some of the pairs to share their answers with the class. Ask the other students to see if their answers are the same. Provide feedback and make corrections to their answers as necessary.

#### Answers

- |                  |                      |                            |
|------------------|----------------------|----------------------------|
| a. 2.1% per year | b. below one percent | c. fertility and mortality |
| d. 2.3 billion   | e. above two billion | f. late 2030s              |
| g. 2023          |                      |                            |

- c. Now, turn to **Task C**. Ask students to work individually to read the questions before scanning and skimming the text again. Then ask them to write the answers in their notebooks. Monitor their engagement in the task, and help them when necessary. Alternatively, assign this task as homework to students and check their work in the next class. Make necessary corrections in their answers.

#### Answers

- a. about three times smaller than the present population.
- b. 2.1 percent per year
- c. due to reduced fertility levels
- d. 9.7 billion

- e. they are the two components of global population growth
- f. China and India
- g. due to different population growth rates
- h. The Democratic Republic of the Congo, Egypt, Ethiopia, India, Nigeria, Pakistan, the Philippines, and the United Republic of Tanzania

**Post-reading activity**

This task emphasizes speaking responses over written answers. As a follow-up to the reading, facilitate a group discussion in the classroom seeking their prediction about the population growth rate of the world in the future. Ask the question to the student: Do you think the world population will increase as projected in the text?

Encourage all students to put forward their opinions. Provide appropriate feedback to their responses and give your own opinion as well.

**Sample answer**

The world population is unlikely to increase in the future as projected. There are changes in many factors affecting population growth such as changes in how many babies people have, advancements in medicine, and people’s awareness about the consequences of uncontrolled population growth. So, while the projection seems reasonable, there's always a chance that things could turn out differently.

**13.3 Pronunciation**

This task is related to pronouncing the the silent /r/ in English.

**Objective**

To pronounce the words with /r/ sounds correctly

**Follow the steps given below.**

- a. Introduce and explain the concept of silent /r/ in English. Provide ample examples of words where the 'r' is silent, such as "world," "furthermore," and "growth." Play the pronunciation of the words through a digital player for accuracy. Next, discuss and explain the relevant rules of silent /r/ in the class.
- b. Ask students to study the list of words in the given task. Encourage them to pronounce each word aloud and identify whether the 'r' is silent or pronounced. Listen to their pronunciation and correct them if necessary. Then instruct them to divide them into the category; pronounced with and without /r/.

<b>Answers</b>	
<b>Pronounced with 'r' sound</b>	<b>Pronounced with 'r' silent</b>
zero: /'zɪərəʊ/	fertility: /fɜ: 'tɪlɪti/
growth: /grəʊθ/	furthermore: / ,fɜ:ðə'mɔ:ɾ/
experience: /ɪk'spɪəriəns/	uncertain: /ʌn'sɜ:tən/
comparable: /'kɒmpərəbəl/	birth: /bɜ:θ/
distribution: / ,dɪstrɪ'bju:ʃən/	future: /'fju:tʃə/
concentrated: /'kɒnsən'treɪtɪd/	

**13.4 Speaking**

This speaking skill focuses on the interpretation of figures and charts. Interpreting figures and charts is a crucial skill in both academic and professional settings. Whether while analyzing data,

presenting research findings, or discussing trends, being able to accurately interpret and discuss figures is essential. This speaking activity explores how to describe and discuss two different figures: "First aid for an unconscious person" and "Household facilities in Nepal." These tasks aim to develop skills to effectively communicate information presented in visual representations.

### **Objectives**

- a. To develop the ability to interpret and describe figures and charts accurately
- b. To learn the vocabulary used in the interpretation of charts and figures

### **Follow the given procedure.**

- a. Introduce the topic, the interpretation of charts and graphs, and discuss its importance. Present examples of different types of figures and charts to familiarize students with visual representations of data.
- b. Next, ask students to study the two figures: "First aid for an unconscious person" and "Household facilities in Nepal." Discuss background information on each topic to ensure students understand the context of the figures.
- c. After that, pre-teach any specific vocabulary related to the topics of first aid and household facilities. Discuss common terms and phrases that may be encountered when describing each figure.
- d. Divide the class into groups and assign each group one of the figures to discuss. Instruct them to take turns asking and telling their group members what the figure represents and what information it shows. Encourage students to use the vocabulary and phrases related to the topic as they discuss the figure.
- e. Monitor their engagement in the interpretation providing support and feedback to groups as they engage in the activity. Finally, ask each group representative to share their observations about the figures with the rest of the class. Finally, provide your feedback on students' speaking skills, highlighting areas of strength and areas for improvement.

### **Sample answers**

#### **a. First aid for an unconscious person**

The figures illustrate first aid for an unconscious person. In the first picture, we can see that a person is dialing a phone number, likely to call for emergency medical assistance. Similarly, the second picture depicts the helper leaning over the unconscious individual, placing his mouth over his mouth providing rescue breathing, and delivering oxygen to the person's lungs. Likewise, the third picture shows the helper observing the unconscious person's chest closely, looking for signs of chest movement. The fourth picture shows the helper applying pressure to the unconscious person's chest with his hands.

#### **b. Household facilities in Nepal**

The table illustrates the distribution of household facilities in Nepal based on data from the National Population and Housing Census of 2011 conducted by the Central Bureau of Statistics (CBS).

Mobile phones emerge as the most prevalent household device, with approximately 64.6% of households owning one, indicating widespread access to communication technology. Radios follow closely behind, with 50.8% of households possessing one, while television ownership stands at 36.5%, with an additional 19.3% having access to cable television. However, access to other electronic devices such as computers and the Internet is relatively low, with only 7.3% and 3.3% of households reporting ownership, respectively. In terms of transportation,

motorcycles are the most commonly owned vehicle at 9.6%, with bicycles following at 32.4%. Refrigerators, reported in 7.2% of households, signify access to modern amenities for food storage.

The data provides insight into the varying levels of access to technology and infrastructure across different socio-economic groups and regions within Nepal.

### 13.5 Grammar I

The present grammar lesson is about the uses of connectives of contradiction. Connectives of contradiction are words or phrases that are used to express contrast or opposition between ideas within a sentence or between sentences. Connectives like "although," "despite," "however," and "yet" are used to express contrast or opposition between ideas within a sentence or between sentences.

#### Objectives

- a. To learn the function of connectives of contradiction
- b. To use the connectives of contradiction effectively

#### Follow the given procedure.

- a. Start introducing and explaining the purpose and function of connectives of contradiction in English grammar through examples of common connectives such as "although," "despite," "however," and "yet" and illustrate how they are used to express contrast.
- b. Now, ask students to work in pairs and study the sentence halves given in **Task A**. Then instruct students to match the sentence halves to form meaningful sentences using the provided connectives of contradiction.
- c. Once they complete the task, review the completed sentences as a class, discussing the correct usage of connectives of contradiction in each sentence.

#### Answers

- a. We continued the match although it was raining heavily.
- b. Dolma was selected for the post even though she had no prior experience for the job.
- c. Christina attended the class despite the fact that she was not feeling well.
- d. I often leave home quite late. However, I always reach my office on time.
- e. Chintamani never participates in social functions despite looking very sociable.
- f. It was snowing heavily, yet it was not too cold.
- g. He did not give up smoking in spite of the warnings of the doctor.
- h. I have never been to Bandipur though it is not far from my home.
- i. We were lost in the town although we had the map of the town with us.

- d. Then lead the class to **Task B**. Ask them to work individually to complete each sentence using a suitable connective of contradiction from the list provided. Encourage them to consider the context of each sentence and choose the appropriate connective.
- e. Facilitate a whole-class discussion on the completed sentences, allowing students to share their responses and explanations for their choices of connectives of contradiction. Then provide your feedback and reinforcement as needed, highlighting effective usage and addressing any errors or misconceptions.

#### Answers

- a. Although I had not seen him before, I recognized him immediately.
- b. Although it was snowing outside, we decided to go for a walk.
- c. In spite of his hard work, he failed to achieve the desired results.

- d. Although she was very shy, Sarmistha gave a good speech at the function.
- e. Although she had never attended French classes, she spoke excellent French.
- f. I had not eaten anything since last evening; nevertheless, I wasn't hungry.
- g. Even though we gave our best effort, we were not qualified for the final match.
- h. There were too many guests even though the restaurant was not very popular.
- i. Although I studied hard, I could only attempt half of the questions.
- j. Even though we provided the best hospitality, she was not pleased with us at all.

### 13.6 Writing I

This writing activity delves into the skill of interpreting charts and graphs. Understanding and analyzing visual representations of information is crucial for effective communication. Interpreting charts and graphs is important, especially for analyzing demographic trends, economic indicators, or scientific data. The lesson includes two charts: one depicting Nepali student migration and the other illustrating the distribution of population in Kathmandu Metropolitan in terms of languages, based on the population census of 2011.

#### Objectives

- a. To develop the ability to interpret and analyze charts and graphs effectively
- b. To learn to explain trends and patterns depicted in visual data
- c. To enhance critical thinking skills and the ability to draw conclusions based on visual information

#### Follow the given procedures.

- a. Review the concept of charts as visual representations of information and the ways of describing the data from them.
- b. Next, introduce the two charts given in the task to students. Provide background information on the data sources and any relevant context to help students understand the charts.
- c. Guide students through the process of analyzing each chart, focusing on key elements such as labels, axes, legends, and data points. Offer guidance to students to identify trends, patterns, and relationships depicted in the charts, and to consider any outliers or unusual data points. Also, present the class with a list of vocabulary used in chart interpretation.
- d. Now instruct students to write an interpretation of each chart, summarizing the main findings and ideas derived from the visual data. Encourage students to explain any notable trends or patterns they observe, and to draw connections between different data points. Teach them how to structure their interpretations effectively, including an introduction, body paragraphs, and a conclusion.
- e. Allow students the time to write their interpretations of the charts, using the skills and strategies they have learned in class. Encourage them to use descriptive language and precise terminology to convey their insights accurately. Then, have students exchange their interpretations with a partner for peer review.

#### Sample answers

##### a. Nepali student migration

The bar chart illustrates Nepali students' migration from 2009/2010 to 2018/2019, a period of

ten years. Overall, there is a notable upward trend in Nepali student migration over the specified period.

In 2009/2010, the number of Nepali students migrating for education purposes stood at 26,948. Subsequently, there was a significant decrease in the number of migrating students in the following year, 2010/2011, with only 11,912 recorded migrations. However, this trend reversed in the subsequent years, as the number of migrating students increased steadily.

The years 2013/2014 and 2014/2015 witnessed a notable surge in student migration, with figures reaching 28,126 and 30,696, respectively. This upward trajectory continued in the following years, with the number of migrating students surpassing 50,000 in 2016/2017 and reaching a peak of 63,259 in 2018/2019.

The bar chart illustrates a consistent growth in Nepali student migration for educational purposes over the specified period, reflecting increasing opportunities and aspirations for higher education among Nepali students.

#### **b. Distribution of population of Kathmandu Metropolitan in terms of languages**

The given pie chart illustrates the distribution of the population in Kathmandu Metropolitan in terms of languages, based on the population census of 2011. The chart provides a breakdown of the population according to different language groups.

The largest segment of the population, comprising approximately 61.26%, identifies Nepali as their primary language. This indicates that Nepali is the most widely spoken language among the residents of Kathmandu Metropolitan. Following Nepali, the next significant language group is Newar, representing approximately 19% of the population. This suggests a substantial presence of Newar speakers within the metropolitan area. Other notable language groups include Tamang (approximately 1.60%), Gurung (approximately 5.55%), and Maithili (approximately 1.81%). These groups, while smaller in proportion compared to Nepali and Newar, still represent significant linguistic diversity within the population of Kathmandu Metropolitan. The remaining language groups, such as Hindi, Bhojpuri, Magar, and Sherpa, each contribute to the overall linguistic landscape of the metropolitan area, albeit to a lesser extent.

Overall, the pie chart highlights the rich linguistic diversity present in Kathmandu Metropolitan, with Nepali being the dominant language followed by various ethnic and indigenous languages spoken by smaller segments of the population.

### **13.7 Reading II: Discovering Migration: What Birds Reveal**

The second reading text in this unit is an essay entitled "Discovering Migration: What Birds Reveal." The text explores the topic of migration, particularly focusing on the remarkable journeys undertaken by birds and various aspects of this natural view. The essay also highlights the reasons behind bird migration, the challenges faced by migrating birds, and the significant role they play in ecosystems worldwide.

#### **Objectives**

- a. To read the text and comprehend it



- b. To learn the vocabulary: transformed, incredible, roadmap, destinations, pace, retrace, pastures, witness, grab, elevations, waterlogged, refuel, cluster, crucial, stopover, leg, layover, perilous, etc.
- c. To learn about the migration of birds and its reasons

**Follow these steps.**

**Pre-reading activities**

- a. Introduce the topic of bird migration and its importance in the natural world. To further warm up students ask the following questions to students for class discussion.
  - i. Have you ever noticed birds and animals migrating to new places?
  - ii. Why, do you think, they migrate?
- b. Encourage all students to participate in the discussion expressing their views. Listen to their responses and sum up the discussion with your own opinions if necessary.

**While reading activities**

- a. Ask students to read the text silently, highlighting the unfamiliar words or phrases.
- b. Facilitate a guided reading session, where students take turns reading paragraphs aloud, focusing on pronunciation and comprehension. Help them to read with accuracy and correct pronunciation.
- c. Organize vocabulary activities, such as defining unfamiliar words, identifying synonyms, or completing fill-in-the-blank exercises, to reinforce vocabulary acquisition. To test the understanding of vocabulary, instruct students to work in pairs to identify synonyms and antonyms of the given words in **Task A**. Monitor their engagement in the task. Once they complete it, ask some pairs to share their answers. Review their answers and make corrections if necessary.

**Answers**

Word	Synonym	Antonym
a. transform	change, remodel, revamp, commute	stagnate, hold on
b. incredible	unbelievable, amazing, wonderful	credible, plausible
c. roadmap	guideline, plan, direction, map, protocol	NA
d. retrace	backtrack, recall, recollect, reminisce	forget
e. grab	clutch, snatch, capture	free, liberate, release
f. elevation	height, altitude	flat, level, lowness
g. waterlogged	wet, sodden, soaked, drenched	dehydrated, dry, arid
h. refuel	refill, replenish, restock	deplete, exhaust
i. cluster	array, band, bunch, clump	chump
j. crucial	vital, fundamental	trivial, insignificant, unimportant
k. perilous	risky, dangerous, terrifying, precarious	harmless

- d. Next, move to **Task B**. Instruct students to work in pairs. Ask them to study the sentence halves a-f and i-vii and match the first halves with their correct endings. Guide them to scan and skim the text before matching the sentence halves. Allow them time for discussion. When they are finished, have them share their answers. Check the work providing feedback and making corrections.

a. In the past people had the misconception that <u>birds hid underground or changed into</u>
---

some other birds.

- b. To supply themselves with **energy birds fly rapidly like marathon players.**
- c. When the weather is favourable in spring **birds fly back to their habitats.**
- d. As a sign of partial migration some **birds travel to a different place while others don't.**
- e. To wait for favourable weather **some birds stop to feed themselves with grain.**
- f. For better flying conditions **some birds choose to during the night**

- e. Finally, move to **Task C**. Ask students to work individually to read the questions before scanning and skimming the text. Then ask them to write the answers to questions. Monitor their engagement in the task and help them when necessary. Alternatively, assign the task as homework and check their work the next day providing necessary feedback and making corrections.

### **Answers**

- a. They can travel miles away over land and oceans without a roadmap or compass.
- b. Birds consider factors such as changing winds, their weight, storms, and energy.
- c. Other animals that migrate include insects, amphibians, reptiles, fish, and mammals.
- d. Scoters dive underwater to grab shellfish from the ocean floor.
- e. Mountain birds, such as brindled titmice and mountain chickadees travel up and down instead of going north to south.
- f. Within bird species, some birds may travel while others do not. This is called partial migration of birds.
- g. Sea terns cannot rest for long on the water because they become waterlogged.
- h. Some birds feed on flies while flying while some others rest to feed and fly again.
- i. The chattering of birds and their sight during moon watching are the signs of birds flying in the night sky.

### **Post-reading activity**

This task leads the discussion beyond the text. The question in this task is not meant to be answered based on the reading text. However, the task is related to the reading text and indirectly helps students to answer the question. Facilitate discussion sessions in the class encouraging students to share their experiences of sightings of birds migrating. Ask the class the following questions.

- i. Have you heard or seen birds migrating?
- ii. What could be the reasons for their migration?

Encourage all students to share their experiences and views. Sum up the discussion with appropriate feedback and add your own experience and opinion if necessary.

### **Sample answers**

I have witnessed birds migrating in groups. Last time I saw some parrots migrating during the fall season last year, particularly in October.

I think birds migrate for various reasons: to find better food sources, escape harsh weather conditions, and breed in optimal environments.

## **13.8 Listening**

This listening activity features a news report by Ian Lee discussing the findings of a recent report from the World Wildlife Fund (WWF) regarding the alarming decline in global wildlife

populations and its implications for the planet. The report highlights the critical need to reconsider our food production methods to mitigate the threats to biodiversity and preserve the environment.

### Objectives

- a. To comprehend the audio and do the tasks based on it
- b. To develop the ability to recall and retain information from spoken English

### Follow the given procedures.

#### Pre-listening activity

- a. Introduce the listening task to students. To warm up the class to the activity, conduct discussions about the status of wild animals in the world and their importance to the ecosystem. Ask the following questions for discussion.
  - i. What do you think is the status of populations of animals in the world?
  - ii. Why is wildlife important to human beings?
- b. Encourage the participation of all students in the class. Listen to the answers of students, provide feedback on their answers, and add your details as necessary.

#### Answers

- i. The status of animal populations in the world is concerning, as indicated by the findings of the World Wildlife Fund's report. Over the past 50 years, wildlife populations have experienced a significant decline. This decline poses a threat to biodiversity and the delicate balance of ecosystems worldwide.
- ii. Wildlife is crucial for maintaining ecological balance, supporting biodiversity, and preserving the health of ecosystems. It also provides economic value through activities like tourism and sustains cultural traditions. Additionally, wildlife research contributes to scientific knowledge and innovation. Overall, wildlife plays a vital role in enriching our lives and sustaining the planet.

#### While-listening activities

- a. Tell students now they are going to listen to a news report about the findings of a recent report from the World Wildlife Fund (WWF) regarding the alarming decline in global wildlife populations and its implications for the planet.
- b. Instruct them to read the questions in **Task B** before listening to the audio and make some speculations about the information to fill in the gaps. Make a list of unfamiliar vocabulary to students and pre-teach them with an appropriate technique.
- c. Play the audio and ask students to complete the sentences in the task with the correct information from the audio.
- d. Monitor students' engagement in the task. Play the audio multiple times if necessary. Make sure that all students have attempted all the questions correctly.

#### Answers

- |             |                 |                                   |
|-------------|-----------------|-----------------------------------|
| a. get food | b. under threat | c. nearly 70%                     |
| d. 21,000   | e. up to 80%    | f. living a more sustainable life |

- e. Next, move to **Task C**. Instruct students to work individually to read the questions in the task and answer the questions in a Maximum of Four Words while they listen. Ask students to write the answers first in pencil. Play the audio and monitor their engagement in the task. Play the

audio until all students have answered the questions. Once completed, ask students to share the answers. Check their work with necessary corrections. Then ask them to transfer the answers to an answer sheet.

#### **Answers**

- a. Decline in the overall planet
- b. Destruction of rainforest or Agriculture
- c. Forests and grasslands
- d. Our kitchen

#### **Post-listening activities**

- a. Engage students in further discussion about the conditions of wildlife in Nepal and the efforts the country has made to save them. Ask the class the following questions for discussion.
  - i. What are some of the most prominent wildlife species in Nepal, and why are they significant?
  - ii. Can you identify any specific threats or challenges faced by wildlife in Nepal? How do these threats compare to those faced by wildlife in other regions?
  - iii. What are some of the conservation initiatives or programmes that Nepal has implemented to protect its wildlife?
- b. Encourage them to share the efforts.

#### **Sample points for discussion**

Some of the most prominent wildlife species in Nepal include the Bengal tiger, one-horned rhinoceros, snow leopard, Asian elephant, red panda, and various species of birds such as the Himalayan Monal. These species are significant because they are iconic symbols of Nepal's rich biodiversity and are often considered flagship species, meaning their conservation also benefits many other species within their ecosystems.

Specific threats or challenges faced by wildlife in Nepal include habitat loss and fragmentation due to human activities such as deforestation, agricultural expansion, and infrastructure development. Additionally, poaching and illegal wildlife trade pose significant threats to species like the Bengal tiger, rhinoceros, and snow leopard. Climate change also poses risks, affecting habitats and altering ecosystems. While these threats are similar to those faced by wildlife in other regions, Nepal's unique geographical and ecological diversity adds complexity to conservation efforts.

Nepal has implemented various conservation initiatives and programs to protect its wildlife. These include the establishment of national parks, wildlife reserves, and conservation areas such as Chitwan National Park, Bardia National Park, and Sagarmatha National Park. The government has also introduced community-based conservation programs that involve local communities in wildlife protection efforts while providing them with alternative livelihood opportunities. Additionally, anti-poaching patrols, habitat restoration projects, and initiatives to reduce human-wildlife conflict are among the strategies employed to safeguard Nepal's wildlife.

### **13.9 Grammar II**

This grammar activity continues the concept of connectives of contradiction from **Grammar I** of this unit. However, the tasks in this section focus on the application of students' knowledge of these connectives.

#### **Objectives**

- a. To use the connectives of contradictions appropriately

- b. To connect the sentences with the connectives of contradictions

**Follow the given procedures.**

- a. Review the introduction of connectives of contradiction as words or phrases that express opposing or contrasting ideas within a sentence or between sentences. Present each connective of contradiction individually, explaining its meaning and usage.
- b. Instruct students to work in pairs and study sentences in **Task A**. Ask them to choose the right alternative to complete the text. Monitor and encourage them to analyze the context of each sentence and choose the appropriate connective of contradiction.
- c. Then review the answers in the class, discussing the reasons behind each choice and clarifying any misconceptions.

**Answers**

- a. we have different ideologies
- b. Despite
- c. Even though
- d. despite the fact
- e. However,
- f. scientists have made lots of research
- g. In spite of
- h. although
- i. but
- j. they came to the party

**13.10 Writing II**

This writing skill is concerned with essay writing, particularly, opinion or persuasive one. Opinion essays prompt students to express their personal opinions on a given topic while providing supporting arguments and proposing solutions. They hold significant importance in language learning as they encourage students to articulate their thoughts, analyze complex issues, and develop persuasive writing skills.

The given task revolves around the subject of migration of youths and professionals from Nepal to foreign countries, a topic that stimulates students to reflect on the socio-economic implications of this phenomenon and propose viable solutions.

**Objectives**

- a. To express opinions clearly and coherently in written form
- b. To organize opinions to write essays cohesively and coherently

**Follow the given procedure.**

- a. Begin the lesson by introducing the opinion essay and its organization. Then conduct a brainstorming session on the trend of Nepali youths and professionals' migration to foreign countries, and the problems caused by the migration of youths and professionals from Nepal. Encourage students to consider various aspects such as economic impact, brain drain, social implications, and cultural erosion.

- b. Explain the structure of an opinion essay, including the introduction, body paragraphs, and conclusion. Also, provide examples of the topic sentence, transition words, and phrases to help students organize their ideas coherently.
- c. Next, instruct students to write the draft of their essays individually. Provide support and guidance as students draft their essays, offering feedback on organization, language use, and content.
- d. Organize peer review sessions where students exchange and provide constructive feedback on each other's essays. Then provide your feedback on the essays, highlighting strengths and suggesting areas for further development.
- e. Assign homework to them to edit their essay based on your feedback. Instruct them to focus on grammatical accuracy and overall organization of the essay. Check their work the next day with necessary feedback.

### **Sample essay**

#### **Impacts of Migration**

In recent years, many young people and skilled workers have been leaving Nepal to find better opportunities in other countries. This kind of migration has made people worry about how it affects Nepal's society and economy.

One big problem is called brain drain. This happens when smart and skilled people leave Nepal, making it hard for the country to grow and do new things, especially in areas like healthcare, teaching, and technology. Also, because these smart people leave, there aren't enough skilled workers in Nepal, making it hard for the country to reach its goals for growth.

To help with these problems, Nepal needs to focus on keeping its talented people and helping them grow. This means investing in education and training so young people have the skills to help Nepal. The government can also do things like offer better pay and chances to move up in jobs to keep skilled workers from leaving. It's also important to encourage new ideas and businesses. By doing things like helping new businesses start and grow, Nepal can make a better environment for smart and skilled people to stay and help their country.

In short, many young people and skilled workers leaving Nepal is a big problem. But by helping talented people stay and grow, Nepal can overcome these problems and make the most of its talented youth for a better future.

### **13.11 Project work**

This project work focuses on studying the migratory birds and animals found in the locality of students. Migratory species play a crucial role in maintaining the balance of ecosystems. By studying them, students can gain valuable insights into their behaviors, habitats, and the factors driving their migrations. Through this project, they will have the opportunity to explore the fascinating world of migratory wildlife in their area and gain a deeper understanding of the importance of wildlife in the natural world.

#### **Objectives**

- a. To develop research and presentation skills
- b. To learn about migratory birds and animals, and their importance for biodiversity

**Follow these steps.**

- a. Begin with the introduction of the project work that includes the concept of migration and its significance in the animal kingdom. Briefly discuss different types of migratory behavior observed in birds and animals, such as seasonal migration and long-distance migration.
- b. Next, divide students into groups based on the specific locality to study the migratory birds and animals. Offer guidance on conducting research and gathering information from reliable sources such as field guides, wildlife organizations, and scientific publications. Encourage each group to research the migratory species found in their assigned locality.
- c. Once the groups collect data, assist them in analyzing the collected data and organizing it into a coherent report format. Present templates for report writing and guide students to collaborate within their groups to compile their findings and prepare a detailed report.
- d. Once finished, provide opportunities for students to present their reports to the class through oral presentations or poster presentations. Encourage them to effectively present their findings, highlighting key migratory species, migration patterns, and ecological significance.
- e. Facilitate a class discussion on the findings presented by each group, encouraging questions and reflections from classmates.
- f. Finally provide your feedback and suggestions to each group and instruct them to prepare the final report of their findings.

**13.12 Extra bit**

This section includes the task that gives students additional information in the unit. This particular section provides additional detail about adjectives and their types. Adjectives are fundamental elements of language that modify nouns or pronouns by providing descriptive or specific details. They play a crucial role in enhancing the clarity and vividness of communication by adding depth and color to our descriptions. This section of the unit explores the various types of adjectives, each serving a distinct purpose in conveying information about the nouns or pronouns they modify.

ΩΩΩ

## Unit 14

### Travel and Adventure

This unit spins around the theme travel and adventure. 'Travel' generally refers to the act of visiting different locations for any purpose. 'Adventure' refers to an exciting and daring experience with sense of thrill and excitement that often involves taking risks and encountering the unknown. Together, 'travel and adventure' implies a spirit of exploration and a willingness to embrace the unknown for the sake of memorable and thrilling experiences.

The unit carries two reading tasks related to the theme. In addition to the regular tasks of pronunciation, and listening, the unit includes grammar and language function: question tag and confirmation and denying. Under writing tasks, the unit embodies travelogue and brochure writing. Here, we have a brief overview of the unit.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Discuss in group on the basis of given pictures.
2.	Reading I Expect the Unexpected	Opinion based pre-reading questions Complete the sentences. Find where a traveller can do the given things. Answer these questions. Post-reading question for reasoning
3.	Pronunciation	Different pronunciation of the same letter
4.	Speaking (confirmation and denying)	Act out the given conversations. Have similar conversations in groups of three. Complete the broken dialogue.
5.	Grammar I (Question tag)	Match the sentences with their question tags. Supply the correct question tag.
6.	Writing I (Travelogue writing)	Write a travelogue based on the given clues.
7.	Reading II Weathers	Guess the answers of pre reading questions Find the words that are similar in meaning. Answer the following questions. Complete the interpretation. Post-reading question
8.	Listening	Pre-listening questions Listen and number the pictures Post listening task: sharing a travel experience
9.	Grammar II (Question tag)	Add suitable question tags.
10.	Writing II (Brochure)	Prepare a brochure of a touristic place.
11.	Project work	Read an adventure story and present main events.
12.	Extra bit	Contractions
<b>Total estimated time</b>		<b>9 Hours</b>



Now, the activities dealing with these tasks are presented hereafter. However, it's important to note that the activities listed here serve as examples, and teachers have the flexibility to either adopt these methods or create and customized activities that better suit to their classroom settings.

### 14.1 Getting started

This discussion is for warm up to connect students to the theme. In this task students discuss and share their expectations related to travel. Follow the procedures given below to facilitate the learning activities.

#### Objectives

To look at the pictures of different places and discuss which place they wish to visit

#### The teacher could follow these steps.

- a. Draw attention of students to the given pictures and ask them which place they wish to visit.
- b. Make them take turn and talk about each picture. Give introductory information when required.

1. **Swargadwari** is one of holy places in Nepal. Swargadwari temple is situated in Pyuthan district. The name Swargadwari is a Nepali word in which “Swarga” means “Heaven” and “Dwar” means “Gate or Door”. So, pilgrims believe it as the gateway to heaven.
2. **The Ugratara temple** is a famous religious and tourist temple located in Dadeldhura district. Built in pagoda style, this temple is considered to be one of the nine Bhagwati temples in the far west of Nepal. The idol of Goddess Parvati is the main idol of the temple.
3. **Mahaboudha Temple** is located in Patan. Built in the shikhara style, the shrine takes its name from the hundreds of terracotta tiles that cover it, each bearing an image of the Buddha. Engraved on the walls of Mahaboudha Temple are up to nine thousand carvings of images of Buddha, giving Mahaboudha its name. The temple dates from 1585, but was totally rebuilt after the 1934 earthquake.
4. **Boudhanath Stupa** is one of the largest spherical stupas in the world. It is a UNESCO World Heritage Site in Nepal and is a prominent tourist attraction in Kathmandu.

- c. Encourage them to speak and put their views.
- d. Help them elicit connection of the given pictures to the theme of the unit. Also try to relate the discussion to the text in reading I.

### 14.2 Reading I: Expect the Unexpected

The reading I is a text titled "Expect the Unexpected".

#### Objectives

- a. To learn the vocabulary: triangle trip, charm, nestled, sophisticated, riot, colonized, cremation, grisly, deceased, canoeing, tranquil, vestiges, hoaxes, etc.
- b. To read the text and do the comprehension tasks

**Follow these steps.**

**Pre-reading activities**

- a. Start with casual interaction related to travel interests and experiences.
- b. Encourage students to participate in the discussion. They may bring various experiences if encouraged.
- c. Connect the discussion to the pre-reading task. Give clues to elicit the thematic ideas.

- a. Yes, I do. I like travelling because travelling not only refreshes us but also gives us varieties of ideas related to different places and people living there.
- b. My favourite tourist place is Pokhara because I love climbing hills, observing sceneries, and boating. All these activities are possible in Pokhara.

- d. Accept and appreciate varieties of answers.
- e. Ask students to read the text on their own and pay attention to the highlighted words.
- f. Assist them to find the meaning from a dictionary in case they don't know.

**While-reading activities**

- a. Divide the class in three groups and assign them the part of the text related to different places. Each group represents either, Kathmandu, Pokhara, and Chitwan.
- b. Ask students to read the respective part of the text and tell them they will work as a representative of that place.
- c. Make students organize a conference of the representatives. Guide and assist them when they work. For this, ask each group to prepare their presentation in collaboration and present about their place in front of the class. Let other groups ask questions related to the place.
- d. Have discussion on major vocabulary or the words they find difficult to understand. Same group remains responsible for the words from their respective sections.
- g. After discussion, lead them to **Task A**. This task can be carried out at an individual level.

**Answers**  
a. nestled b. riot c. murals d. grisly e. privilege f. vestige g. hoaxes h. colonized

- h. Take answers from students and correct their answers and provide additional feedback when needed.
- i. Now, call them to see **Task B**. This Task also can be continued in the same groups as they worked in the reading. Ask them to do **Task B**. Swap their answers to other groups and let them check. Discuss if there are any confusion.

S. N.	Activities	Kathmandu	Pokhara	Chitwan
	They can enjoy a collection of different colours on the street walls.	√		
a.	Cycle around the village			√
b.	Visit Durbar square	√		
c.	Go paragliding		√	
d.	Hang out with local people even at night	√		

e.	Meet sadhus and take photographs with them	√		
f.	Walk up to the hill and view the Himalayan ranges		√	
g.	Watch the sunrise		√	

j. To further assess the reading comprehension of students, ask them to answer the questions in

**Task C.** Ask the individual students to read the text and do the task.

**Answers**

- a. The three things that amazed the writer in Kathmandu are red-brick houses, people's smiling faces, and roaming cattle and busy traffic.
- b. Murals with riot of colours on the street walls depicting symbols, people, animals, and creative images stretching for more than a mile indicate that street art is rising in Kathmandu.
- c. The two World Heritage Monuments located in Kathmandu are the Durbar Square and the Pashupatinath Temple.
- d. According to the writer, the Nepalis perceive death as an everyday experience.
- e. Two special things the writer mentions about the Pashupatinath temple are the outdoor cremation and genuine sadhus.
- f. Chitwan National Park offers activities like jungle safari, cycling, boating, and especially various wild-life experiences to its visitors.
- g. The writer recommends physically active travellers to visit Chitwan.
- h. Two things that visitors can do in Pokhara are boating and paragliding.
- i. Sarangkot is known for breathtaking sunrise and close-up views of beautiful ranges of mountains.
- j. When the writer was leaving Nepal, he almost cried and wished for a next revisit very soon.

k. Check their answers in the next class and give them feedback.

**Post-reading activity**

- a. Ask students if they have ever visited or wished to visit the places mentioned in the text. Encourage students to share from their life experience.

**Sample answer**

Out of the three choices, I would prefer Pokhara. Some of the reasons behind are: Pokhara is renowned for its stunning natural beauty. It is situated by Phewa Lake with a backdrop of the Himalayas, including views of Annapurna and Machhapuchchhre. The city offers opportunities for boating, trekking, paragliding, and relaxation. If you enjoy outdoor activities and want to experience a more serene environment, Pokhara is a top pick.

**14.3 Pronunciation**

This pronunciation exercise is related to different pronunciations of the same letter.

**Objective**

To identify different pronunciations of the same letter and use them accordingly

**Follow these steps:**

- Ask students to make four columns on a page of their copy.
- Now, read each word loudly with much emphasis on the intended letters c and ch.
- Make students follow their teacher and group the words.
- Also guide them how to consult a dictionary to find the right pronunciation.
- Lead them through the discussion on each word of the given task.

Words with /tʃ/ sound	Words with /ʃ/ sound	Words with /s/ sound	Words with /k/ sound
attach, much, which, sandwich, detach, ostrich, enrich, spinach	electrician musician beautician champagne brochure	decent, incident	ache, chaos, architect, mechanic, technology, chemical, chemist, scheme, mechanical, cholera, cordial, traffic, echo, chorus, club

- Check how students follow the teacher or the audio. Observe how they do on their own and add necessary feedback.

**14.4 Speaking**

This speaking activity is based on the language function of confirming and denying.

**Objective**

To have conversations by confirming and denying

**Follow the following procedure.**

- Get three groups of students with three members in each group to act out the given conversations in **Task A**.
- Suggest others to pay attention to how they are confirming or denying the given situations.
- Introduce and clarify the intended language function confirming and denying and its uses.
- Now, lead them to the given **Task B**. Form other three groups with three members in each. Assign one/one situation of task B to each group to make and present similar conversations in the class.

**Sample conversations**

- Amit: You have an intense interest in basketball, haven't you?  
 Kiran: Yes, I have. I have been taking basketball training classes for the last six months.  
 Rashik: So have I. I regularly go to basketball practice with my friends.
- Riya: I want to be a teacher.  
 Maya: Really? So do I. I am studying education to be a teacher.  
 Jiya: But, I don't. I want to be a researcher.
- Raj: Art galleries are the best places for me to pass my leisure time.  
 Tina: Oh, so are mine. I visit art galleries quite often.  
 Ranjan: But I don't. I would rather go to the movies.

- e. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.
- f. Now, make students do **Task C** on their own.

**Answers**

Puja Sushma, you live with your aunt, **don't you?**

Sushma: Yes, I do. I've been living with her since I came to the city.

Puja: **But I live with my parents.** My mother is a mason and my father teaches in a primary school.

Sushma: Oh, does he? **So does my uncle.** He teaches secondary students. He finds some time to help me with my studies.

Puja: Really? You are very fortunate. **I don't have such an opportunity.** Anyway, my father always encourages me to be a good human being.

Sushma: Well, my aunt always thinks about how I can get good achievements in my studies. She hardly teaches me life skills.

Puja: **Neither does my mother.** She only tells me to read and write.

- g. Do mass correction and add discussion where they get confused.

**14.5 Grammar I**

This grammar item is related to the question tag.

**Objectives**

- a. To add appropriate questions tags to the given statements
- b. To use question tags in context

**Follow the given procedure.**

- a. Write some examples of question tags and discuss.
- b. Introduce or make them introduce a question tag and talk about the uses.
- c. Help them infer the basic rules applied in the examples.

**Short information on tag question**

A question tag is a short question added at the end of a statement. These tags are mostly used in spoken English to seek confirmation, agreement, or to engage the listener in further conversation. Question tags are typically formed by using an auxiliary verb or a modal verb that matches the tense of the main clause, along with a pronoun. For examples:

He is a doctor, isn't he?

You finished your homework, didn't you?

- d. For making the learning fun, make the class create **a question tag story**. Set a context and ask them to contribute with a statement containing a question tag. Encourage creativity and humour to make the atmosphere light-hearted. Write the question tags they used on the board and discuss where necessary.
- e. Now, ask students to go to **Task A** individually and do them on their own.

**Answers**

Column A

Column B

- a. They don't need to come this evening, **do they?**

- b. James is working on that, **isn't he?**
- c. Punam's parents have been retired, **haven't they?**
- d. It was raining that day, **wasn't it?**
- e. You hadn't met me before, **had you?**
- f. He never came again, **did he?**
- g. She can rarely come these days, **can she?**
- h. You hardly ever came late, **did you?**
- i. I barely know you, **do I?**
- j. You would scarcely expect her to know that, **would you?**
- k. Nothing will happen, **will it?**
- l. I am right, **aren't I?**
- m. You have to go, **don't you?**
- n. I have been answering, **haven't I?**
- o. Nothing came in the post, **did it?**

- f. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.
- g. Suggest them to work in pairs for **Task B**. They may discuss and make suitable tags for the given statements. Help wherever required.

#### Answers

a. won't it?, b. could I? c. do you? d. would we?, e. isn't it?, f. will you?, g. do they?, h. don't you?, i. could you?, j. will you?, k. hasn't she?, l. isn't he?, m. can't you?, n. will you?, o. shall we?, p. will you? q. did it?

- h. Ask one by one questions to anyone member of each pair or do mass correction. Give necessary when needed. You can refer a good grammar book for self-study.

## 14.6 Writing I

This task concentrates on writing a travelogue.

### Objective

To write a travelogue

### Follow the given procedure.

- a. Share an account of a visit (of your own or someone else's) to any place.
- b. Introduce them what travelogue is: a travelogue is a narrative account of a person's experiences, impressions, and observations during a journey.
- c. Call one or two of them in front of the class and make them share their similar experiences.
- d. Ask students to do the task as homework.

#### Sample answer

#### My Visit to Pokhara

I recently visited the enchanting city of Pokhara. The journey was planned by our school, and with excitement, all 120 classmates of grades 9 and 10, accompanied by 9 teachers, set out on an educational excursion and a much-needed refreshment during the winter vacation.

Our first stop was the picturesque Phewa Lake, where the tranquil water reflected the breathtaking Annapurna mountain range. Boating became a collective endeavor as laughter echoed across the lake. The sense of camaraderie among classmates and teachers enhanced

the beauty of the natural surroundings.

The exploration continued with visits to mysterious caves that unveiled the geological history of the region. We visited Bat cave and Mahendra cave. The museums provided an insight into Pokhara's rich cultural heritage.

As the sun dipped below the horizon, an evening walk along the lakeside became a memorable experience. The vibrant atmosphere, well-lit by the glow of shops and the shimmering lake, created lasting impressions in our minds.

Throughout the journey, I learned the profound strength of Pokhara's cultural and natural beauty, resonating not just in its landscapes but also in the warmth of its people. The trip was a perfect blend of education and recreation, weaving together lessons of geography, history, and the importance of cherishing the world's diverse wonders. Pokhara, with its serene landscapes and welcoming locals, imprinted itself into our memories as a destination where education meets the appeal of nature.

- e. Check their writing and provide feedback.

### 14.7 Reading II: Weather

The second reading text in this unit is the poem "Weathers" by Thomas Hardy.

#### Objectives

- To recite the poem
- To learn the vocabulary: showers, betumble, chestnut, nestlings, spring-muslin, shuns, throb, dons, rivulets, etc.
- To read the poem and do the comprehension tasks

#### Follow these steps.

##### Pre-reading activities

- Ask students to look at the given pictures. Now, based on the pictures, ask them to guess: the content and seasons shown there.
- Discuss about the picture and connect the discussion to the pre-reading questions.

- The first and second pictures represent a snowy winter season and green spring season respectively.
- The differences seen between the pictures are: the first picture shows a bird on a snowy landscape. The bird looks a bit inactive, probably due to the cold. Whereas in the second picture, the bird is on a branch of a green tree. It looks quite active.

- Accept any other logical possible answers too. Also share your observations.
- Ask students to read the pink highlighted words before they go to the discussion of the poem.

##### While-reading activities

- Ask students to read the poem on their own. Ask them to take help from the teacher for the words they found difficult to pronounce.
- Recite the poem aloud and say students listen to the recitation carefully. Alternatively, play the audio of the poem through the link from the internet.
- Now, make students take turns and recite the poem aloud in front of the class.
- Assist them in case they get problems with reading and correct pronunciation.

- e. Discuss in the class about the structure of the poem: It is a lyrical poem in two stanzas with nine lines in each. Except the last line of each stanza that rhymes with the second line again, the rest of the poem has alternative regular rhyming.
- f. Next, lead students to line by line discussion and interpretation of the poem. Try to connect the idea that the poem is about the poet's impression on spring and the winter season.

The poem 'Weather' is about the relationship between nature and humanity. Each stanza represents a different season, and each season is personified as having its own distinct personality and emotions. Autumn is melancholy and reflective, winter is harsh and unforgiving, spring is joyful and exuberant, and summer is lazy and carefree.

But it's not just the seasons that have personalities in this poem. The human narrator also interacts with the weather in a very personal way. In the first stanza, the narrator is "Sad" and "sunk" in the autumn drizzle. In the second stanza, he is "chilled" and "numbed" by the winter cold. In the third stanza, he is "glad" and "hopeful" at the first signs of spring. And in the final stanza, he is "lazy" and "luxuriating" in the warmth of summer.

This interplay between nature and humanity is a central theme of "Weathers." Hardy suggests that our moods and emotions are intimately tied to the natural world around us. We are not separate from nature, but rather a part of it. Our emotions are shaped by the weather, just as the weather is shaped by the changing seasons.

Another theme that runs throughout "Weathers" is the passage of time. The changing seasons are a metaphor for the cycles of life and death, growth and decay. The poem begins with the melancholy of autumn, a season that is often associated with aging and decline. It then moves through the harshness of winter, the renewal of spring, and the laziness of summer. This progression mirrors the stages of human life, from birth to death.

But even as "Weathers" acknowledges the inevitability of change and decay, it also celebrates the beauty and joy of life. Each season brings its own unique pleasures, whether it's the crisp air of autumn, the snowflakes of winter, the flowers of spring, or the sunshine of summer. Hardy reminds us that even in the midst of hardship and sorrow, there is always something to be grateful for.

(<https://eliteskills.com>)

- g. Now, draw their attention to the comprehension **Task A**. Choose any technique: asking one by one or to the whole class at once. Check their answers.

**Answers**

a. showers b. bills c. maid d. betumble e. nestlings f. shuns g. duns h. throb i. rivulets

- h. Next is **Task B**. Let them read the poem and answer the questions. Ask them to do it in the class.

**Sample answers**

a. In the spring, the nestlings fly.

b. The nightingale sings its best song in the spring.

c. The girls come out in spring by dressing in spring-muslin, i.e. a fine cotton embroidered



colourful dress.  
d. People make plans to visit different places in the south and west.  
e. In winter, beeches become brown and fade due to the weather's effect.  
f. Rooks go towards their home. They migrate because they need to search for warmer places.  
g. The poet enjoys the spring season. It is because like birds (cuckoo, nightingale, and nestlings) and other people do, he also enjoys the spring season.

- i. Observe how they work. Check their answers and give feedback.  
j. Task C is fill in the blanks related to main ideas and summary of the poem. Carry it as a pair work or group work.

1. Thomas Hardy 2. Chestnut 3. young girls 4. South and west 5. Sunny 6. Severity  
7. beeches 8. Hang 9. rooks

- l. Intervene only when they make a mistake. Encourage them through feedback.

### Post reading activity

- a. Ask students an overarching question to the class: In which season would you like to travel?  
b. Take students responses. Ask them to give reasons for it.

#### Sample response

I would generally prefer the spring season for travelling. Spring is the season of blossoms and greenery. This season remains ideal for outdoor activities like trekking, paragliding, etc. because it has mild temperature and less chance of natural extremes like heavy rain, flood, snow, etc.

However, my purpose of travel may change my preference like if I wish to snow or ice sports, winter can be a better season.

- c. Preference of students may differ. So, encourage them to express their opinions freely.

## 14.8. Listening

This listening task is related to describing travel experiences.

### Objective

To comprehend the audio and do the given tasks

### Follow this procedure.

#### Pre-listening activities

- a. Ask students some common questions related to their travel experiences. Ask them questions like: Have you visited any place recently? Why did you go there? With whom did you go? How long did you stay there?..... Further ask how they would like to travel.  
b. Take students' responses. Encourage them to share their feelings.

#### Sample answers

- a. Yes, I do.  
b. I often travel by road.

- c. Answers may vary person to person. Encourage them to put their points.

### While listening activities

- a. Draw attention of students to the audio giving the clues from the questions discussed in **Task A** that they are going to listen to audio related to travel experiences of different people.
- b. Link this task for internal assessment. Tell students that you will play the audio and find out how many of them manage to do right in **Task B**.
- c. Ask them to read the instructions and study the pictures. Tell them that they have to listen and number the pictures according to the order of the information in audio. Tell them to number in the book.
- d. Play the audio and ask students to do the task. Make sure that each student is engaged in listening to the details attentively.
- e. Take their books and check their answers. Record the marks on the internal assessment portfolios of each student.

#### Answers:

A = 3, B = 1, C = 6, D = 4, E = 5, F = 2

### Post listening activities

- a. Ask students to think about their recent travel experience.

#### Sample answer

My journey to Mustang remained really memorable. We were six members, all from the family. Located in the rain shadow of the Himalayas, Mustang welcomed us with its amazing landscapes, ancient monasteries, and a palpable sense of pilgrimage. The rough land, brown cliffs and wind-sculpted rifts, painted a mesmerizing background. Exploring the villages of Marpha, Jomsom and Kagbeni felt like stepping into a living museum, where traditional mud-brick houses stood strong against harsh weather. Riding on horseback through the barren landscapes of Mustang, with the majestic ranges of snow covered hills, was a strange experience. The warmth of the locals, their rich Thakali culture, and the crispy Mustangi apples added a unique flavor to my adventure. As I left Mustang, the memories of incomparable beauty and charm of this hidden gem in the Himalayas remained permanent in my mind.

- b. Encourage them to share their opinions and give feedback when needed.

## 14.9 Grammar II

This task is a continuation of the grammar item - question tag that we discussed in Grammar I of this very unit.

### Objectives

- a. To add appropriate questions tags to the given statements
- b. To use question tags in the context

### Follow these steps.

- a. Remind students of the discussion made during the previous grammar task.
- b. Ask students to go to the task directly. Assign this task as a class work and observe how they do. Assist where needed.

**Answers:**

- |                |                 |                |               |                |
|----------------|-----------------|----------------|---------------|----------------|
| a. wouldn't I? | b. isn't it?    | c. shall I?    | d. will he?   | e. shall we?   |
| f. isn't it?   | g. isn't there? | h. was it?     | i. didn't it? | j. hasn't he?, |
| k. will you?   | l. does he?     | m. won't they? | n. did they?  | o. isn't it?   |
| p. isn't he?   |                 |                |               |                |

c. Check their answers and give mass feedback.

**14.10 Writing II**

This task is related to writing a brochure of a tourist place in the locality.

**Objective**

a. To prepare a model of a brochure

**Material**

A sample copy of a brochure

**Follow the given procedures.**

- Display the sample copy of a brochure to students and talk about the components of a brochure.
- Talk about each of the components and lead them to do the task as an individual home assignment.

**Sample answer****Explore the Wonders of Chitwan National Park**

Discover the breathtaking beauty of Chitwan National Park, an enchanting destination located in the heart of Nepal. Situated in the subtropical lowlands, this UNESCO World Heritage site offers a unique blend of wildlife, lush landscapes, and cultural experiences.

**Location:** Chitwan National Park is situated in the southwestern part of Nepal, covering an expansive area of 932 square kilometers. It spreads across the districts of Chitwan, Nawalpur, Parsa, and Makwanpur.

**Accessibility:** Easily accessible by road and air. Chitwan National Park is approximately a 5-hour scenic drive from Kathmandu. The nearest domestic airport, Bharatpur Airport, connects the park to major cities in Nepal.

**Major Attractions:** Thrilling jungle safaris to witness exotic wildlife, including the endangered one-horned rhinoceros and Bengal tigers. Enjoy serene boat rides along the Rapti River, explore the Elephant Breeding Center, and observe the vibrant Tharu culture with traditional dance performances.

**Entry Requirements:** To explore the wonders of Chitwan National Park, visitors need to obtain an entry permit, which can be acquired at the park's entrance. Additionally, guided tours are available to ensure a safe and unforgettable experience.

**Contact Information:** For more details and reservations, contact Chitwan National Park:

Phone: +977-56-560374

Email: info@chitwannationalpark.gov.np

Website: www.chitwannationalpark.gov.np

Do not miss to visit the Chitwan National Park and create timeless memories amid nature's wonders and cultural richness.

c. Check their homework the next day and give feedback.

### **14.11 Project work**

This project work is related to reading an adventure story.

#### **Objective**

To read an adventure story and note down the major events

#### **Follow the following procedure.**

- a. This project work can be carried individually or in small groups.
- b. Tell students to visit a library and ask them to read an adventure story. Tell them to note down its main events and prepare a summary.
- c. Assign this as an individual project and provide them a week for this task.
- d. Ask students to share the summary in the class.

### **14.12 Extra bit**

This section of the unit includes an introduction to the contractions that helps students know how contractions are made or applied. Students may carry the task independently for self-study. However, assist them where necessary.

ΩΩΩ

## Unit 15 People and Places

This unit is based on the theme of people and places and highlights the language function of describing people and places. Further, the reading texts including varieties in comprehensive exercises divulge the theme of the unit and contain language functions accordingly aiming to carry over the language proficiency of the students. As an integral part of language, the listening and speaking activities are itemized separately which are also based on the theme. The grammar relates to the relative clauses and pronouns that make sentences more precise, concise, and meaningful by providing descriptive information, avoiding repetition, creating complex structures, specifying relationships, enhancing clarity, and expressing possession when needed.

### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the pictures
2.	Reading I People and Places	Pre-reading questions Find the words from the text matching with the given meaning. Complete the sentences by choosing the correct words from the text. State True/False. Short-answer questions Post-reading question
3.	Pronunciation	Pronounce the words according to the contextual use with the help of a dictionary or teacher.
4.	Speaking	Work in pairs and practice the conversations. Talk about the physical description in pairs. Read the description and tell about village.
5.	Grammar I Relative Clause	Read the conversation and underline the relative clauses. Fill in the gaps with the correct relative pronouns. Join the pairs of sentences.
6.	Writing I Biography Writing	Write a short biography.
7.	Reading II Sugarloaf Mountain: 5 Interesting Facts	Pre reading questions Match the words with their meanings. Form adjectives by adding (-ing /-ed) to the verb and complete the sentences. Match the Paragraphs with the correct headings. Short question answer Post- reading question
8.	Listening	Answer the questions based on the picture. Listen to the audio and complete the sentences. Describe the physical appearance.

9.	Grammar II Preposition	Complete the sentences with the correct preposition from the brackets. Complete the text with the correct prepositions.
10.	Writing II Describing Places	Write a letter/email to foreign friend.
11.	Project work	Collect information about a personality and prepare an anecdote.
12.	Extra bit	Use of transition words in paragraph and essay writing
<b>Total estimated time</b>		<b>10 Hours</b>

To carry out the teaching-learning procedures in detail of each topic and task in the textbook, the following activities are suggested to conduct in the class. Teachers could use these procedures and/or design their own activities to make the class communicative.

### 15.1 Getting started

This task leads the students towards the theme of the unit, i.e. *people and the places* that links the learners to critical thinking through the brainstorming activities.

#### Objective

To identify the people and places mentioned in the pictures and talk about them

#### Follow the given procedures.

- a. At first, ask one or two students to tell the names of literary figures and the historical as well as religious places of Nepal one after another.
- b. Then, display the given pictures to the class.
- c. After that, ask them the following questions for each picture.
  - Who is the person shown in the picture?
  - What do you know about this personality?
  - Mention the name of the place in the picture.
  - What do you know about this famous place in Nepal?
- d. Next, allow students time to study the pictures and brainstorm on them. Then have them share the answers in turn. Listen to them and provide the correct answers/ feedback as necessary.

#### Information about the pictures

Bhupi Sherchan, Lekhanath Poudel and Parijat are in the pictures from the left to the right. They all are the renowned literary figures of Nepal who contributed in the various genres Nepali literature.

The fourth represents the Lukla Airport, the airport located in the highest geographical location in Solukhumbu District of Nepal. Similarly, the last picture represents the historical significance of Bhaktapur Durbar Square.

### 15.2 Reading I: People and Places

This is the first reading text in this unit that relates to the biography of renowned Nepali Litterateur “*Jhamak Kumari Ghimire.*”

## Objectives

- a. To learn the vocabulary: insipid, inscribed, fortune, invisible, sensations, endure, pricked, tangled, suffocating, fostered, perspectives, longed, offspring, misfortune etc.
- b. To read the text and do the comprehensive tasks

## Follow the activities given below.

### Pre-reading activities

The given reading text is a biography of a famous Nepali litterateur Jhamak Kumari Ghimire.

- a. Begin with the given warm-up activity. Ask these questions to the class:
  - i. Who is the person shown in the picture?
  - ii. What is she famous for?
- b. Have them discuss in pairs. Then ask some students to share their answers. Listen to them and add correct/more information as necessary.

The picture represents the renowned literary figure Jhamak Kumari Ghimire. She is famous for her literary abilities despite being born with physical disability.

### While-reading activities

- a. Ask some students, in turn, to read the text aloud. The teacher may help them with the correct pronunciation whenever necessary.
- b. Ask the students to underline the words which are unfamiliar to them. Then discuss the contextual meanings of the words given in the text. You can choose suitable activities for your classroom and discuss the vocabulary in context. One activity is suggested here:

#### Vocabulary Stories

- a. Divide the class into small groups and assign each group a set of vocabulary words.
- b. Ask them to create a short story or skit that incorporates the words in a meaningful way.
- c. Encourage them to use the words accurately and in context.

- c. To ensure students' understanding of the meanings in context, divide the class into pairs, and ask them to find the words from the text for the given meanings in **task A**.
- d. When, tell the students to complete the task, ask some of them to share their answers in turn. Listen to their answers and make corrections if necessary.

#### Answers

- a. insipid    b. inscribed    c. tangled    d. suffocating    e. perspective  
f. offspring    g. misfortune

- e. Then, lead the student to **Task B**. Ask the students to work in new pairs and complete the sentences with the correct words from the text. Monitor their engagement in the task. Once they complete the task, have them share their answers. Check their answers and make corrections if necessary.

#### Answers

- a. restless    b. passed away    c. invisible    d. desire    e. soiling

f. Now, turn to **Task C**. Ask the students to work individually and read the statements given in the task before scanning and skimming the text. Monitor their engagement in the task and offer guidance to identify whether the given statements are true or false. Once they complete, have some of the students share the answers in turn. Check their answers and make necessary corrections. Alternatively, assign this task as homework to the students and check their work in the next class. Make necessary corrections in their answers.

**Answers:**  
a. False   b. True   c. False   d. True   e. False   f. False   g. False

g. Next, lead the students to **Task D**. Instruct the students to work individually and read the questions in the task before scanning and skimming through the text. Next, ask them to note down the answers to the questions. Monitor their engagement in the task, and assist them wherever necessary. Alternatively, assign this task as homework to the students and check their works in the next class. Make necessary corrections in their answers.

**Possible Answer**

- a. Jhamak thinks her life as burdensome because she has faced many difficulties and challenges in her life.
- b. Fortune is believed to draw a line of fate on the sixth day of their birth.
- c. People responded negatively to her life, blaming her for her physical disability, and she was not happy with their behaviour towards her.
- d. Jhamak compares herself with famous individuals like Homer, Nikolai Otrovskys, Helen Keller who were physically weak when they wrote the history. The place/geography where they were born made them different from Jhamak.
- e. Yes, achieving awareness became a curse for her because she had no voice with which to speak, and no strength in legs to walk.
- f. Jhamak portrays her family's economic condition during her childhood as challenging, struggling to manage two meals a day, and her parents often going hungry.

**Post-reading activity**

In this activity, instruct the students to work individually. Tell them to read the opening chapter of Jhamak Kumari Ghimire's book *Jivan Kadan Ki Phul* in the original language, and present it to the class in their own words. Allow them time of some days, and choose some students to make a short oral presentation in the class.

**Possible answer**  
Jhamak Ghimire was born with cerebral palsy in 1980. She started writing with her toes from the day she first wrote —Kall, the first Nepali alphabet in the sand with a twig. But now as a poet, she has won many awards for her writings in literature. She has written many poems, stories, articles and so on. *Jivan Kanda Ki Phool* is one of the famous literary genres in which she has depicted her own life story. What was her real condition and in what way she tried to overcome from her struggling days without getting any support is illustrated in the book.  
.....



.....  
.....  
.....

### 15.3 Pronunciation

In this task, words with different pronunciation are given and asked the students to pronounce them correctly as per the meanings. They make take help of the teacher or a dictionary.

#### Objectives

- a. To identify the different meanings of the words with the same spelling
- b. To pronounce the words in both varieties properly

#### Follow these steps.

- a. Start with reading the instructions for the given task. Here, students are required to pronounce the homophones based on their meanings.
- b. Explain to the students that the same words may have different meanings and pronunciation based on their word class. Provide ample examples to clarify the concept.
- c. Then ask the students to pronounce the words. Help them with corrections as necessary. You may play the pronunciation from a digital dictionary for accuracy.

#### Pronunciation

- read (v.)- /ri:d/
- read (past tense) - (rɛd)
- Live(v.): /lɪv/
- Live(adj.): /laɪv/
- Wind (noun): /wɪnd/
- Wind (verb): /waɪnd/
- Wound (verb): wu:nd/
- wound (noun) /wu:nd/
- Tear (verb): /tɪə(r)/
- Tear (noun): /teə(r)/

### 15.4 Speaking

This speaking skill emphasizes the use of the language functions describing people and places in English language communication. The students are asked to practise and have conversations using the similar structure as shown in the example which aims to build the students' competencies in language interaction.

#### Objectives

- a. To describe people and places
- b. To have a similar conversation using the given situation

**Follow the given procedure.**

- a. Begin by introducing the speaking activity; describing people and places. Highlight the roles of adjectives in describing people and places. You may design an activity to review useful adjectives.
- b. Next, move to **Task A**. Divide the students into pairs and have them act out the given conversation in turn. Then ask the students to mark the adjectives used in the conversation and discuss their uses.
- c. Now, lead the students to **Task B**. Introduce the given task to the students. Then have students brainstorm ideas to describe their friends, teachers, or parents. Let them brainstorm suitable adjectives for their description. Remind them to use personal description, i.e. describe age, face, general appearance, build, manner of walking, hair, dress etc.
- d. When ready, let them share their descriptions. Listen to them and provide necessary feedback.
- e. Next, lead them to **Task C**. Ask one of the students in the class to read out the description of the village.
- f. Then let students warm up and tell them about their village/town in turn. Listen to them and provide necessary feedback.

**Sample Answer**

The name of my village is *Gunadi* which is situated in Tanahun district, province 4. It is a very beautiful place. There is a river that passes through the paddy fields of the village. The high hills covered with green forest, and the temple of Kot Devi are amazing. Manung Kot is one of the famous destinations for scenic beauty. Gunadi, a highly residence of multicast and multiethnic groups, is a low land which has its charm on farming, rearing animals etc. Barahi temple is another interesting place to visit which has a religious story for a grace to the community people. The fresh water is supplied to the district headquarter Damauli. It is really a beautiful place.

**15.5 Grammar I**

This activity enhances the students to describe people and places' pronouns. It contributes to a deeper understanding of grammar, develops communication skills, and facilitates more language communication.

**Objectives**

- a. To use relative pronouns and clauses in appropriate expressions to deliver the message
- b. To use relative clauses and pronouns to add details or describe the nouns more specifically

**Follow the given procedure.**

- a. Begin by reviewing relative pronouns and clauses. Provide necessary examples to clarify their uses.
- b. Next, lead the class to **Task A**. Choose two students from the class and have them read/act out the given conversation in pairs. Next, ask them to mark the relative clauses.

- c. Next, take a turn to **Task B**. Instruct the students to work individually and complete the given sentences with the correct relative pronouns. Monitor their engagement in the task. Once complete, check their work and make necessary corrections.

**Answer:**

- a. whose   b. which   c. which   d. who   e. whom   f. whose  
g. where   h. which   i. when   j. whom

- d. Lead the class to **Task C**. Ask the students to read the sample sentences and note how the sentences are joined using relative pronouns. Show more examples to clarify the task. Then divide the students into pairs and instruct them to join the sentences using suitable relative pronouns. Monitor their engagement in the task and provide necessary guidance.
- e. Once they complete the task, have the pairs share their answers. Check their answers and make corrections if necessary.

**Answers:**

- a. The letter, which my friend sent from abroad, reached this morning.  
b. This is the palace that Bhimsen built.  
c. The boy whom the judge sent to jail, committed cybercrime.  
d. He is a liar whom you should not believe./He whom you should not believe is a liar.  
e. I know an artist who moves with an artificial leg.  
f. Bring me the file which is about our new project.  
g. We met a girl who had lost her way.  
h. I saw a soldier whose bravery impressed everyone.  
i. Once upon a time there lived a giant in a forest where nobody dared to go.  
j. The dog took away the ball that the kids were playing.

## 15.6 Writing I

This task aims to focus on writing a biography that consists of the description of an individual using the given outlines/clues in the writing task as well.

### Objective

To write a biography using the given clues/outlines

### Follow the given procedure:

- Begin by introducing the writing task, Writing a Biography. Discuss the key components of Biography writing with an example.
- Now, ask the students to read out the information about popular Nepali literary figure Til Bikram Nembang Limu also known as Bairagi Kainla.
- Then ask them to brainstorm ideas to write his biography. Make sure that they use clues given in the task. Offer guidance with additional information if required. Allow them time to draft the biography.
- Facilitate peer review sessions and provide your feedback to their writing.

- e. Finally, assign them homework to edit their writing based on the peer review and your feedback, and have them submit it to you the next day.

### 15.7 Reading II: Sugarloaf Mountain: 5 Interesting Facts

The second reading text in this unit is a description of an interesting place entitled "Sugarloaf Mountain: 5 Interesting Facts." The text highlights both the theme and the language function of the unit.

#### Objectives

- a. To read the text and learn the vocabulary: landmark, spectacular, sprawling, tranquil, iconic, accessible, blockbusters, fortifications, breathtaking, peninsula, bustling, etc.
- b. To comprehend the text and do the comprehensive tasks

#### Follow these steps:

##### Pre-reading activities

- a. Begin the lesson with the introduction of the reading text. To warm up the class to reading activities, instruct them to study the given pictures. Then ask them these questions for further discussion.
  - What do you see in the first picture?
  - Do you think rock climbing is adventurous? Why?
- b. Encourage all the students in the class to participate in the discussion. Then listen to them and assist with the correct answers if necessary.

- We see rock climbing in the first picture.
- Yes, rock climbing is adventurous because we feel excitement and people climb high from the sea level.

##### While-reading activities

- a. Ask some students to read the text aloud in turn. You may help them with the correct pronunciation and intonation whenever necessary. Ask students to identify any unfamiliar words in the text.
- b. Then discuss the meanings of the unfamiliar words and the words highlighted in the text. Utilize vocabulary activities such as Vocabulary Match-Up, where students match words with their definitions.
- c. To check the students' understanding of the vocabulary, instruct them to complete **Task A** matching the words with the correct meanings. Instruct students to work with a partner. When they are done, select some pairs to share their answers with the class. Make corrections in their answers if necessary.

##### Answers

- a. landmark = viii. an object or structure on land that is easy to see and recognize
- b. spectacular = v. very impressive
- c. sprawling = iii. covered with buildings across a large area
- d. tranquil = iv. calm, quiet, and peaceful
- e. blockbuster = ii. very successful film
- f. fortification = i. walls or other constructions built to strengthen a place against attack

- g. peninsula = vi. a piece of land that is almost entirely surrounded by water and is attached to a larger land area
- h. bustling = full of lively activity

- d. Next, turn to **Task B**. Introduce and discuss the formation of adjectives using ‘ing’ and ‘ed’ in verbs. Provide suitable examples then instruct the students to form adjectives by adding *-ing* or *-ed* at the end of the verbs given in the brackets as in *sprawling*, *bustling*, and *unfolded* in the text. While the students are engaged in the activity, monitor them and assist them wherever necessary.
- e. When finished, ask some students to share their answers. Check their work and make corrections as necessary.

**Answers**

- a. annoyed    b. interested    c. surprising    d. boring    e. exciting    f. terrified    g. interesting

- f. Now, lead the students to **Task C**. Instruct students to work in pairs and match the paragraphs in **Reading II** with their correct headings. Offer guidance about how to identify the headings of paragraphs. Once finished, ask some of the pairs to share their answers with the class. Ask the other students to see if their answers are the same. Provide feedback and make corrections to their answers as necessary.

**Answers**

- A. - iv Rock Climbing  
B. - I Neighboring Mountain  
C. - v Hollywood Star  
D. - iii Guanabara Bay  
E. - ii Awesome Cable Car Ride

- g. Now, draw the students’ attention to **Task D**. Now, turn to **task C**. Ask the students to work individually to read the questions before scanning and skimming the text again. Then ask them to write the answers in their notebooks. Monitor their engagement in the task, and help them when necessary. Alternatively, assign this task as homework to the students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

- a. Sugarloaf Mountain is located in Rio de Janeiro, Brazil.
- b. The mountain got the name Sugarloaf Mountain due to its unique shape that resembles a traditional form of refined sugar used in the 19<sup>th</sup> century.
- c. Many people can do rock climbing at a time when they visit Sugarloaf Mountain. It is one of the largest and most popular urban rock-climbing destinations in the world, with 270 routes to explore. It offers ample opportunities for climbers to ascend the mountain and enjoy the experience.
- d. Children would love to visit Morro da Urca, also known as Urca’s mountain which is one of the neighboring natural wonders. It offers a play area for children and a restaurant that serves delicious dishes, providing a fun and enjoyable experience for young visitors.

- e. The first film in which Sugarloaf Mountain was featured is “Now, Voyager” in 1942, starring Bette Davis.
- f. Guanabara Bay is historic because it was home to several fortifications built by the colonial government in the 16th century. It holds historical significance in the reign.
- g. To enjoy the best scene of Guanabara Bay, I should take the two cable cars that take me to the summit of Sugarloaf Mountain. From there, I can see stunning views of Rio de Janeiro, including the beautiful natural scenery of Guanabara Bay and the surrounding area.

### **Post-reading activity**

This task emphasizes speaking responses over written answers. As a follow-up to the reading, ask the students to share their favorite facts about Sugarloaf Mountain. Listen to their responses and provide your feedback.

### **15.8 Listening**

This listening task is based on the theme of this unit which includes a conversation between a boy and Emma. In their talk, the boy is describing a girl with Emma whom he wants to make friends with.

### **Objectives**

- a. To follow and understand a conversation between two speakers
- b. To comprehend the audio and do the comprehension tasks

### **Pre-listening activities**

- a. This is a warm up activity. Instruct the students to look at the picture **and** ask them these questions in turn: What do you see in the picture? Who do you think the girl is? How are the girl’s eyes? What shape is her face? Describe her hair.
- b. If the students are unable to retain the correct information from the text, help them as per the necessity.

### **Possible answer**

We can see a girl in the picture. Her eyes are brown. She looks beautiful with a nice smile and her face is oval. Her hair looks fringe and a little curly.

- c. Introduce the unfamiliar vocabulary to the students.

### **While listening activities**

- a. Tell the students that they are going to listen to the audio now.
- b. Ask them to go through the questions in **Task B** before they listen to the audio.
- c. Play the audio and ask them to write the missing information to complete the given sentences in the exercise in a few words/phrases only. They can write the answers roughly so that they can edit them later.
- d. Monitor their engagement in the listening activity and play the audio until the students are able to fill all the sentences.
- e. Play the audio as many times as required for students to check their answers themselves.
- e. Ask the students to tell their answers in turn.

f. Make necessary corrections in their answers as per the requirement.

- a. his friend
- b. thin
- c. curly
- d. yellow dress
- e. smile
- f. across the street

### Post listening activities

- a. Now, ask the students to read the question in **Task C**. Instruct a student to describe the physical appearance of his/her friend in five sentences. Assist him/her as required. Then, assign a task to describe the physical appearance of a friend in five sentences to all within a few minutes.
- b. Make sure that all the students are engaged in the task.
- c. Ask the students to share her/his answer turn wise. Provide feedback whatever necessary.

#### Sample answer:

John is a tall boy with a strong build and a friendly smile. He stands out in a crowd with his broad shoulders and straight posture. His skin is a warm tan color, and his eyes are a deep shade of brown that shines with kindness. John has short, dark hair that he keeps neatly styled. His face is round with soft features, and he often wears a welcoming expression that makes people feel at ease around him. In terms of clothing, John prefers casual outfits like jeans and t-shirts, but he always looks put together and approachable.

## 15.9 Grammar II

The grammar task is based on the use of prepositions. Prepositions are essential for constructing grammatically correct sentences and understanding sentence structure. They often connect phrases or clauses within sentences. The purpose of teaching prepositions in grammar is to help learners understand how these words function in sentences to show relationships between nouns, pronouns, and other elements within a sentence. Prepositions are crucial for indicating location, time, direction, possession, and more.

### Objective

To use the preposition to make sensible sentence

### Follow these steps.

- a. Since the students are familiar with the topic, instruct them to tell different prepositions as examples and have a little discussion on it. Different activities can be conducted in the language class to teach prepositions. One activity is suggested here.

*One engaging activity for teaching prepositions involves using visual aids such as pictures or drawings. Here is a step-by-step guide for this activity:*

#### *Materials Needed:*

- *A variety of pictures or drawings depicting different scenes (e.g., a room with*

furniture, a park with trees and benches, a cityscape with buildings and streets)

- Sticky notes or small cards with prepositions written on them (e.g., on, in, under, between, behind, next to)

**Activity Steps:**

1. **Prepare the visual aids:** Choose several pictures or drawings that contain multiple objects or elements where prepositions can be used. For example, a picture of a room with furniture provides opportunities to practice prepositions like "on," "under," "behind," and "between."
2. **Display the pictures:** Show one picture at a time to the students, either by holding it up or projecting it onto a screen.
3. **Introduce the prepositions:** Explain each preposition using simple language and provide examples using the picture. For instance, for the preposition "in," you can say, "When something is surrounded by other things, we use 'in.' Look at the picture. The cat is in the box."
4. **Demonstrate with actions:** Model the use of prepositions by physically placing objects or toys in different positions based on the prepositions. For example, place a toy car "on" the table, "under" the chair, or "next to" a book.
5. **Interactive practice:** Give each student a sticky note or card with a preposition written on it. Ask them to come up to the picture and place their preposition card next to the object or location it describes. Encourage them to explain why they chose that preposition.
6. **Group activity:** Divide the class into small groups and give each group a different picture. Ask them to work together to identify and label as many prepositions as they can in the picture. Encourage discussion and collaboration within the groups.
7. **Review and feedback:** Gather the students together and review the prepositions they identified in each picture. Discuss any challenges or questions they may have encountered during the activity. Provide feedback and reinforcement as needed.

*This hands-on activity not only reinforces the concept of prepositions but also encourages active participation, critical thinking, and peer interaction among students.*

- b. To check their understanding, lead the students to the task of **Task A**. Instruct them to work individually, and choose the correct preposition from the bracket to make the sentence sensible. Monitor their engagement in the task and offer assistance as necessary.
- d. Once complete, ask one of the students to read out his/her answer. Make corrections in her/his answers if required. Instruct other students to make corrections accordingly.

**Answer**

- a. by    b. in    c. in/across    d. up to    e. of/after    f. in/for    g. to  
h. with    i. at    j. on    k. by    l. for



- e. Now, take a turn to **Task B** and ask the students to fill in the blanks of the text with appropriate prepositions. Since the answer may vary, you may assign the task for homework and check the work in the next class.

**Answers:**

- in
- to
- by
- by
- from
- at
- on
- in
- in
- on
- from
- to
- to

### 15.10 Writing II

This task is about a letter/ an email writing where the students are asked to write it to a foreign friend describing the interesting facts of a visiting place located in Nepal.

#### Objective

To write a letter/an email to a foreign friend describing the interesting facts of a visiting place of Nepal

#### Follow these steps.

- a. Since the students have been familiar with the elements of the letter/email and the way of writing it, ask one of the students to recall the elements of a letter/email.
- b. Discuss on the layout, elements and so on to make the students' concepts clear.
- c. Display electronic copy of sample letters /emails if possible. Interact on the content too.
- d. Then, take a turn to the writing given in the text. Instruct the students to choose one visiting place of Nepal which is full of interesting facts for tourists.
- e. To check their understanding/skill, ask them to prepare a letter/email considering the given condition of the question.
- d. Facilitate brainstorming, drafting, peer review/feedback sessions and ask the students to submit their work with revision. Allow time for revision and check the work with constructive feedback.
- d. Alternatively, assign the task as homework and check the students' writing in the next class if time bounds. Provide necessary feedback then.

#### Sample Email:

To: audemoret1234Agmail.com

From: manzilpro2001@gmail.com

Subject: Invitation to Explore the Serenity of Pokhara, Nepal

Dear Aude

I hope this letter finds you in good health and high spirits. As someone who appreciates nature's beauty and cultural diversity, I wanted to share with you an incredible destination that I believe will captivate your heart and soul – Pokhara, Nepal.

Pokhara is a picturesque city nestled in the lap of the majestic Himalayas, offering a unique blend of natural wonders, adventure activities, and cultural experiences. Here are some interesting facts and attractions that make Pokhara a must-visit destination:

**Phewa Lake:** One of the most iconic landmarks in Pokhara is Phewa Lake, a tranquil body of water surrounded by lush forests and snow-capped mountains. You can take a serene boat ride on the lake, soaking in the breathtaking views of the Annapurna range reflected in the crystal-clear waters.

**World Peace Pagoda:** Perched atop a hill overlooking Pokhara Valley, the World Peace Pagoda is a symbol of peace and harmony. The panoramic views from this vantage point are simply awe-inspiring, offering a perfect spot for meditation and contemplation.

**Annapurna Circuit Trek:** For adventure enthusiasts, Pokhara serves as a gateway to the famous Annapurna Circuit Trek. This trekking route takes you through diverse landscapes, including terraced fields, rhododendron forests, and high mountain passes, providing an unforgettable trekking experience.

**Gupteshwor Cave:** Explore the mystical underground world of Gupteshwor Cave, adorned with stalactites and stalagmites. The cave also houses a sacred waterfall, adding to its allure and spiritual significance.

**Vindhyaavaasini Temple:** Immerse yourself in Nepali culture and spirituality by visiting

Vindhyaavaasini Temple, dedicated to the Hindu goddess Vindhyaavaasini. The temple's architecture and serene ambiance make it a must-visit cultural site in Pokhara.

**Paragliding and Zip-lining:** Pokhara is renowned for its adventurous spirit, offering thrilling activities like paragliding and zip-lining. Soar high above the cityscape and mountains for an adrenaline-pumping experience like no other.

**Local Cuisine and Handicrafts:** Indulge in delicious Nepali cuisine, including momos (dumplings), dal bhat (rice and lentils), and local teas. You can also explore the vibrant markets of Pokhara, where you'll find exquisite handicrafts, jewelry, and traditional clothing.

My dear friend, I invite you to embark on a journey of discovery and wonder in Pokhara. Whether you seek adventure, cultural immersion, or simply a peaceful retreat amidst nature's splendor, Pokhara offers something special for everyone. Let's plan an unforgettable trip together and create lasting memories in this enchanting corner of Nepal.

Looking forward to exploring Pokhara's beauty with you!

Warm regards, Manzil Khanal
--------------------------------

### **15.11 Project work**

In this project work students are individually asked to collect information about a personality who has made a special contribution to the community and prepare his/her life story for presenting in the class.

#### **Objective**

- a. To collect information about a personality who has made a special contribution to the community
- b. To prepare a person's life story for presenting in the class on the basis of collecting information

#### **Follow these steps.**

- a. Introduce the project work to the class. Ask the students to collect information about a personality who has made a special contribution to their community. Allow them time for preparation. Instruct them to get help from their parents if necessary. Then guide them to write the person's life story.
- b. Facilitate sharing sessions in the class. Let them share his/her story in the class turn-wise.
- c. Provide feedback as needed.

### **15.12 Extra bit**

This section contains information that gives students additional information which contains the information of useful transition words and phrases for paragraph and essay writing. In other words, these are the linking words which are used to link the different ideas together in essays, paragraphs that certainly help the reader to follow the writer's point by expressing the relationships between different sentences. The students can study themselves; however, the teachers can help them if required.

ΩΩΩ

## Unit 16

### Success and Celebration

This unit revolves around the theme of "Success and Celebration," and highlights the various aspects of achievement. Beginning with discussions on the components of success, the unit presents the biography of iconic figure, Walt Disney, emphasizing his struggles and triumphs, while the second reading text, a poem entitled "If" highlights the essence of success. The grammar activities focus on precise uses of prepositions while speaking activities emphasize interpersonal communication skills, particularly in congratulatory contexts.

Moreover, writing tasks prompt students to compose messages, letters, and speeches congratulating others, fostering written expression. Listening activities, based on the speech of Barack Obama, reinforce comprehension of success-related themes. Through project work, students conduct interviews with successful individuals and compile reports, grounding theoretical knowledge in practical research.

The unit concludes with an extra information section that highlights archaic words to enrich vocabulary and historical linguistic understanding. For eight hours, students engage with diverse materials and tasks.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and discuss what it takes to achieve success.
2.	Reading I Biography: Walt Disney: An Example of Struggle and Success	Pre-reading questions Complete the sentences with the correct words/phrases given in the box. Find the meanings of the given phrases/idioms in a dictionary. Write the given sentences in the correct chronological order. Short-answer questions Post reading question
3.	Pronunciation: Pronunciation, word class, syllables and stress	Pronounce the words and complete the table with their details.
4.	Speaking: Congratulating	Study/act out the given conversation. Congratulate people in the given situations.
5.	Grammar I: Preposition	Choose the correct preposition and complete the sentences. Fill in the blanks with prepositions in, on or at.
6.	Writing I: Message of congratulation	Write a message/letter of congratulation.
7.	Reading II Poem: If	Pre-reading questions Match the words/ phrases with the correct meanings. Complete the summary of the poem. Short-answer questions Post reading question

8.	Listening: A Speech by Barack Obama	Pre-listening questions Multiple choice questions Fill in the blanks with the correct words/ phrases. Post-listening question
9.	Grammar II: Prepositions	Complete the sentences with the correct prepositional phrases given in the box.
9.	Writing II: Draft a speech.	Draft a speech ‘Failure as the Pillar of Success’.
10.	Project work: Report Writing	Interview a successful person and write a report based on it.
11.	Extra bit	Archaic words.
<b>Total estimated time</b>		<b>8 Hours</b>

The comprehensive instructional procedures for every topic and set of skills are suggested below. Instructors have the option to use these methodologies or tailor their activities to fit their classes.

### 16.1 Getting started

This activity marks the beginning of the exploration into the unit by analyzing four of the given pictures that illustrate people celebrating success

#### Objectives

- To identify what each picture represents
- To tell what it takes to be successful

#### Follow the given procedures.

- Introduce the topic of the theme ‘Success and Celebration’ to the class. Discuss and explain the meanings of the terms and explain their relations. Facilitate discussion on the idea of success and the qualities required for people to celebrate it. Encourage all the students to provide their ideas on the concept of success and celebration. Next, ask them to look at the pictures given at the beginning of the unit. First, show the first picture and ask the following questions to the class for discussion.
  - What do you see in the first picture?
  - What are the people doing?
  - Why do you think they are doing so? etc.
- Motivate all the students to participate in the discussion by answering the questions. Listen to their answers and add/ help them with the correct answers as necessary.
- Next, instruct the students to study the second picture, and ask the following questions to the class for further discussion.
  - What does the second picture illustrate?
  - What do you know about this incident? Tell in short.
- Allow all the students to share their ideas. Then add/help with the correct information as necessary.

#### Possible discussion points

The first picture depicts an icon where people appear as if to fly in the sky. The people in the picture are celebrating, as indicated by their upward posture and outstretched arms, suggesting a sense of jubilation and triumph. They are likely celebrating their success, possibly indicating the achievement of a significant milestone, goal, or victory. This could be in various contexts such as personal accomplishments, team achievements, or reaching a collective goal. The act of flying in the sky symbolizes a feeling of liberation, elation, and

freedom, suggesting that they have overcome obstacles or reached new heights.

Similarly, in the second picture, we see the Argentine football team holding medals and a trophy. The members of the Argentine football team are celebrating their victory by holding up their medals and the World Cup trophy. They are doing so because they have won the World Cup football tournament, which is considered one of the most prestigious achievements in international football. The players are likely feeling a sense of pride, accomplishment, and joy after successfully competing against other teams and emerging as the champions. Holding up their medals and trophies is a traditional way to celebrate and showcase the hard work, dedication, and teamwork that led to their victory.

### **16.2 Reading I: Walt Disney: An Example of Struggle and Success**

The first reading text of this unit is a biography that presents the story of the struggle and success of the legendary American entrepreneur and creator of one of the most iconic entertainment companies in the world.

#### **Objectives**

- a. To enhance the reading comprehension skills: read the text and do the comprehension tasks
- b. To learn vocabulary: humble, siblings, domineering, make ends meet, solace, apprentice, bankrupt, silver lining, animation, plotting, afloat, nervous breakdown, box office, duds, mounting, harness, venture, enterprises, forged, asphalt, defunct, perseverance, endeavor, colossal, adversity, kick in the teeth, etc.
- c. To learn about the importance of patience and perseverance for success.

#### **Follow these steps.**

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

- a. Introduce the text and the person in the text, the legendary American entrepreneur and creator of one of the most iconic entertainment companies in the world. To warm up the class ask the class the following questions.
  - i. Who do you think is the person shown in the picture?
  - ii. What is he famous/ known for?
- b. Encourage all the students to participate in the discussion. Listen to their responses and help them with the correct and additional information. Tell more about Walt Disney and why he is a figure of inspiration.

##### **Answers**

- i. The person shown in the picture is Walt Disney.
- ii. Walt Disney is known for being an American entrepreneur, animator, and film producer. He is renowned for revolutionizing the entertainment industry with his innovative animations and beloved characters, such as Mickey Mouse and Donald Duck. Additionally, Disney is celebrated for his visionary creation of Disneyland, the first-ever theme park, which opened in 1955 in California.

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

- a. Ask the students to read the whole text in pairs. First one of the pairs reads and the other just counts the mistakes he/she makes while reading. Then, the same process is repeated for the other. This helps them to develop reading accurately. This can be done a couple of times.
- b. Ask them to identify any unfamiliar words in the text. Then discuss the meanings of the unfamiliar words and the words highlighted in the text. Utilize vocabulary activities such as Vocabulary Match-Up, Vocabulary Charades, Vocabulary Bingo, etc.

- c. To further evaluate the students’ understanding of the vocabulary, instruct them to work in pairs to complete the sentences in **Task A** with the correct words or phrases given in the box. Monitor their engagement in the task and offer guidance to choose the right word/phrase. Once complete, select some pairs to share their answers with the class. Make corrections in their answers if necessary.

<b>Answers</b>				
a. afloat	b. plotting	c. harness	d. bankrupt	e. perseverance
f. mounting	g. apprentice	h. colossal	i. domineering	j. solace

- d. Move to **Task B**. The task includes some of the phrases and idioms used in the story. Instruct the students to work in pairs and find the meanings of the given phrases and idioms. Firstly, ask them to find the context of the use of these words in the text and guess the meanings. Then ask them to consult a dictionary and check if the meanings they have guessed are correct. Explain to them that words and phrases have meanings beyond the meanings carried by the individual words. When they find the meanings, ask them to make sentences using the phrases/ idioms in the new context.

<b>Phrase/Idiom</b>	<b>Meaning</b>	<b>Example sentence</b>
a. make ends meet	to have enough money to cover one's expenses or to manage financially.	Despite working hard, Sarmishta struggled to make ends meet each month.
b. silver lining	a hopeful or positive aspect in a negative situation.	Every dark cloud has a silver lining- you just have to find it.
c. nervous breakdown	a period of mental illness resulting from severe depression, stress, or anxiety.	The stress of life led to a nervous breakdown for Jeevan, requiring time off to recover.
d. kick in the teeth	a severe setback or disappointment.	Losing his job was a kick in the teeth for Phurba, but he used it as a motivation to start over.
e. drop out	to leave or withdraw from an activity, typically school or a course of study, before it is completed.	Unable to keep up with the coursework, Lalita decided to drop out of college.
f. set off	To set off means to start a journey or venture, typically with a specific purpose or goal in mind.	With a backpack on her shoulders, Sophia set off on a journey around the world.

- e. Now, move to the comprehension tasks. Prepare the strips of sentences beforehand. Give these strips to seven of the students.
- f. Call them in front of the class and ask them to stand randomly. Tell them that they have to stand in order when the events in the strip is read.
- g. Ask one of the students to read the story. When the events in the story are read, they have to stand in order.
- i. When all the events are managed in chronological order, ask each of them to read the strips in order. Clap when they are done right.

**Answers**

1. g. Disney left home and went to France to work as an ambulance driver.
2. c. He returned to Chicago and worked as a trainee at an art studio.
3. d. He created the characters Oswald the Lucky Rabbit and Mickey Mouse.
4. f. Disney suffered severe mental and emotional illness.
5. e. The cartoon company collapsed.
6. a. He shifted his focus from big screens to television shows.
7. b. He successfully founded the famous Disneyland.

- j. Now, lead the class to **Task D**. Ask the students to work individually to read the questions before scanning and skimming the text again. Then ask them to work individually to write the answers in their notebooks. Monitor their engagement in the task, and offer help when necessary. Alternatively, assign this task as homework to the students and check their work in the next class. Make necessary corrections in their answers.

**Answers**

- a. Walt Disney's childhood life was marked by unhappiness and stress due to his father's abusive and domineering nature.
- b. Disney's family background was one of the struggles and financial instability. His parents faced difficulties in making ends meet.
- c. After the failure of his first business, Laugh-O-Gram Studios, Disney moved to Los Angeles to try acting. When that failed too, he focused on animation and convinced his brother to join him in setting up an animation studio.
- c. Mickey Mouse was created by Walt Disney on a train ride back to California after losing the rights to Oswald the Lucky Rabbit. Disney envisioned a new character that would become a cultural icon.
- d. Disney experienced a mental breakdown due to overwork, tensions with his employer, and the loss of his longtime animator to his competitor.
- e. Films such as Pinocchio (1940), Fantasia (1940), and Bambi (1942) were commercially useless at first.
- f. Snow White and the Seven Dwarfs (1937) was the first full-length animated feature film by Disney that brought him great financial returns.
- g. The opening of Disneyland was called 'Black Sunday' due to various issues, including forged tickets, long lines, malfunctioning rides, and extreme weather conditions, which led to a chaotic start.
- h. Disney's determination, perseverance, and ability to learn from failures ultimately made him a successful entrepreneur.
- i. From Disney's life, one can learn the importance of resilience, creativity, and perseverance in the face of adversity.

**Post-reading activity**

This task emphasizes speaking responses over written answers. As a follow-up to the reading, facilitate a group discussion in the class about inspirational personalities in the lives of the students. Ask them the following questions.



- i. Who is an inspirational person or role model in your life?
- ii. Tell about her/him and how they have inspired you in life.

**Sample answer**

An inspirational person in my life is my grandmother. My grandmother is a remarkable woman who has greatly inspired me throughout my life. She was born into a poor family in a small village in Nepal. Despite facing numerous challenges and hardships, she never lost her optimism or determination.

My grandmother grew up in a time when education for girls was not considered important. However, she was determined to break the cycle of poverty and ignorance.

After completing her basic education, my grandmother dedicated her life to helping others. She started to teach the other women in the village voluntarily and worked tirelessly to educate girls, who were often overlooked. She firmly believed in the power of education to transform lives and uplift communities.

Throughout her life, my grandmother faced numerous challenges, including poverty, discrimination, and personal loss. However, she never lost her faith or her sense of purpose. She taught me the importance of perseverance, compassion, and resilience in the face of adversity.

My grandmother's life story serves as a constant source of inspiration for me. Her determination, kindness, and selflessness have shaped the person I am today. Whenever I face challenges or obstacles in my own life, I think of her and her strong determination, and it gives me the strength to keep pushing forward. She has taught me that with hard work, dedication, and a positive attitude, anything is possible.

**16.3 Pronunciation**

This pronunciation activity focuses on the correct pronunciation of words and identification of their parts of speech, syllable count, and stressed syllables. Parts of speech categorize words based on their grammatical functions in sentences, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Similarly, syllables are units of sound in a word, often containing a vowel sound surrounded by consonants. Each syllable is formed by a single, uninterrupted sound. Stressed syllables in words, on the other hand, are pronounced with greater emphasis compared to unstressed syllables.

**Objectives**

- a. To pronounce the words with correct stress
- b. To identify parts of speech of words
- c. To determine the number of syllables in each word

**Follow this procedure.**

- a. Begin the lesson by reviewing the importance of pronunciation in effective communication. Emphasize that correct pronunciation enhances clarity and understanding in spoken language.
- b. Introduce parts of speech with ample examples. Then pronounce the word, "extraordinarily," given in the example, emphasizing each syllable clearly (/ɪk'strɔːdnrəli/). Guide students

through the process of identifying its parts of speech, syllable count (six), and stressed syllable (second).

- c. Divide students into small groups. Assign each group a word from the list. Instruct students to look up their assigned word in a dictionary, pronounce it correctly, and analyze its parts of speech, syllable count, and stressed syllable(s). Encourage them to discuss and collaborate on their findings.
- d. Finally, ask the students to complete the table with correct pronunciation, parts of speech, syllable count, and stressed syllable(s). Allow students time to complete the table based on their findings and discussions. After completion, ask each group to share their findings for their assigned word. Encourage peer feedback and discussion to ensure understanding and clarity. Then provide feedback and clarification as needed.

Word	Pronunciation	Parts of Speech	Number of syllables	Stressed syllable(s)
a. extraordinarily	/ɪk'strɔːrdɪˌnɛrɪli/	adverb	Six	Second
b. sibling	/'sɪblɪŋ/	noun	Two	First
c. adversity	/əd'vɜːsɪti/	noun	four	Second
d. renegotiate	/riː'nɪ'ɡoʊʃɪət/	verb	five	Second & Third
e. venture	/'ventʃər/	noun, verb	Two	First
f. enterprise	/'ɛntərˌpraɪz/	noun	Three	First
g. animation	/,æni'meɪʃən/	noun	Four	First & Third

## 16.4 Speaking

This speaking lesson is based on the language function of expressing congratulations and sharing good wishes in various situations. Whether it's celebrating academic achievements, personal milestones, or professional successes, knowing the right words to say can make all the difference in showing genuine support and appreciation for others. In other words, being able to convey congratulations effectively is an essential skill in both formal and informal contexts. The tasks in the lesson are designed to help you practice expressing congratulations in different scenarios, ranging from academic accomplishments to personal celebrations. By participating in this activity, you'll enhance your ability to communicate effectively and show empathy in various social situations.

### Objectives

- a. To learn the expressions of congratulations and good wishes
- b. To congratulate people on both formal and informal occasions

### Follow the given procedures.

- a. Discuss and introduce the occasions and the expressions of congratulations and good wishes. Then explain the differences between formal and informal occasions and expressions of congratulations.
- b. Divide the students into pairs. Instruct them to act out the conversation given in **Task A** in turn. Focus on the accuracy of pronunciation and tone.

- c. Next, move to **Task B**. Divide the students into pairs and assign each pair a situation from the list (a-f). Encourage them to role-play the scenarios, taking turns to congratulate each other using the expressions from the box. Allow students time to practice their conversations with their partners. Monitor their engagement and offer feedback while ensuring the correct usage of the expressions.

### **Sample conversations**

**a. Your friend got GPA 4.0 in the First Term Exam.**

Kiran: Rajesh, let me share some good news with you.

Rajesh: Sure, Kiran. What is it?

Kiran: I got a GPA of 4.0 in my first term exams!

Rajesh: Many congratulations to you, Kiran!

Kiran: Thank you very much, Rajesh.

**b. Your uncle and aunt have a new baby girl.**

Sita: Hari, I have some exciting news to share with you.

Hari: Oh, really? What's the news?

Sita: My uncle and aunt have welcomed a new baby girl into their family!

Hari: Many congratulations to them and to your family, Sita!

Sita: Thank you very much, Hari.

**c. Your cousin got a new job in a bank.**

Anita: Ramesh, I have something wonderful to tell you.

Ramesh: What's up, Anita?

Anita: I got a job in a bank!

Ramesh: That's fantastic news! Many congratulations.

Anita: Thank you so much, Ramesh

**d. Your sister got promoted from Sales Assistant to Account Manager**

Manisha: Rajiv, I have some amazing news to share with you.

Rajiv: What's the news, Manisha?

Manisha: I got promoted from Sales Assistant to Account Manager!

Rajiv: Wow, that's incredible! Many congratulations to you on the well-deserved promotion.

Manisha: Thank you so much, Rajiv.

**e. Your brother has graduated from the University.**

(Rajan and Rita are brother and sister)

Rajan: Rita, I have some great news to share with you.

Rita: What is it, brother?

Rajan: I graduated from the University with a Master's of Arts!

Rita: That's wonderful news! Congratulations, my dear brother!

Rajan: Thank you very much, sister.

**f. Your neighbour has won a trophy in a tennis tournament.**

(Sunita and Dinesh are neighbours)

Sunita: Dinesh, I have some exciting news to tell you.

Dinesh: What's the news, Sunita?

Sunita: I won a trophy in a tennis tournament!

Dinesh: That's fantastic! Many congratulations.  
Sunita: Thank you so much, Dinesh.

## 16.5 Grammar I

This grammar lesson is based on prepositions and their uses. Prepositions are words that establish relationships between nouns, pronouns, and other words in a sentence. They indicate location, time, direction, manner, or other relationships between elements in a sentence. They are crucial in providing clarity and precision in communication, as they help to convey specific details about the relationships between various elements in a sentence.

Understanding how to use prepositions correctly is essential for effective communication in both spoken and written English. Incorrect usage of prepositions can lead to confusion or ambiguity in meaning. Therefore, mastering prepositions is an important aspect of English grammar.

### Objectives

- To learn the concept and function of prepositions in English grammar
- To use prepositions correctly in various contexts

### Follow the given procedures.

- Tell the class that they are going to study prepositions and their uses. Discuss and introduce prepositions, and explain their functions in sentences. Provide examples of common prepositions and their usage in context. Discuss the importance of using prepositions correctly for clear communication.
- Then lead the classes to **Task A**. Explain the task to the students, which involves choosing the correct prepositions to complete sentences. Provide instructions on how to select the appropriate preposition based on the context of each sentence. Then, have students work individually to complete the task by choosing the correct prepositions for each sentence. Encourage students to analyze the context of each sentence carefully to determine the most suitable preposition.
- After completion, review the answers together as a class, discussing the reasons for choosing each preposition.

#### Answers:

a. ii. between	b. iv. from	c. iii. in	d. ii. in	e. iv. for
f. i. under	g. i. on	h. ii. in	i. i. of	j. iii. into

- Next, introduce **Task B** to the class. This exercise involves completing sentences with the prepositions 'in,' 'on,' or 'at.' Explain the specific usage of each preposition and provide examples to illustrate their meanings in context. Clarify any questions students may have about the task instructions or preposition usage.
- Have students complete Task B by filling in the blanks with the appropriate prepositions. Encourage students to think about the context of each sentence and how it relates to the meaning of the preposition. Once completed, review the sentences together as a class, discussing any challenges or misunderstandings.

#### Answers

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

## 16.6 Writing I

This writing lesson is based on the theme of the unit, Success and Celebration. It focuses on writing messages of congratulations. One of the aspects of success and celebration is congratulating people on their achievements. Congratulations are an essential part of human interaction, serving as a means to express joy and recognition for achievements and milestones. In both personal and formal contexts, conveying congratulations effectively requires a thoughtful and well-structured message.

### Objectives

- a. To use appropriate language and tone suitable for formal congratulatory messages
- b. To write messages of congratulations coherently, ensuring clarity and sincerity in their communication

### Follow the given procedures.

- a. Begin the lesson by discussing the significance of congratulations in various contexts, such as academic, professional, and personal achievements. Review the concept from the previous lesson in speaking skills. Explain the objectives of the lesson and the specific scenarios students will be addressing in their writing. Present examples of authentic messages from newspaper cutouts and letters. Clarify the concept of formal and informal messages of congratulation.
- c. Now, lead the class to writing **Task A**. Discuss the key elements that should be included in the formal message, emphasizing the importance of expressing genuine joy and appreciation.
- d. Divide the class into pairs or small groups. Assign each group one of the scenarios and instruct them to draft a message following the example provided. Monitor groups and offer guidance and support as they work on their messages.
- e. When the draft is ready, have each group present their message to the class. Encourage constructive feedback from peers, focusing on clarity, sincerity, and appropriateness of language. Provide additional insights and suggestions to help students improve their messages.
- f. Now, assign homework to all the students to work individually and complete the messages of congratulations on behalf of the school. Remind them to edit the message they have written in the group based on your and other group's feedback.
- g. Check their work the next day with corrections in their final writing if necessary.

#### **Sample message of congratulation:**

#### **CONGRATULATIONS!**

We are thrilled to extend our heartfelt congratulations to our extraordinary football team for their exceptional triumph in the Inter-School Football Tournament hosted by the District Sports Development Committee, Bhaktapur.

We are filled with joy and pride as we celebrate this remarkable achievement. The dedication and hard work demonstrated by our team throughout the tournament have truly been exemplary. Their unwavering commitment, resilience, and sportsmanship have brought great honor to our school. Winning the prestigious title and securing the coveted trophy is proof of the talent, teamwork, and determination of our athletes. We commend each member of the team for their outstanding performance and commendable spirit on the field.

We express our deepest gratitude to the coaches and support staff for their tireless dedication and guidance in shaping our team into champions. We take immense pride in this achievement and wish our champion football team continued success in their future endeavors. May this victory inspire and motivate our students to pursue excellence in all aspects of their lives.

**ABC School Family  
Sanothimi, Bhaktapur**

- h. Introduce writing **Task B**, writing a letter of congratulations to a relative who has been promoted to a significant position. Discuss and differentiate a letter of congratulation from a formal message. Provide examples from authentic letters of congratulations.
- i. Instruct students to work individually and brainstorm key points they want to include in their letters, such as personal expressions of pride, and best wishes. Monitor students as they draft their letters, offering support and suggestions to help them articulate their thoughts effectively.
- j. When the draft is ready, have them exchange letters in pairs for peer feedback. Then provide your feedback focusing on clarity, coherence, and the expression of genuine sentiment.
- k. Ask students to revise their letters at home based on the feedback and any additional insights gained during the session, and check their work the next day.

Changunarayan-2,  
Bhaktapur  
Nepal  
April 2, 2024

Dear Uncle,

I hope this letter finds you in the best of health and spirits. I was thrilled to hear the wonderful news of your recent promotion to the prestigious position of Deputy Inspector General of Police (DIG). Congratulations are truly in order!

Your achievement is nothing short of remarkable, and I am immensely proud of you. Your dedication, hard work, and firm commitment to serving your community and upholding justice have been evident throughout your career. This promotion is proof of your exceptional leadership skills, integrity, and professionalism.

As you embark on this new chapter in your career, I'm sure that you will continue to excel and make a significant impact in your role. Your expertise and dedication will undoubtedly contribute to the safety and well-being of our society, and I am confident that you will inspire others with your exemplary service.

Please accept my heartfelt congratulations on this well-deserved promotion. May this achievement bring you immense joy and fulfillment, and may you continue to reach new heights of success in all your endeavors.

I wish you all the best in your future endeavors.

Reshma Tiwari

## 16.7 Reading II: IF

The second reading in this unit is a poem entitled “IF” written by English poet Rudyard Kipling. The poem revolves around the qualities and virtues necessary for achieving success in life. These include integrity, resilience, and wisdom. It emphasizes the importance of maintaining calm in adversity, believing in oneself, being patient and honest, remaining humble in success, and treating both success and failure with equanimity.

### Objectives

- To read the poem and do the comprehension tasks.
- To learn the vocabulary: triumph, imposters, knaves, stoop, worn-out, pitch-and-toss, sinew, Will, virtue, foe, unforgiving, etc.
- To analyze and interpret the poem's central idea.

### Follow these steps.

#### Pre-reading activities

- Tell the students that they are going to read the poem entitled “IF” written by English Poet Rudyard Kipling. Facilitate discussion and introduce the poet in the class. Ask the students what they know about Rudyard Kipling. Add to them and proceed to the warm-up activities to teach the poem. Tell them that the poem has a theme of success and the virtues required for it. Ask the following questions to some students in turn for further discussion.
  - What conditions do you think one has to fulfill to be a successful person in life?
  - Which of them have you been following?
- Encourage the participation of all the students in the discussion. Listen to their responses and add your points and ideas to support them.

#### Answer

- To be a successful person in life, one has to fulfill several conditions. These may include setting clear goals, working hard and tirelessly towards them, being strong in the face of obstacles, and maintaining a positive attitude.
- I have been following many of these conditions. I work hard to achieve my goals, stay strong when faced with challenges, and try to maintain a positive attitude. I also believe in being honest and treating others with respect.

#### About the Poet

Rudyard Kipling (1865-1936) was a British poet and writer known for his captivating storytelling and vivid portrayals of imperialism. Born in Bombay, India, his experiences there heavily influenced his works. Famous for "The Jungle Book" and "Kim," he also wrote acclaimed poetry, including "If." Though controversial for his views on race and empire, Kipling's legacy endures for his masterful storytelling and contributions to literature.

### While reading activities

- Begin by introducing a British poet and writer. Provide a brief historical context of his works and his significance in literature.
- Select some students to recite the poem loudly, in turn, emphasizing pronunciation and expression. Encourage the student to recite fluently, loudly, and correctly. If necessary, model it yourself or play the audio. You can find the poem in YouTube or in other internet sources.

- c. Ask the other students to mark the unfamiliar words in the poem. Then discuss the meanings of the words, encouraging students to use dictionaries if necessary.
- d. Discuss the addressed audience, the speaker's advice, and the themes presented in the poem. Encourage students to identify poetic devices such as metaphors and symbolism.
- e. To evaluate students' understanding of the vocabulary, ask the students to work in pairs, and match the words with their correct meanings given in **Task A**. Monitor their engagement in the task and offer guidance when necessary. Once complete, select some pairs to share their answers with the class. Make corrections in their answers if necessary.

**Answers**

- a. unforgiving - vii. not giving a second chance; not happening again
- b. virtue - iii. behavior showing high moral standards
- c. sinew - vi. a strong band of tissues in the body
- d. pitch-and-toss - v. a game of skill and chance
- e. worn-out - ii. badly damaged and no longer useful
- f. stoop - ix. to bend the body forwards and downwards
- g. knave - i. a dishonest person
- h. triumph - iv. a great success, achievement or victory
- i. impostor - viii. a person who cheats by pretending to be somebody else

- f. Next, ask the students to work in small groups to complete the summary of the poem given in **Task B**. Instruct them to use the correct words/ phrases given in red colour. Monitor their involvement in the task. Help them scan and skim the poem to answer the given questions. Once complete, choose a pair to share their answers. Listen to their answers and make corrections if necessary. Instruct the other pairs to make corrections respectively. Alternatively, assign the task as homework, and check students' answers with necessary corrections and feedback the next day.

**Answers**

In 'IF', Rudyard Kipling provides **inspirational** insights into life. In the first stanza, the poet suggests us to keep calm, have self-trust, and bear **truthfulness**. According to the poet, it is important to be thoughtful about an action before undertaking it. Similarly, balancing between **success and failure** is another important quality of a successful person. In the third stanza, the poet suggests us to **value** our winnings. We must devote our intellect, heart and muscle in the work we do, and we should always have a strong **will** to achieve success. In the final stanza, the poet suggests us to maintain our **virtue** no matter who we are with. Most importantly, we must realize the **importance** of time.

- g. Then lead the class to the comprehension questions in **Task C**. Instruct the students to work individually, and to read the questions before scanning and skimming the story again. Then ask them to write the answers in their notebooks. Monitor their engagement in the task, and help them when necessary. Alternatively, assign this task as homework to the students and check their work in the next class. Make necessary corrections in their answers.

**Answers:**

- a. The poet suggests that when being lied about, one should not deal with lies.
- b. "Not be tired by waiting" means having the virtue of patience.
- c. We should not make our aim to dream in life because dreams should not control us; instead, we should take action to achieve them.
- d. We can achieve our dreams by taking practical steps to realize or achieve those dreams.



- e. Knaves can twist the truth we've spoken to deceive and trap fools.
- f. We should forget our failures in life because dwelling on them can hinder our progress and prevent us from moving forward.
- g. If we lose in the "pitch-and-toss," we should start again at our beginnings and not complain about our loss.

### Post-reading activities

This task leads the discussion beyond the text. The question in this task is not meant to be answered based on the reading text. However, the text is related to the reading text and indirectly helps students to answer the question. Ask the following discussion question to the class.

i. What suggestions do your parents and teachers give you to be successful in life?

Encourage students. Accept and listen to the responses of the students and provide necessary feedback.

### Sample answer

My parents and teachers often advise me to work hard, stay focused on my goals, and never give up, no matter the challenges I face. They also emphasize the importance of being honest, respectful, and kind to others, as well as continually learning and improving myself.

## 16.8 Listening

This listening lesson is based on the theme of the unit, i.e. success and celebration. The listening audio presents a powerful speech delivered by Barack Obama, the former President of the United States. The speech touches upon themes of perseverance, overcoming adversity, and seizing opportunities for success. Barack Obama shares personal anecdotes and insights to inspire individuals to discover their strengths, work hard, and pursue their dreams, regardless of their circumstances.

### Objective

To listen the audio and do the tasks on it

### Follow the given steps.

#### Pre-listening activity

- a. Explain to the class that they are going to listen to a speech from a renowned personality and do the tasks based on it. To warm up, instruct the students to study the picture given in Task A and ask the following questions to them.
  - i. Who do you think the personality is?
  - b. What is he popular for?
- b. Encourage all the students to participate in the discussion. Listen to their responses and help them with the correct and additional information. Tell more about Barack Obama and why he is a figure of inspiration for all.

### Answers

- i. The personality shown in the figure is former American President Barack Obama.
- ii. Barack Obama is a source of inspiration for many due to his remarkable journey from humble beginnings to becoming the first African American President of the United States. He is also known for his oratory skills.

### While listening activities

- a. Tell the students now they are going to listen to a motivational speech by Barack Obama, the former president of the United States. Instruct them to read the questions in **Task B** before listening to the audio and make some speculations on the right answers. Make a list of unfamiliar vocabulary to the students and pre-teach them with an appropriate technique.
- b. Ask the student to work individually and first tick the right answer in the worksheet. Play the audio and monitor their engagement in the task. Replay the audio until students have attempted the questions. Once finished, ask some students to share their answers with the class. Review their answers and make corrections if necessary.

#### Answers

- a. ii. find what they are good at
- b. i. his mother
- c. i. because he got second chances
- d. ii. to be able to go to the best school
- e. ii. those who have failed the most
- f. i. 12 times

- c. Now, lead the class to **Task C**. Instruct the students to work individually to read the questions to fill in the blanks and make guesses of the type of words that might be used. Play the audio and ask the students to complete the sentences in the task with the correct information from the audio. Monitor their engagement in the task. Play the audio multiple times if necessary. Make sure that all the students have attempted all the questions. Once completed, ask some other students to share their answers. Review their answers and make necessary corrections.

#### Answers

- |              |                  |                           |                    |
|--------------|------------------|---------------------------|--------------------|
| a. two years | b. pay the bills | c. proud of               | d. the opportunity |
| e. determine | f. succeed       | g. high school basketball |                    |

### Post-listening activity

This task leads the discussion beyond the listening audio. The activity in this task is not meant to be answered based on the listening audio. In this section, assign students to listen to some motivational speeches at home and present their findings in the class the next day. Allow opportunities for all the students to share their findings the next day and provide them necessary feedback.

#### Some motivational speeches

- a. Steve Jobs' 2005 Stanford Commencement Address
- b. J.K. Rowling's Harvard Commencement Speech
- c. Les Brown's "It's Possible"
- d. Eric Thomas' "How Bad Do You Want It?"
- e. Tony Robbins' "Why We Do What We Do"

## 16.9 Grammar II

Building upon our previous lesson on prepositions, this grammar lesson focuses on prepositional phrases. A prepositional phrase consists of a preposition and its object, along with any modifiers. These phrases provide additional information about location, time, manner, or other relationships

within a sentence. Understanding prepositional phrases is essential for clear and effective communication in English.

### Objectives

- a. To learn about prepositional phrases and their uses in English
- b. To use prepositional phrases correctly

### Follow the given procedures.

- a. Review the uses of prepositions from **Grammar I**. Then define what prepositional phrases are and discuss their structures. Provide examples of prepositional phrases in sentences to illustrate their function.
- b. Introduce **Task B** to the class. The exercise involves completing sentences with the correct prepositional phrases from the provided box. Review the prepositional phrases listed in the box to ensure students understand their meanings and usage. Instruct students to work individually to read each sentence carefully and select the appropriate prepositional phrase from the box to complete it. Encourage students to consider the context of each sentence and choose the most suitable prepositional phrase. Monitor their engagement in the task and offer assistance in choosing the right prepositional phrase.
- c. Once students have completed the task, review the answers together as a class. Make necessary corrections and discuss the meaning and usage of each prepositional phrase in the context of the completed sentences.

#### Answers

- |                    |                                  |                  |               |
|--------------------|----------------------------------|------------------|---------------|
| a. with each other | b. at playing                    | c. interested in | d. at large   |
| e. out of reach    | f. out of hand; of the situation | g. on a diet     | h. in a hurry |
| i. on board        | j. in cash                       |                  |               |

### 16.10 Writing II

The second writing activity in this unit is writing a draft of a speech. Speechwriting allows individuals to convey their thoughts, ideas, and messages effectively to an audience. Crafting a persuasive speech requires careful planning and organization, often beginning with the creation of a draft. This lesson explores the process of drafting a speech on the theme of success as the pillar of success.

### Objectives

- a. To write persuasive arguments with relevant examples and anecdotes
- b. To enhance presentation skills by rehearsing and delivering speech drafts

### Follow the given procedures.

- a. First, Introduce the concept of drafting a speech as a crucial step in the process of delivering a speech. Explain its significance in organizing thoughts and refining content.
- b. Divide the class into small groups and instruct them to study the writing task. Explain the task focusing on the theme of success as the pillar of success and the inclusion of relevant examples and stories from successful individuals. Also, discuss the importance of incorporating persuasive arguments and supporting evidence to make the speech compelling and engaging.

- c. Instruct them to collaborate in their groups to draft their speech dividing it into three parts; introduction, body and conclusion. Ask them to focus on incorporating persuasive arguments and supporting evidence.
- d. Have each group share their draft of speech with the class. Facilitate sessions for constructive feedback from peers, focusing on clarity, coherence, and persuasiveness of the arguments presented.
- e. Now, Assign students to individually draft their complete speech on the given theme including relevant examples and stories from renowned successful individuals. Ask them to revise and edit the draft they have prepared in their respective groups, and check their work the next day.

**Sample speech**

Respected chairperson esteemed guests and dear friends,

Today, I stand before you to present my view on a topic that echoes deeply with each one of us: success. It is often said that success is not merely the result of talent or luck but is rather the product of perseverance, determination, and the ability to learn from failure.

Throughout history, countless individuals have faced obstacles and failures on their journey to success. Yet, it is their commitment to their goals that have ultimately led them to triumph.

Take Thomas Edison, for example. Despite facing numerous failures and obstacles in his mission to invent the light bulb, he remained undeterred. With each failure, he viewed it not as a defeat but as an opportunity to learn and grow. And in the end, his persistence paid off, and he succeeded in creating one of the most transformative inventions in history. Haven't we just learned from the life of Walt Disney that hard work and perseverance are the keys to success in one's life? Their stories serve as a powerful reminder that failure is not the end but rather a stepping stone on the path to success.

It is through our failures that we learn valuable lessons, identify areas for improvement, and ultimately grow stronger.

As we pass through life's challenges and obstacles, let us embrace failure not as a sign of defeat but as an opportunity for growth and development. Let us use each obstacle as motivation to push ourselves further, strive for excellence, and achieve our goals.

In short, success is not achieved overnight, nor is it without its challenges. But by viewing failure as the pillar of success, by learning from our mistakes, and by persevering in the face of adversity, we can overcome any obstacle and achieve greatness.

Thank you.

**16.11 Project work**

This project work is based on interviewing people and writing a report based on it. Report writing is a valuable skill that enables individuals to convey information effectively and succinctly. In this project, students will have the opportunity to develop their report-writing skills by conducting interviews with successful individuals in their community and writing a report on their journey to

success. Through this project, students will gain insight into the factors that contribute to success and learn how to effectively communicate their findings through written reports.

### **Objectives**

- a. To develop proficiency in conducting interviews, including preparing questions, and active listening
- b. To enhance report writing skills by organizing and presenting information in a clear, coherent, and concise manner
- c. To present findings of research effectively through written reports

### **Follow the given procedures.**

- a. Begin the lesson by reviewing the concept of report writing and its importance in conveying information accurately and effectively. Then discuss the purpose of the project and the objectives of conducting interviews with successful individuals in the community.
- b. Next, divide the class into groups based on their community; prioritize group formation based on the students belonging to the same community. Now, assign each group a task to find a successful individual in the community to interview. Allow them time to consult with their parents if necessary.
- c. Guide students in planning their interviews, including drafting key questions to ask, scheduling the interview, and preparing interview materials.
- d. Allow them time to conduct interviews with the chosen individuals in their community, focusing on gathering information about their background, challenges faced, strategies employed, and lessons learned on their journey to success. Instruct them to actively listen and take detailed notes during the interviews to capture key insights and anecdotes. Provide them with resources to conduct additional research on the background and achievements of the individuals interviewed, supplementing the information gathered from the interviews.
- e. Guide students in organizing and synthesizing the information gathered from both primary and secondary sources. After that offer guidance on structuring the report, including an introduction, background information on the individual interviewed, key insights and anecdotes shared during the interview, analysis of factors contributing to success, and a conclusion.
- f. Have each group exchange their reports with another group for review and feedback. Provide your feedback and suggestions as well. Encourage constructive criticism focusing on clarity, coherence, and relevance of information presented in the reports.
- g. Finally, instruct students to revise their reports based on the feedback received and finalize them for presentation. Allow each group to present their reports to the class, summarizing the key findings and insights from their interviews and research.

#### **Report Template:**

**Title:** Journey to Success of Mr/Ms....., .....

#### **Introduction:**

- A brief overview of the purpose of the report and the individual interviewed.
- Background information on the individual and their achievements.

#### **Interview Questions:**

- Can you please tell us about your background and upbringing?
- What inspired you to pursue your chosen career or path?
- What were some of the challenges you faced on your journey towards success?
- How did you overcome these challenges?
- Can you share a significant turning point or milestone in your journey?
- What role did mentorship or guidance play in your success?
- How do you define success, and how has your definition evolved over time?
- What are some key lessons you've learned from your experiences?
- Can you share a memorable success story or achievement that you're particularly proud of?
- What advice would you give to aspiring individuals who aim to achieve success in your endeavours?

**Background Information:**

- Summary of the individual's background, achievements, and contributions to their field or community.
- Additional research findings to supplement the interview insights.

**Key Insights and Story**

- Highlights from the interview, including key insights shared by the individual and notable anecdotes that illustrate their journey to success.
- Analysis of the factors contributing to the individual's success, such as perseverance, resilience, mentorship, and innovation.

**Conclusion:**

- Summary of the main findings and insights from the report.
- Reflections on the lessons learned and the significance of the individual's journey to success.

**16.12 Extra bit**

This section includes the task that gives students additional information in the unit. This particular section provides additional information on archaic words including their modern equivalents. Archaic words often referred to as linguistic relics of the past, offer a captivating glimpse into the evolution and richness of language over time. These words, once prevalent in earlier periods of history, have gradually faded from common usage in contemporary language. However, despite their decline, archaic words retain a unique charm and significance, offering valuable insights into historical contexts, literary traditions, and cultural heritage.

ΩΩΩ

## Unit 17

### Countries and Towns

This unit carries the theme countries and towns. 'Country' generally refers to a rural area that is less crowded, relatively undeveloped, and mostly has small traditional houses whereas; 'town' refers to an area generally with a crowded population, well developed, and with skyscrapers. Together, 'countries and towns' indicates comparative study of these distinct areas.

The unit has two reading tasks related to the theme. In addition to the regular tasks of pronunciation, and listening, the unit includes language function: comparing and contrasting, and grammar items: adjectives, adverbs and connectives. Under writing tasks, the unit embodies paragraph writing and describing a place. Here is a brief unit overview.

#### Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Compare the given pictures.
2.	Reading I London vs Paris	Opinion based pre-reading questions Fill in the cross word puzzle. Choose the correct alternative. True or false Answer these questions Post-reading: which city you'd like to visit
3.	Pronunciation	Intonation pattern
4.	Speaking (comparing and contrasting)	Study the way they are compared. Have similar conversations in pairs.
5.	Grammar I (adjectives and adverbs)	Choose the correct adjective or adverb. Fill in the blanks with correct form of adjectives or adverbs.
6.	Writing I (paragraph writing)	Write a couple of paragraphs.
7.	Reading II The Country Mouse and the City Mouse	Pre-reading task: tell the story Match the words with their meanings. True or false Answer the following questions. Post-reading question
8.	Listening	Pre-listening questions Listen and put a tick mark. Listen and write true or false. Post listening task: talk about your favourite city
9.	Grammar II (Connectives)	Complete with the given connectives.
10.	Writing II (Describing a place)	Describe a place using the given information.
11.	Project work	Interview, prepare report and present.

12.	Extra bit	Clauses and its types
<b>Total estimated time</b>		<b>10 Hours</b>

This table offers a comprehensive summary of the tasks in the unit. The following sections will provide in-depth comprehension into the specific teaching and learning processes associated with each task, as well as the skills to be developed. However, it's important to note that the activities listed here serve as examples, and teachers have the flexibility to either adopt these methods or create and customize activities that better suit their classroom settings.

### 17.1 Getting started

This discussion is for warming up to connect students to the theme. In this task students look at the pictures related to country and town and then compare them.

#### Objective

To look at the pictures and compare them

#### The teacher could follow these steps.

- Write the theme of the unit on the board and ask their understanding related to the terms.
- Now, ask them to look at the given pictures and ask them to see the differences in them.
- Make them take turns and share their comparison. Make them compare two pictures in the first row with the two in the second.

#### Sample comparisons

- The first two pictures in the first row represent country sides. The houses are smaller and more traditional, though the second picture has more crowded houses. The country sides are on the lap of snow peaked mountains and green hills to enrich the freshness and beauty.
- The last two pictures in the second row are pictures of town. There are more crowded and bigger houses than in the countryside. They have wider and smoother streets. The town localities look clouded and rather polluted.

- Encourage them to speak and put their views.
- Ask students whether they are from a village or a town. Call some representative students in front of the class to put their views related to features and way of life in their homeland.
- Help them elicit connection of the discussion to the theme of the unit and the text in reading I.

### 17.2 Reading I: London vs Paris

The reading I is a text titled "London vs Paris".

#### Objectives

- To learn the vocabulary: gastronomy, rusty, urbanites, espressos, array, baguettes, written off, embracing, tramway, revenue, impeccable, swindle, impenetrable, cliques, chuggers, etc.
- To read the text and do the comprehension tasks



**Follow these steps.**

**Pre-reading activities**

- a. Start with casual interaction seeking their prior knowledge related to the two cities London and Paris.
- b. Encourage students to participate in the discussion.

**Sample discussion points**

- a. The cities shown in the pictures are Paris and London respectively.
- b. Both the cities are capital cities of two beautiful countries and are famous for tourism. Paris is commonly known for Eiffel tower whereas London is visited for Big Ben, London Bridge, river Thames, etc.

- c. Give clues to elicit the thematic ideas. Accept and appreciate varieties of answers.

**While-reading activities**

- a. Let's make reading fun with a vocabulary game: Vocabulary Hot Seat.
- b. Provide students with a list of words, say them to find the words in the text and get the meanings in context. They may use a dictionary in case they need to. This can be better assigned as homework.
- c. The next day, pick students randomly, and take them to the hot seat. The student sits in the "hot seat" and provides clues or meanings to the class to guess the word. The classmates try to guess the word based on the clues given. This game encourages critical thinking and oral communication skills.
- d. Students in the 'hot seat' can be replaced by others after about 5 words. Interfere only when they go beyond the right sense.
- e. Now, ask students to read the text silently first. Then, ask them to sit in pairs and note down as many similarities and differences as they find in the text in the following table:

Cities	Similarities	Differences
London and Paris	1. 2. 3.	1. 2. 3.

- f. Ask the pairs who have noted the most in number and let them share. Discuss if they are right. Let other pairs add if there is any missing.
- g. Now, lead them to **Task A**. Ask them to work in the same pairs.

**Answer**

**Down**

- 1. Urbanite, 4. Array, 6. Impeccable, 7. rusty

**Across**

- 2. chugger, 3. Tramway, 5. Vibrant, 8. Baguette, 9. Gastronomy, 10. clique

- h. Tell the answers and provide additional feedback when needed.
- i. Now, ask them to see Task B. This Task Can be continued in the same pairs too. Ask them to read the text and do the task.

**Answers**

- a. ii. widespread    b. iii. 240    c. i. variety in cuisine    d. iv. public library

e. ii. Both cities can be travelled all the year round with nice weather

h. Now, lead them to Task C. Read the statements aloud. Ask students if they are true or false.

**Answers**

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

i. Take students responses and discuss the answers.

j. Ask students to read the text and do **Task D**. Check their answers.

**Answers**

a. The famous rivers in London and Paris are Thames and Seine respectively.

b. Football fans prefer London to Paris because London hosts six major football clubs that play in the top league.

c. Bangkok and London were the two cities visited by more tourists in 2018.

d. Autumn season is suitable to visit London as it is the time of events and festivals and the temperature remains warm and pleasant then.

e. Of the two cities, Paris is cheaper to travel.

f. I think it is easier to catch a cab in London than Paris because London has 22,500 registered taxis whereas the figure goes down to 17000 in Paris. (in terms of number of taxis) or

I think it is easier to catch a cab in Paris than London because London is almost fifteen times larger than Paris, so the figure of registered taxis (22,500) may remain limited in comparison to that of Paris.

**Post-reading activity**

a. Ask students if they have ever visited or wished to visit the places mentioned in the text. Encourage students to share why they liked to visit the city based on the information on the text.

**Sample answer**

With the given information in the text, if I have to choose between Paris and London, I would choose Paris without hesitation. The city of Eiffel tower captivates me with its timeless charm. Moreover, the city has many iconic landmarks, and rich cultural tapestry. The enchanting streets of Paris, many museums, and libraries can be a great attraction for the eyes and the soul. The city is also known for its amazing cuisines. Paris is called a haven for art lovers, fashion enthusiasts, and history buffs alike, offering a perfect blend of tradition and modernity and on the top, the city is comparatively, cheaper than London.

**17.3 Pronunciation**

This pronunciation exercise is related to the intonation pattern.

**Objective**

To identify intonation patterns and use them accordingly

**Follow these steps.**

a. Write three sentences on the board: one statement, one question, and one uncertain or incomplete thought.

b. Now, read each sentence loudly and say students to follow at the top of their voice.

- c. In relation to the difference in tone and stress, introduce them with the term intonation and its basic principles.

Intonation is the variation in pitch while speaking, which helps convey meaning, attitude, and emotion. In English, there are three primary types of intonation: falling, rising, and fall-rise.

**Falling Intonation:** Typically associated with declarative statements and commands. It involves a lowering of pitch towards the end of the sentence. Example: "I'll see you at the party."

**Rising Intonation:** Commonly used in yes/no questions, wh-questions, and incomplete thoughts. Rising intonation involves an upward pitch movement towards the end of the sentence. It signifies that the speaker is seeking confirmation or asking for information.

Example: "Did you finish your homework?"

**Fall-Rise Intonation:** This pattern combines both falling and rising elements. It is often used in statements that convey uncertainty, politeness, or incomplete thoughts.

Example: "I'm not sure if I can make it to the meeting today."

- d. Lead them through the sentences from the given task. Read these sentences and ask them to identify the intonation pattern. Read these sentences again and ask them to follow.

**Answers**

- a. Polite and inviting; rising intonation
- b. Warm wishes; falling intonation
- c. Seeking information; rising intonation
- d. Expressing gratitude; falling intonation
- e. Stating a fact; falling intonation
- f. Seeking an explanation; rising intonation
- g. Nostalgic question; rising intonation
- h. Confirming information; rising intonation
- i. Providing information; falling intonation
- j. Introducing someone; falling intonation

- e. Let them practise these sentences with the correct intonation pattern in pairs.  
f. Check how students follow the teacher. Observe how they do in pairs and on their own and add necessary feedback.

### 17.4 Speaking

This speaking activity is about the language function comparing and contrasting.

#### Objective

To compare and contrast based on the provided features of person, place or objects

#### Follow the following procedure.

- a. Get students to observe the given pictures in **Task A** and see or act out how Roshan and Sujita are comparing and contrasting two pictures.
- b. Ask them to note down how the houses have been compared by using comparative forms of adjectives: smaller, more artistic and common form: not as big as.

- c. Now, introduce and clarify the intended language function comparing and contrasting.
- d. Next, lead them to the given **Task B**. Ask students to work in pairs for making similar conversations. Assist only when required.

**Sample conversations**

- a.
  - Pabitra: Wow, the bridges are extremely long but the first one is more attractive to look at than the other one.
  - Kiran: Yes, the first bridge is not as simple as the other. However, the second bridge is wider than the first one.
- b.
  - Srijana: Oh, both dogs are quite big breeds but the first one is easier to tame than the second one.
  - Maya: Yes, the first dog is not as hard to tame as the other. However, it's hairier than the second one.
- c.
  - Rajkumar: Wow, both the heating systems are awfully warm but the first one is cleaner than the other one.
  - Tina: Yes, the first heater is not as dirty as the other. However, it may be more economical to run than the second one.
- d.
  - Kristina: Wow, both the shops are fantastically good places to do shopping but the first one is more pleasant to shop than the other one.
  - Tej: Yes, the corner shop is not as crowded as the other. However, supermarkets provide a wider range of goods than the first one.

- e. Move around the class and see how they are doing the task. Help wherever required and give necessary feedback.

**17.5 Grammar I**

This grammar item is related to adverbs and adjectives and their comparative forms.

**Objectives**

- a. To choose appropriate adverbs and adjectives
- b. To use the correct common, comparative, or superlative form of adjective or adverb

**Follow the given procedure:**

- a. Ask and differentiate the terms adjective and adverb with examples and discuss their uses.

**Adjectives** are words that modify or describe nouns (people, places, things, or ideas) by providing more information about their qualities or attributes. For example: In the phrase "a blue sky," the word "blue" is an adjective describing the quality of the sky.

**Adverbs** are words that modify or describe verbs, adjectives, or other adverbs. They typically provide information about how, when, where, or to what degree an action is performed. For example: In the sentence "She sings beautifully," the word "beautifully" is an adverb modifying the verb "sings," indicating how she performs the action.

- b. Ask students to make a list of some commonly used adjectives and adverbs.
- c. Ask them to say or write their common, comparative, and superlative forms.

d. Now, ask students to go to **Task A** individually and do them on their own.

**Answers:**

a. poor, b. poorly, c. calm, d. patiently, e. loudly, f. quietly, g. quiet, h. softly, i. timidly

e. Do mass correction of the task with needful discussion.

f. Suggest them to work in pairs for Task B. They may discuss and fill in the blanks with suitable forms of the given adverbs or adjectives. Help wherever required.

**Answers:**

a. more complicated, b. heavier, c. heavy, d. more quickly, e. intelligent, f. better, g. as fast, h. more beautifully, i. as gracefully, j. longer

g. Ask one by one question to any member of each pair or do mass correction.

### 17.6 Writing I

This task concentrates on writing paragraphs.

#### Objective

To write a couple of paragraphs comparing our capital city with any other cities of Nepal

#### Follow the given procedure.

a. Introduce the class with what paragraph is and how to write it. As it is sufficiently dealt in previous class, more discussion may not be required.

Paragraph writing involves expressing a complete thought or idea in a cohesive and organized manner within the prescribed number of paragraphs. The paragraph(s) includes topic sentence, supporting details, coherence and unity, concluding sentence, and prescribed or reasonable length.

b. Now, make them write the given writing task then and there as class work. Check their writing when they finish and provide feedback.

#### Sample answer

##### **Kathmandu vs. Pokhara**

Kathmandu, the capital city of the country, is a vibrant metropolitan municipality nestled in a lovely Valley. The major attractions consist of ancient temples, modern infrastructure, and dynamic cultural artifacts. With its historic Durbar Square and diverse communities, Kathmandu stands as a lively hub where tradition converges with urban development. Its narrow streets are filled with the colors, sounds, and aromas of a busy city that serves as a gateway to the majestic Himalayas.

In contrast, Pokhara, often called the "City of Lakes," presents a serene and nature-centric setting. Nestled beside the tranquil Phewa Lake and surrounded by the Annapurna mountain range, Pokhara offers breathtaking views of nature's wonders. The city's cool atmosphere, in contrast to Kathmandu's hustle, makes it a haven for outdoor enthusiasts seeking a peaceful retreat. Boating on the lake, trekking in the hills, and enjoying the lush landscapes characterize the more relaxed pace of life in Pokhara, showcasing a different aspect of Nepal's diverse charm.

## 17.7 Reading II: The Country Mouse and the City Mouse

The second reading text in this unit is the poem "The Country Mouse and the City Mouse" by Richard Scrafton Sharpe.

### Objectives

- To recite the poem
- To learn the vocabulary: snug, unmolested, supped, stray, bacon, frowned, horrid, reluctant, slily, dainties, custard, trifle, palate, regaling, venture, splendid, endure, etc.
- To read the poem and do the comprehension tasks

### Follow these steps.

#### Pre-reading activities

- Begin the class with casual interaction that proceeds by comparing country life and city life.
- Ask them if they have heard a story of a country mouse and a city mouse.
- Let them share what they have heard.

"The Country Mouse and the City Mouse" is a classic fable attributed to Aesop. The story contrasts the lives of two mice, one living in the countryside and the other in the city, highlighting the differences in their lifestyles and values. They invite each other to visit and experience their home but none of them could enjoy themselves there. In the end, both mice realize that their own lifestyles suit them better.

- Ask students to read the poem and ask to enlist the difficult words. Introduce these new words.

#### While-reading activities

- If possible play the video with interactive presentation of the story of two mice from the internet source, if not tell the story on your own.
- Recite the poem aloud and tell students to listen to the recitation carefully. Let them follow if they feel difficult.
- Now, make students take turns and recite the poem aloud in front of the class.
- Assist them in case they get problems with reciting.
- Discuss in the class about the structure of the poem: ten well-wrought quatrains with beautiful regular end rhyming lines.
- Next, lead students to stanza by stanza and line by line discussion and interpretation of the poem. Try to connect the idea that the poem is an account of luxuries of city life and a joy of qualities of country life.
- Now, draw their attention to the comprehension **Task A**. Choose any technique: asking one by one or to the whole class at once. Correct the answers.

#### Answers

- snug - iv. warm, comfortable and protected, especially from the cold
- unmolested - ix. not disturbed or attacked by anything.
- stray - i. move away aimlessly from the place where one should be
- frown - x. a facial expression indicating disapproval or displeasure
- horrid - ii. very unpleasant, rough
- reluctant - iii. unwilling and hesitant
- custard - v. a sweet yellow sauce made from milk, sugar, eggs, and flour

- h. trifle – a cold dessert of sponge cake and fruit
- i. regale - vi. entertain or amuse somebody with a talk
- j. endure - viii. to deal with something painful or unpleasant

- i. Ask students to read the poem again and do **Task B**. Tell the correct answer followed by a short discussion for them to correct.

**Answers**

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

- j. Next, lead students to Task C. Let them discuss and answer these questions. Assign it as class work.

**Sample answers**

- a. The country mouse lived unmolested, enjoying a simple life.
- b. The town mouse went to the country to pay a short visit to his friend, the country mouse.
- c. Yes, she was. She was happy because she was curious about the town's food and wanted to experience the town's life.
- d. While the mice were having dinner, the dog, cat, and the maid came with a broom and disturbed their meal.
- e. The country mouse requested her friend for her safe return to the country from the town.

- k. Observe how they work. Check their answers and give feedback.

**Post reading activity**

- a. Students have done plenty of discussion about country life and town life.
- b. Now, divide students in two groups, assign country and town life to each group and make them concentrate their discussion on advantages and disadvantages of living there.
- c. Ask both groups to share their points on advantages and disadvantages country life and city life. Encourage students to add as many points as possible.

**Sample response**

I live in a town, and one of the advantages of living in a town is the convenience it offers. Towns typically have easy access to various facilities such as shopping centers, schools, healthcare facilities, and entertainment options. The availability of these services makes daily life more efficient, reducing the time and effort required for essential tasks. Additionally, towns often have better infrastructure, including reliable public transportation, which contributes to smoother connectivity and accessibility.

However, living in a town comes with its own set of disadvantages. One notable drawback is the higher cost of living compared to rural areas. Housing expenses, utility bills, and general living costs can be relatively high, putting financial pressure on residents. Moreover, towns tend to be busier and more crowded, leading to increased noise levels and a faster-paced lifestyle. Most of the town's lives have been badly affected by the pollution, hygiene, and security threats.

**17.8. Listening**

This listening task is related to a conversation about Quebec City or Montreal.

**Objective**

To listen the audio and do the given tasks

**Follow these procedures.**

**Pre-listening activities**

- a. Ask students some questions related to their knowledge about provinces (in Nepal), their capital cities, and major features.
- b. Lead the discussion towards Task A.

**Sample answers**

- a. Hetauda and Pokhara
- b. Both cities are beautiful tourist destinations in Nepal. Hetauda is smaller than Pokhara. Pokhara is more crowded than Hetauda.

- c. Answers may vary person to person. Encourage them to put their points.
- d. Ask them to read the instructions of Task B and ask them to guess what the audio is about.
- e. Play the audio and let them check whether their guesses are right or wrong. Elicit that they are going to listen to an audio related to a conversation between Dave and Bob regarding Dave's visit to Quebec and Montreal.

**While listening activities**

- a. Ask them to read Task B. Tell them that they have to do the task when the audio is played.
- b. Play the audio and tell them to tick if the statements are related to Quebec City or Montreal.

Statements	Quebec City	Montreal
a. It is the biggest city in Quebec province.		√
b. It is the capital of the province.	√	
c. The St. Lawrence River runs through it.		√
d. It is the third-largest French-speaking city in the world.		√
e. Many of the buildings are very old here.	√	

- c. Move around the class and make sure that each student is engaged in listening tasks. Play the audio again for them to check their responses.
- d. Now, play the audio again and ask students to do **Task C**. Tell them to write True or False against the statements.

**Answers**

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

- e. Play the audio again for them to check their responses.

**Post listening activities**

- a. Ask students to think about their favourite city and talk about it.

**Sample answer**

Bhaktapur, located in the Kathmandu Valley of Nepal, is a living example of the country's rich history and architectural heritage. The narrow brick-paved streets, well-designed temples, and historic squares, creates an enchanting atmosphere. Some landmarks like the Nyatapola Temple and the 55-Window Palace captivate each of its visitors. Bhaktapur's vibrant festivals, traditional art, traditional craftsmanship, including pottery and woodcarving and vibrant street life add to its cultural tapestry, making every visit a journey into Nepal's past.



b. Encourage them to share their thoughts and give feedback when needed.

### 17.9 Grammar II

This task is related to the grammar item – connectives.

#### Objective

To use the correct connectives in context

#### Follow these steps

- a. Ask students about their understanding related to connectives.
- b. Tell them to make a list of some commonly used connectives. Make some sentences by using them and discuss them.
- c. Clarify if they have any related issues. Lead them to the given task.

#### Answers

a. although, b. however, c. but, d. despite/in spite of, e. although, f. Because, g. because, h. because of, i. despite/in spite of, j. although

- c. Do mass correction to check their answers and discuss when needed.

### 17.10 Writing II

This task is related to describing a place based on the given clues.

#### Objective

To describe a place called ‘Lamidada’

#### Follow the given procedures.

- a. Clarify the instructions and the clues given there.
- b. Ask students to form sentences orally based on the given clues.
- c. Talk about the major components to be included explaining examples of the information given in the writing task.
- c. Assign the Task as an individual homework.

#### Sample answer

Located in the heart of the Khotang district, Lamidada Village is known as a hidden gem untouched by modern way of life. Serving as the gateway to the sacred temple of Halesi Mahadev, this village is a true treasure trove of natural beauty and rural charm.

Lamidada has an enchanting surrounding landscape, with rolling hills, lush agricultural lands, and traditional houses that paint a picturesque scene. As you explore the village, you'll be welcomed by breathtaking views of the majestic mountains that form a spectacular backdrop. The humble villagers, predominantly Rai people, contribute to the village's ethnicity, their warmth and simplicity adding to the overall appeal.

Walking along the stone-paved paths, you'll witness the daily life of Lamidada. Villagers industriously carrying woods from the dense forest, children tending to domestic animals, and the air filled with the sounds of traditional activities create an atmosphere of timeless rural living. The dense forest surrounding the village adds to its natural beauty, providing a sanctuary for diverse flora and fauna.

The weather in Lamidada offers a delightful contrast throughout the day. Mornings may be slightly chilly, but as the day progresses, the warmth embraces the village, creating a comfortable and pleasant atmosphere. Lamidada Village stands as evidence to the harmonious coexistence of nature and human life, a place where tradition and simplicity flourish against the backdrop of Nepal's spectacular landscapes.

d. Check their homework the next day and give feedback.

### **17.11 Project work**

This project work is related to preparing a report based on the interview.

#### **Objective**

To collect information through interview (s) and prepare a report, and present that in the class

#### **Follow the following procedure.**

- a. This project work runs fantastic in small groups.
- b. Make a group of ten students where five will work as interviewers and remaining five as interviewee. They set some interview questions in the group, take interviews in pairs, and again prepare the report in the groups.
- c. Clarify the instructions. Ask them to interview about their likes, dislikes, skills, etc. and prepare a report based on it.
- d. Suggest a format for writing a report.
- e. Provide a week's time for the completion.
- e. When they are ready, make them present the report in the class.

### **17.12 Extra Bit**

This section of the unit includes an introduction to the clauses and its types. This task enables the student to know about meanings, types, and uses of clauses. Students may carry the task independently for self-study. However, assist them where necessary.

ΩΩΩ

**Unit18**  
**Media and Entertainment**

This unit is based on the theme of *Media and Entertainment*. The reading texts that include a varieties of comprehension exercises reveal the theme of the unit. As an integral part of language, the listening and speaking activities are itemized separately focusing on the language function of ‘Asking for and giving opinions’. The unit also embraces the grammar related to the causative verbs. The table below presents a brief overview of the unit.

**Unit Overview**

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about what the pictures represent.
2.	Reading I Hachi: A Dog's Tale	Pre-reading questions Find the words from the text to match the given meanings. State True or False. Answer these questions. Post-reading question
3.	Pronunciation	Say phone numbers, years and numbers in English.
4.	Speaking	Act out the conversations. Study the given expression used for asking and giving opinion. Work in pairs to ask and give opinions.
5.	Grammar I Questions	Put the words in the proper order to make questions. Write the questions based on the given situations. Complete the conversation with suitable questions.
6.	Writing I	Write a review of a film they have recently watched.
7.	Reading II Interesting Social Media Stories	Pre-reading questions based on the pictures Match the words with their meanings. Complete the sentences with the correct information from the text. Answer these question. Post-reading task: an interesting social media story
8.	Listening	Answer the questions based on the given pictures. Listen to the audio and match the movies with the screen. Fill in the gaps with the words from the audio. Post listening question
9.	Grammar II: Causative verbs	Study the sentences and notice the differences. Complete the sentences with the correct form of the verb.

		Write a few sentences using ‘have’, ‘get’ and ‘make’
10.	Writing II	Write an essay on the impact of social media.
11.	Project work	Prepare an anecdote of a person.
12.	Extra bit	Say telephone number in English.
<b>Total estimated time</b>		<b>8 Hours</b>

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

### 18.1 Getting started

This task leads students towards the theme of the unit through the discussion of the various pictures that represent media and entertainment.

#### Objective

To identify and say about the pictures what they represent

#### Follow the given procedures.

- Show/display the pictures given in the Task and ask to think about what they represent.
- Discuss about the given pictures asking them: What can you see in the picture? What do they represent?
- Assist them and provide feedback as necessary.

#### Information about the pictures

- The first picture is the front page of a daily newspaper named "The Rising Nepal".
- The second picture is a poster that depicts a Nepali movie "Jhola".
- The third picture shows a family watching something on a television set.
- All these pictures are related to the theme of the unit media and entertainment.

### 18.2 Reading I: HACHI: A DOG'S TALE

This reading text is a sample of a review of a movie entitled "*HACHI: A DOG'S TALE*."

#### Objectives

- To learn the vocabulary: devotion, commuter, unwavering, adaption, reinforces, cinematic, portray, incredible, champagne, secular, profanities, staple etc.
- To read the text and do the comprehension tasks.

#### Follow the activities given below.

##### Pre-reading activities

- Ask students to say what they see in the pictures given in the text. Inquire about how often they watch movies and what kind of movies they prefer to watch and why.
- When they answer, ask them to discuss being specific to the text, raising the background information of the given film review. Here, students may share their facts and feelings freely as a prior knowledge in the class that helps to lead the lesson ahead. Students may cater different answers here.

- c. Ask students to preview the text and discuss what type of text it is. Elicit that it is a film review. Discuss general layout or outline of a film review.

### While reading activities

- a. First, invite and encourage students for a speed reading session. Make them read the text as fast as they can. For making the task more interesting, set a timer and tell them to raise their hand when they are done. Instruct them not to stop reading for pronunciation, meaning, or any other issue.
- b. Then, ask them to underline the words which are unfamiliar to them. Then discuss the contextual meanings of the words given in the text. For an engaging class, choose suitable activities for your classroom and discuss the vocabulary in context. One activity is suggested here:

#### **Vocabulary Memory Match**

- *Create pairs of cards with vocabulary words and their definitions or images related to the words.*
- *Place the cards face down and have students take turns flipping two cards at a time to find matching pairs.*
- *This game improves memory retention and reinforces word-meaning connections.*

- c. To ensure students' understanding of the meanings in context, ask them to find the words from the text for the meaning given in **Task A**.
- d. When students find the words, tell students the correct answers and ask them to check their answers. Students will make corrections in their answers if necessary.

#### **Answers**

- a. unwavering    b. devotion    c. commuter    d. vendor    e. adaption  
f. reinforce    g. passionate    h. cinematic    i. secular

- e. Do mass corrections to their answers and add needful discussion.
- f. Then, lead the student to **Task B**. Make them read the text and write whether the given statements are **True or False**.

#### **Answers**

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

- g. Make corrections to their decisions and necessary feedback.
- h. Now, draw their attention to **Task C** and instruct students to read the questions before reading the text once more. Then make them write the answers in their notebooks with the help of the **Reading I**.
- i. Observe them when they are writing and help them wherever necessary. Alternatively, you may assign this task as homework to students.

#### **Sample answers**

- a. The name of the dog in the movie is Hachi.
- b. The movie is directed by Lasse Hallstrom.
- c. The relationship between the dog and his master was described as one of unwavering loyalty and devotion.

- d. The statue of the dog was made in honor of Hachi's faithfulness and loyalty.
- e. Two weaknesses of the film are:
  - Some viewers may find the depiction of affection between Parker and his wife bothersome.
  - Some viewers may perceive the use of the number "8" around Hachi's neck as a misuse or misrepresentation.
- f. The bond of friendship and loyalty between the dog and his master, as well as the dog's unwavering devotion, touch the hearts of the audience.

j. Check their works in the next class. Make necessary corrections in their answers.

**Post-reading activity**

In this activity, let students imagine that they are with a screenwriter of a movie and are asking at least one question to him/her. For this scenario, instruct each of students to make a question and share it in the class. Provide feedback where needed.

**Possible answers**

If I had a chance to ask the screenwriter of a movie a question, I would ask the following questions.

- a. How did you approach capturing the essence of this unique and powerful human-animal connection in the script?
- b. Why did you choose the pet animal to be a dog, but not a cat?
- c. The questions may vary.

**18.3 Pronunciation**

In this task, students are asked to say the telephone number, to pronounce the years, and to say the numbers in English language.

**Objective**

To say telephone numbers, years and numbers in English

**Follow these steps.**

- a. Here, start by reading the instructions for the given task. Students are required to pronounce the telephone numbers in English.
- b. First, ask students to pronounce the telephone numbers just to know how they pronounce the given telephone numbers.
- c. Then, pronounce some samples as model pronunciations, and slowly let students perceive the pronunciation clearly.

**Answers**

- a. Five o (oh) five nine one o (oh) two three      b. Five seven one eight double three six nine
- c. Two one four nine eight triple seven                      d. Triple five three five two seven

- d. Next, repeat the pronunciation and instruct them to follow your model.
- e. Assist the struggling students where necessary.

- f. Similarly, connect the practice to the pronunciation **Task B**. Pronounce some samples of the years. Also, make drills until they pronounce correctly. You may ask students to pronounce turn wise.

**Answers**

- |                         |                          |
|-------------------------|--------------------------|
| a. Nineteen eighty-four | b. Twenty twenty-two     |
| c. Eighteen hundred     | d. Two thousand and five |

- g. Now, lead students to **Task C** and give some samples of pronunciation of given numbers.

**Answers**

- a. One hundred thousand
- b. Four million, four hundred fifty-six thousand, two hundred
- c. Fifty-six million, three hundred twenty thousand, seven hundred forty-nine
- d. Nine hundred seven million, five hundred forty two thousand, nine hundred ninety one

- h. Check what students write and correct where necessary.

### 18.4 Speaking

This task envisions use of the language functions: *Asking for and giving opinions* in English language communication. Ask students to practise and have dialogues using the similar arrangements as shown in the examples.

#### Objective

- a. To practice the given conversations
- b. To ask for and give opinions on the given situation appropriately

#### Follow the given procedure.

- a. For Task A, call two pairs of students in front of the class and tell them to act out the given conversations.
- b. Then, ask some more pairs to act out actively in the given conversations.
- c. Ask students to guess which expressions are used for asking for and giving opinions. Elicit the structures that are used to ask for and give opinion. For example: What do you think of these brown shoes? I think they are gorgeous, etc.
- d. Now, lead students to Task B, and ask students to study the information given in the table.
- e. Now, make students work in pairs. Ask students to use these expressions to ask for opinions and give opinions. Assist them where necessary.
- f. Then, lead them to the given Task and make students know about the given task.
- g. Instruct them to ask for and give opinions on the given situations accordingly in pairs.
- h. Observe the class and give feedback where necessary.

### 18.5 Grammar I

This task is related to forming questions. Students are expected to form questions appropriately.

#### Objective

To make sensible questions

**Follow the given procedure.**

- a. First, display a few sentences which consist of jumbled words in a sentence card or through digital materials. Make sure that these words can form a sentence.
- b. Ask them to order those jumble words in a proper arrangement to form a question. Discuss how questions are formed with examples. Then, lead students to **Task A** and instruct them to put the words in proper order to make questions in their notebook.
- c. Afterwards, tell students to share their answers turn wise and give feedback for correction if necessary.

**Answers**

- a. How did you feel on the train?
- b. What are the kids doing?
- c. Why didn't you phone me?
- d. What did he find on the beach?
- e. What do your parents have for breakfast?
- f. What will the weather be like tomorrow?
- g. Did they have a nice time?
- h. Was your hotel near the beach?
- i. Has Rita ever visited Italy?
- j. Have you ever gone fishing?

- d. Next, lead students towards the exercise given in Task B and ask them to write the questions in each situation given in the exercise accordingly. Better ask them to work in pairs and write the questions individually.

**Possible answer**

- a. Would you like to go to the movies?
- b. Do you know where Simron lives?
- c. Would you like to come to my home?
- d. May I take this seat on the bus?
- e. Have you seen my pet dog? or Do you know where my pet dog is?
- f. How many books do you have, Bharat?
- g. Does your father cook every day or once a week?
- h. What is the weather forecast for tomorrow, teacher?

- e. Finally, tell them to share their answer in the class and provide feedback whatsoever necessary.
- f. Now, for Task C, ask them to complete the conversation with suitable questions.
- g. Monitor the class and give feedback if needed. After completion, make corrections by displaying the answers on the board. Here, this Task Can be assigned as homework.

**Possible answer**

Pristine: Where do you live?  
Mr. Waiba: I live in Dhadingbesi.



Pristine: How old are you?  
Mr. Waiba: I am sixteen.  
Pristine: Did you go to school?  
Mr. Waiba: I went to school.  
Pristine: What are your interests or hobbies?  
Mr. Waiba: My interests? I do not have any really.  
Pristine: What is the name of your school?  
Mr. Waiba: It's Nilakantha Secondary School.  
Pristine: Is there anything you dislike about your school?  
Mr. Waiba: Nothing. I like everything about my school.

h. Make necessary corrections to their answers in case they did wrong in the next class.

### 18.6 Writing I

This task focuses on writing a review of a recently watched movie.

#### Objective

To write a review of a movie using the model as given in the reading text

#### Follow the given procedure.

- Ask students if they have ever written a review of a movie or not. If yes, what components did they include? How did they write? Take their responses.
- Then, ask them to tell the layout of a film review. Show/display a sample in the class. Discuss how a film review is written. Here, better display samples collected from different online and offline sources. Otherwise, students can be asked to follow the same layout/format as given in the reading text.
- Highlight on the topic, topic sentence and lead sentence, supporting ideas, reviewing the Task and concluding statements to carry the clear understanding of students in the write up.
- Lead them to the given task of **writing I** and tell them to write a review of a movie that they have recently watched. If time bounds, this can be assigned as homework and check their work with necessary feedback in the next class.
- Alternatively, assign the Task as group work. Ask them to choose a particular movie, discuss and prepare a review on it on a chart paper. Let them present in the class turn wise.
- Give feedback wherever necessary.

#### Sample Review of a movie

##### **Finding Nemo: captivating and stunning animation**

- Cast:** Marlin (voiced by Albert Brooks), Dory (voiced by Ellen DeGeneres), Nemo (voiced by Alexander Gould), Gill (voiced by Willem Dafoe), Bruce (voiced by Barry Humphries), Crush (voiced by Andrew Stanton), Deb/Flo (voiced by Vicki Lewis), Nigel (voiced by Geoffrey Rush)
- Duration:** 1 hour and 41 minutes.
- Director:** Andrew Stanton

- **Genre:** Animated adventure film
- **Year of Release:** 2003.
- **Producer:** Graham Walters and John Lasseter.

"Finding Nemo" is an animated movie about a clownfish named Marlin and his journey to find his lost son, Nemo. The movie takes place in the vast ocean, where Marlin and Nemo face various challenges and meet new friends along the way.

The story begins with Marlin's son, Nemo, being captured by a diver and taken to live in a fish tank in a dentist's office. Determined to rescue his son, Marlin embarks on an epic adventure across the ocean. Along the way, he encounters a forgetful fish named Dory, who becomes his loyal companion and helps him navigate through dangerous waters.

The movie is filled with colorful and memorable characters, including Crush the sea turtle, Bruce the shark, and a group of vegetarian sharks. Each character adds humor and heart to the story, making it enjoyable for both children and adults.

One of the highlights of "Finding Nemo" is its stunning animation, which brings the underwater world to life with vibrant colors and breathtaking visuals. The oceanic landscapes, diverse marine life, and underwater cities are beautifully depicted, immersing the audience in a magical underwater adventure.

The themes of family, friendship, and perseverance are central to the movie's storyline. Marlin's unwavering love for his son drives him to overcome his fears and embark on a dangerous journey, teaching valuable lessons about courage and determination.

In all, "Finding Nemo" is a heartwarming and entertaining movie that captivates audiences with its charming characters, captivating story, and stunning animation. It's a timeless classic that continues to delight viewers of all ages with its messages of love, hope, and the power of never giving up.

### **18.7 Reading II: Interesting Social Media Stories**

The second reading text in this unit is a compilation of some stories from people around the world who felt differences in their lives due to social media.

#### **Objectives**

- To read the text and learn the vocabulary: cranberry, lip-syncing, platform, pandemic, immense, overwhelmed, somersaulting, gymnast, accumulated, assistive, voicemail, sanctuary, etc.
- To read the text and do the comprehension tasks

#### **Follow these procedures.**

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

- Ask students to look at the pictures and ask them these questions:
  - What can you see in the picture?
  - What do they represent?
  - Can you recognize these social media icons? Name them.
  - What are they used for?

- b. Assist students with the correct answers if necessary.

**Sample answer**

The social media icons from the left to right given in the textbook are Facebook, Twitter, Instagram, YouTube and Twitch.

As they are popular means of social media, they are used for interaction, learning, sharing, and to be in touch.

- c. Then, ask students to mark the unfamiliar words in the reading text.

**While-reading activities**

- Divide the class in five groups and assign each of them with one of the five stories given in the reading text.
- In the group, make them read the text and discuss.
- They may ask the teacher in case of any confusion.
- After discussion, group leaders from each group present the stories to the class.
- Now, lead them to the vocabulary task in A. Ask them to match the words with their meaning.
- Ask one of students from the class to share the list they have made for each word. Add or remove words as per the need. Based on their understanding, deal with unfamiliar words if there are any.

**Answers**

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

- Do mass correction when they are done.
- After that, ask students to look at Task B. Instruct them to read the text again and complete the sentences with the correct information from the text. While students are engaged in the activity, monitor them and help them when necessary.

**Answers**

a. social media    b. Ocean Spray cranberry juice    c. Facebook    d. somersaulting  
e. We Rate Dogs    f. Twitter

- Similarly, lead students to Task C and ask them to write the answers of the given questions in their notebook with the help of the information given in **Reading II**.
- Monitor their engagement and assist them wherever necessary. If time bounds, this can be assigned as homework.

**Possible answer**

- Apodaca recorded himself skating, drinking and lip singing in his video.
- Yes, a truck of Ocean Spray was a much-deserved reward for Nathan Apodaca because his video caused a great impact on the users.
- Social media helped Charlie celebrate her birthday by gifting her cards and parcels.
- \$700 was spent on buying a wheelchair for the dog.
- The hawk in New York was rescued by posting its picture on twitter and asking the followers to help.

k. Check the answers and make needful corrections in the next class.

### Post-reading activity

- a. Ask students if they have read or heard an interesting social media story.
- b. Begin with your own story to guide students.
- c. Ask students to share the stories they have read or heard.

### 18.8 Listening

This listening task is about Film World Cinemas which features an informative description on ticketing system, shows on the day and the glimpses on the plots.

### Objective

To listen the audio and do the comprehension tasks

### Pre-listening activities

- a. This is a warm up activity. Instruct students to look at the picture and ask them these questions in turn: What do you see in the picture? Who do you think it is? How do you buy movie tickets?
- b. If students are unable to retain the correct information from the text, help them as per the necessity:

- a. We can see a movie hall in the picture. There is a screen in the front and a decked chair in row.
- b. I often buy tickets through online booking or sometimes from the ticket counter at the movie hall.

- c. Check what they write.
- d. Now, introduce the unfamiliar vocabulary to students.

### While listening activities

- a. Tell students that they are going to listen to the audio now. Make them look at the tasks given in the textbook and remain ready for listening.
- b. Play the audio once and ask them to just listen attentively so that they will be more familiar with the content and context.
- c. Ask them to focus on the instruction and given options in **Task B** before they listen to the audio.
- e. Play the audio and ask them to match the movies with the screens. They can match roughly so that they can edit them later.
- f. Monitor their engagement in the listening activity.

### Answers

- a. iv    b. ii    c. i    d. iii

- g. Now, ask students to read the questions in Task C. Tell them that they have to write the missing information in words/phrases to fill the gap. They can write with pencil.

- h. Play the audio and go round the class to make sure that students are engaged in listening. Play the audio until all students have attempted the given task.
- i. When they complete everything, ask one of students to tell her/his answers. Ask students to make necessary corrections in their answers.

#### Answers

a. one    b. adults    c. four    d. her boyfriend    e. a little dog's life

#### Post listening activities

- a. Now, lead students to the task of **task D**.
- b. Ask them which of these movies mentioned in the audio they would like to watch.
- c. Ask them to share. Tell them to give reasons about their preferences.

#### Sample answer

I would like to watch the movie *Lulu* because it is about a little dog's life and this lovable little dog decides to leave home to look for fame and fortune in the big city.

### 18.9 Grammar II

This Grammar section includes the task of causative verbs: *make, get, and have*.

#### Objective

To use the causative verbs properly

#### Follow these steps.

- a. First, ask students to tell different causatives to know their prior knowledge.
- b. Create a situation in which you make students raise their hand and ask: *What are you doing? Who made you raise your hand etc.?*
- c. Then, let some students answer turn wise. Write their responses on the board and discuss it in relation to the causatives. Similarly, make another mime regarding the use of *have* and *get* with agent and without agent differently. Collect responses and lead to the task given in exercises. One activity is suggested here.

Teaching causative verbs like "make," "get," and "have" can be made interactive and engaging through various activities Here's an interesting and simple game called "**Causative Verb Charades**" for teaching causative verbs like "make," "get," and "have":

#### **Game: Causative Verb Charades**

**Objective:** To reinforce understanding and usage of causative verbs through a fun and interactive charades game.

#### **Materials Needed:**

- Flashcards or slips of paper with causative verb sentences written on them (e.g., "She made him do the dishes.")
- Timer
- Whiteboard or flipchart for keeping score (optional)

#### **Procedure:**

**1. Preparation:**

- Write down various causative verb sentences on separate flashcards or slips of paper. Include sentences using "make," "get," and "have" to cover different scenarios (e.g., chores, activities, requests).

**2. Explain the Game:**

- Gather students and explain that you'll be playing a charades game to practice using causative verbs.
- Divide the class into two teams.

**3. Game Rounds:**

- In each round, one player from each team will pick a flashcard with a causative verb sentence without showing it to their team.
- The player must then act out the sentence using gestures and mime, without speaking or using any words.
- The team members have to guess the sentence and identify the causative verb used within a time limit (e.g., 1-2 minutes per round).
- If the team guesses correctly within the time limit, they earn a point. If not, the opposing team has a chance to steal the point by correctly guessing the sentence.

**4. Rotation and Scoring:**

- Rotate players from each team for every round to ensure everyone gets a chance to participate.
- Keep track of the points on the whiteboard or flipchart.

**5. Variations and Challenges:**

- Increase the difficulty by using more complex sentences or mixing up the causative verbs (e.g., using "make" in one round, "get" in another, and "have" in another).
- Add a time limit for guessing each sentence to add excitement and keep the game moving.
- Introduce bonus rounds where players act out sentences with multiple causative verbs for extra points.

**6. Wrap-Up:**

- At the end of the game, tally up the points and announce the winning team.
- Have a brief discussion to review the sentences used in the game and reinforce understanding of causative verbs.

This game not only makes learning causative verbs enjoyable but also encourages teamwork, creativity, and active participation among students. Adjust the difficulty level and rules as needed based on the age and proficiency level of your students.

- d. Now lead students to **Task A** and ask them to differentiate each pair of sentences. When students complete, make them share the pair sentences turn wise. Make necessary corrections

or add to students' answers if required. Then tell the other students to make corrections accordingly.

- e. Ensure that they understand how the causative verbs 'have', 'get' and 'make' are used. Ask them to generalize the structure.
- f. Now, instruct students to fill in the blanks using the correct form of the verb given in the bracket in **Task B**. Assign the Task as homework.

**Answers:**

a. play      b. pay      c. painted      d. to buy      e. to deliver      f. cry      g. understand  
h. tell      i. to help      j. fix      k. trimmed      l. to wash

- g. Check the work the next day.
- h. Since students are familiar with causative verbs, lead them to the **Task C**.
- i. Make students clear and ask them to write a few sentences about a holiday camp that students had been last year using 'have, get and make.
- j. Monitor their engagement and assist them in their writing as needed.
- k. Ask some of students as representatives to present their write up in the class.
- l. Provide feedback wherever needed. If time bounds, this can be assigned as homework and provide necessary corrections in the next class.

**Sample answer**

We had been to Shivapuri Hill last year for holiday camping. We were taken there by our school and the management part was arranged by Jay Shampoo Travels and tours. The camp organizer made us participate in various thrilling activities, such as hiking, jungle safaris, fire camping, birds watching and so on. We got all the things well managed. We had our dinner cooked in the fire. The way was somewhere slippery which made us thrill. During night camping, we had our luggage already taken on the hill. To make my great experience short, it was amazing, and the scenic beauty made us mesmerized.

**18.10 Writing II**

This task is related to essay writing. Students are asked to write an essay about the impacts of social media expressing their opinions.

**Objectives**

- a. To write an essay expressing free opinions
- b. Explore and generate ideas regarding coherence and cohesion

**Follow these steps.**

- a. Since students have been familiar with the elements of the essay and the way of writing it, ask one of students to recall the elements of an essay.
- b. Ask some representative students to tell about the element of the essay and give feedback on the responses if necessary. Let students read the question and discuss the topic as given in

**Writing II.**

- c. Ask them to gather the information point-wise regarding the topic.
- d. Instruct them to develop the points in the paragraphs to give the format of the essay.

- e. Monitor students' engagement in the writing task. In case of hesitation, assist them wherever necessary.
- f. Ask some students to present their draft and give feedback to edit as needed.
- g. Assign the Task as homework and check students' writing the next day. Provide necessary feedback. You may ask one or two students to present their essays as well.

**Sample essay**

**Impact of Social Media**

Social networking sites like Facebook and TikTok have become integral parts of modern society. The debate surrounding their effects is indeed split, with some arguing that these platforms have harmful impacts, while others highlight their role in global connectivity. My view on this complex issue is nuanced, recognizing both the positive and negative impacts of social media.

Firstly, the positive aspects of social media cannot be understated. These platforms have revolutionized communication, allowing individuals to connect with friends, family, and acquaintances across the globe instantly. They have facilitated the sharing of experiences, ideas, and knowledge, breaking down geographical barriers and fostering a sense of global community.

Moreover, social networking sites have been instrumental in business and entrepreneurship. Small businesses and creators can leverage these platforms to promote their products and services, reach new customers, and build loyal communities.

However, alongside these benefits, there are undeniable negative impacts associated with social media. One of the most concerning is the potential for addiction and excessive use. Excessive use of social media has also been linked to mental health issues like anxiety, depression, and low self-esteem, particularly among young people.

Furthermore, social media has amplified issues related to privacy and data security. Users often share personal information without fully understanding the implications, leading to concerns about data breaches, surveillance, and targeted advertising.

Another significant negative impact is the spread of misinformation, fake news, and harmful content. Social media platforms have been criticized for their role in disseminating misleading information, polarizing discourse, and undermining trust in traditional media sources.

In conclusion, the impact of social media is a double-edged sword, encompassing both positive and negative aspects. While these platforms have undoubtedly connected people globally and empowered individuals and communities, they also come with risks and challenges that need to be addressed. Striking a balance between the benefits and drawbacks of social networking sites is crucial for maximizing their potential while mitigating their negative impacts on individuals and society.



### **18.11 Project work**

In this project work, students are asked to collect some stories from their locality in which people' lives have been impacted positively or negatively by social media. They will share the stories in the class.

#### **Objective**

To collect and share some stories from the locality

#### **Follow these steps.**

- a. Ask students about the use of social media and its impacts on people and society that may be positive or negative.
- b. Ask some of students individually about their feelings and experiences after being more engaged in social media. Let them share their real experience.
- c. Tell students that they are going to collect some stories from their locality in which people's lives have either been impacted positively or negatively by social media.
- d. Ask students to collect stories and note them down. Give them 3 days for this.
- e. After completion, instruct them to narrate their stories in the class.
- f. Provide necessary feedback to each student's presentation/ narration.

### **18.12 Extra bit**

This section contains the task that gives the information about saying telephone numbers in English. This particular extra bit includes the various ways to say phone numbers in English: saying each number, pronouncing 0 (zero) as o (oh), double number for same number and triple number for same number together. Students can study the given materials themselves; however, the teacher can assist them if required.

ΩΩΩ

## Listening script

### Unit 1

Human activities, from pollution to overpopulation, are driving up the Earth's temperature and fundamentally changing the world around us. The main cause is a phenomenon known as the greenhouse effect. Gases in the atmosphere, such as water vapor, carbon dioxide, methane, nitrous oxide, and chlorofluorocarbons, let the sun's light in, but keep some of the heat from escaping, like the glass walls of a greenhouse. The more greenhouse gases in the atmosphere, the more heat gets trapped, strengthening the greenhouse effect and increasing the Earth's temperature. Human activities, like the burning of fossil fuels, have increased the amount of CO<sub>2</sub> in the atmosphere by more than a third since the Industrial Revolution.

The rapid increase in greenhouse gases in the atmosphere has warmed the planet at an alarming rate. While Earth's climate has fluctuated in the past, atmospheric carbon dioxide hasn't reached today's levels in hundreds of thousands of years. Climate change has consequences for our oceans, our weather, our food sources, and our health. Ice sheets, such as Greenland and Antarctica, are melting. The extra water that was once held in glaciers causes sea levels to rise and spills out of the oceans, flooding coastal regions. Warmer temperatures also make weather more extreme. This means not only more intense major storms, floods, and heavy snowfall, but also longer and more frequent droughts.

These changes in weather pose challenges. Growing crops becomes more difficult. The areas where plants and animals can live shift, and water supplies are diminished. In addition to creating new agricultural challenges, climate change can directly affect people's physical health. In urban areas, the warmer atmosphere creates an environment that traps and increases the amount of smog.

This is because smog contains ozone particles, which increase rapidly at higher temperatures. Exposure to higher levels of smog can cause health problems such as asthma, heart disease, and lung cancer.

While the rapid rate of climate change is caused by humans, humans are also the ones who can combat it. If we work to replace fossil fuels with renewable energy sources like solar and wind, which don't produce greenhouse gas emissions, we might still be able to prevent some of the worst effects of climate change.

### Unit 2

#### Speaker 1

I don't know why people still play tricks on April Fool's day. Last year on April first, one of my co-workers played really a horrible trick in our office. He moved all stuffs on everyone's desk around, so, no one could find what they were looking for. It was a total waste of time.

#### Speaker 2

Earth day is really amazing. People spend their time helping each other and nature. Last year, my book club planted flowers around the kid's playground in the park. Then, we had a picnic with lots of fresh fruits and vegetables. I hope we do something just special this year.

#### Speaker 3

When I was a kid, we used to surprise my mom every mother's day with breakfast in bed. We

got up early and made a mess in the kitchen but she always enjoyed it. At least I think she did. It was a great tradition and we had fun cleaning up the kitchen together.

**Speaker 4**

Father's day is a special time for me. It's great because I get to spend the whole day with my family. Last year, our whole family got together for a big dinner. They made my favourite meal: spaghetti and meat balls. And we had ice cream for dessert. We were all big talkers. So, everyone had funny stories to tell.

**Speaker 5**

I don't look forward to New Year's Eve. Those parties are the worst. Those way too much food and you end up eating too much, and staying up too late, and you'll feel terrible the next day. And the noise. Last year, the people next door had a huge noisy party that went until 5 in the morning.

**Unit 3**

Good afternoon. Dr. Carla Shapiro, a gastrointestinal specialist, is with us today to talk about digestive problems.

Welcome to our program.

Thank you for having me.

It seems that many people have digestive issues. Can you tell us about one of the common issues that you see?

I would say that lactose intolerance is a very big problem for many people.

This means that people are unable to digest dairy products such as milk and ice cream.

Why does this happen?

All babies have a special substance called lactase, which helps to break down the sugar in milk so the body can use it for energy. However, research has discovered that in some people, lactase production slowly decreases. So, when these individuals consume dairy products, they experience digestive problems such as bloating, stomach aches, and diarrhea.

What percentage of the world is lactose intolerant?

Actually, research has shown that about 68% of the world's population is lactose intolerant. The majority of the world's population has some degree of lactose intolerance. People in northern Europe do not suffer as commonly from this problem as, say, someone from eastern Asia.

So why do some regions have this condition and others don't?

Recent research has indicated that over 5,000 years ago, when some cultures started farming rather than hunting for food, those that raised cows, sheep, and goats seemed to develop this ability to consume dairy products.

Perhaps some of them have a problem with lactose intolerance. They began to rely on animal milk to fight famine. So, over time, these people could drink milk as adults?

Yes, that is what research shows. In fact, scientists believe cultures that started to use animal milk kept the ability to break down lactose, and over time, it changed their gene structure.

So, this is seen in all European cultures?

Mostly. But some groups in Ethiopia and Kenya and a few other places also have this ability, because these groups began to drink milk as adults. To farm and raise animals, especially cows and goats.

So, some people can eat dairy products and others have to avoid them?

Yes, that is right. However, this intolerance can happen at any time. For example, even in European countries, we see young patients who are unable to digest milk. So, what alternatives are available for those people who are lactose intolerant?

There are different types of dairy-free milk products available, like soya, almond, and rice. Also, the food industry is changing. The food industry has introduced many lactose-free products, so people can still enjoy a lactose-free version of ice cream. There is also a tablet that you can take to help break down lactose. This can help some people.

Well, our time is up for today. I would like to thank you so much for joining us today, Dr. Shapiro.

Thank you for having me. It has been a pleasure talking with you.

#### **Unit 4**

Many people say that they are working too many hours. They don't have enough time with their families. They can't take care of things at home. They don't have time to relax.

Work hours vary from one country to another. In France, people spend about 1,646 hours a year at work.

In Japan, however, people work about 2,159 hours a year. That means a Japanese employee works 513 more hours a year than a French employee.

That is more than 12 weeks or 3 months of extra work. Why do people work so many hours?

Some people work extra hours because they want to earn more money.

However, many companies don't pay overtime. Their employees don't get extra pay for extra work. These people work extra hours because they think it's their duty.

Some people are afraid they will lose their job if they don't work extra hours. Many people say that their vacations are too short.

In France, people get five weeks of paid vacation. In Germany, they get from four to six weeks. In the United States, two weeks of vacation is the average.

Many people don't even use all of their time. They use all of their vacation days. In one study in Great Britain, fewer than half of all workers used all their vacation days. In English, people say,

All work and no play makes Jack a dull boy. If that is true, there are a lot of dull people in the world.

#### **Unit 5**

Today, I am going to show you a simple science experiment that you can try at home to learn about density. Start by taking an empty glass and tip in some water and food colouring. Then,

add some syrup or treacle. And I'm going to add a little more water to make the layer a bit thicker. Then finally, fill the glass up with some oil and leave it to settle for about 15 minutes. These liquids separate out into different layers because they have different densities and they don't mix. The syrup has the highest density. So, it sits on the bottom. And oil which has the lowest density rises to the top. Try dropping different objects in to see what happens. If we drop this metal nut in, which is really dense, you can see it sink right to the bottom. But if I take this grape and drop it in, it sinks through oil and water but sits on the syrup. This is because the syrup is denser than the grape. Pretty cool, huh? Now, if I take this plastic bottle top and drop it in, it slowly sinks through the oil and sits on the water. And finally, if I take this piece of sponge, drop it in, it sits on top. The oil is denser than the sponge. You can try dropping different objects in to see which fluids are denser. I also found shining a torch beam down from above gives a really nice effect.

## Unit 6

If you never heard that food science was a potential major or that you could one day be a food scientist as a career, let me quickly fill you in, because it's only going to take a minute or two. Now, food scientists are involved in the food supply at every step. They are thinking about what's the best way to grow the food and the most efficient way to harvest that food.

The next step is how do you transport that and store it? does it need to go to a factory? Maybe one's at the factory. Does it need to be processed in some way? How can we make sure this food stays safe and does not hurt the consumer? And of course, food scientists work on making that raw material into different food products and packaging it up and getting it out onto the grocery store shelf. Everything you see at the grocery store has been touched by a food scientist in some way.

So I guess more simply put, food science is what happens to food before it gets into the consumer's mouth. Food science as a scientific discipline requires knowledge from a lot of other sciences. So you'll have to be good with chemistry and biochemistry, biology and microbiology, physics and engineering, just to name a few.

And I know you might be wondering, well, what science is there behind our food anyways? But food science is happening around you each and every day, you've probably just never noticed it. So let me give you a couple of examples. So when you cut an apple into slices and later see that it browns, this is actually an enzymatic reaction.

Or when you use sugar and you heat it up and you see it start to turn brown, it starts caramelizing, this is a chemical reaction. Food scientists think about how to prevent food waste and make the food supply more sustainable, which explains why we turn something like liquid milk, which has a very short shelf life into a lot of other foods like cheese and yogurt that have a much longer shelf life. Food scientists also work to invent new food products or create new flavors.

For example, turning this regular chocolate bar into an Oreo flavored chocolate bar. But the number one goal of every food scientist is to make sure that the food supply is safe for everyone to eat. So if you enjoy science and you're interested in food, a career in food science might be just the right fit for you.

## Unit 7

The internet lets you do many other things, even make new friends. It can get infected with viruses which can harm your computer. So be very careful. Here's how you can stay safe and enjoy the internet. Before using the internet always ask an adult if the computer has a firewall and antivirus working. Together they protect your computer against many different kinds of viruses that attack our computer and steal our data.

Remember if you are using email always keep your email password a secret. Make sure no one sees it not even your friends. Let only your parents know your password. Avoid saving your password on any computer or mobile phone. Email is great to keep in touch with Friends, but remember to log out or shut down every time you're done. It's also important to know that you should not click any links or ads in your email or internet. Always ask an adult before doing so. These may contain viruses. With your regular studies, the internet is a great tool to learn and be smart.

If you don't have a computer at home Cyber cafes can help you log on to the internet where you can play games or watch videos.

But here also never click on links or any pop-ups, always take the supervisor's help. Many movies are not made for children. Similarly, there's a lot of content on the internet that you should stay away from. Always alert your parents if you or your friends come across anything violent or for adults.

You may also be using social networks like Facebook Instagram and Musically to chat with friends and make new ones.

## Unit 8

We're sharing the 10 most popular hobbies enjoyed around the world.

- 1. Reading:** If your idea of a fun Friday night is cozying up with a book, you're certainly not alone. Reading is enjoyed worldwide, it's accessible due to the fact that it's inexpensive, or free, and it allows people to explore new and exciting worlds, and expand their knowledge.
- 2. Traveling:** Whether it's a trip across the ocean or exploring the next town over, traveling is an exciting hobby virtually anyone can participate in. From the planning stage to the trip itself, traveling gives folks something to look forward to, along with a brief escape from reality. Plus, the memories last a lifetime.
- 3. Fishing:** If you need a break from the daily grind, unwind with a fishing trip. Whether you're fishing for food or just for fun, the hobby is a great way to relax and enjoy nature. There are many different types of fishing, making the hobby accessible in most places. If you're looking for a challenge, try ice fishing or fishing on a stand up paddleboard.
- 4. Crafts:** creativity is universal, and so is the art of crafting. There are many avenues crafters can take, from knitting and crochet to paper crafts and beading. The internet has opened up a whole new world to craft enthusiasts everywhere. If supplies can't be found locally, they can easily be found online. Craft websites and message boards offer inspiration when creativity is running low.

5. **Television:** One of the most popular hobbies worldwide is television. The hobby has changed dramatically in recent years, many networks offer endless on demand viewing options, and because watching television doesn't require much effort, it's an activity that many people partake in daily.
6. **Bird watching:** This hobby continues to grow in popularity, thanks to the fact that virtually anyone can participate. Bird watching, otherwise known as birding, doesn't require much equipment. The hobby draws people young and old, making it an excellent intergenerational activity.
7. **Collecting:** There's comfort in being surrounded by the things we love, which is one reason why collecting is such a popular activity. From stamps and coins to action figures and dolls, there are countless collecting options.
8. **Music:** Played, heard, and loved worldwide, music brings people together. Whether it's listening at home or taking in a concert, music can be enjoyed anywhere.
9. **Gardening:** Many people work in the garden to produce food, while others appreciate that it passes the time and offers a sense of accomplishment. Some folks enjoy giving others food from their gardens, and others sell produce for extra cash.
10. **Video Games:** Sure, video games get a bad rap, but let's face it, people love them. There are games to suit virtually any personality and preference. Online gaming allows gamers to connect with others online.

## Unit 9

Windsor Castle, just one of Her Majesty's palaces currently being guarded by the Queen's Gurkha engineers. Gurkhas haven't been seen providing the Queen's Guard since 2015 when they did it to mark 200 years of service to the British Crown. Preparations for the role are intense. One squadron are currently honing their skills on the parade square in Alder shot ahead of taking over in May.

"So in London we'll have responsibility for Buckingham Palace, St James's Palace and the Tower of London, but we'll also be doing duties at Windsor Castle as well." The squadron can be nothing less than perfect, and it takes time to adapt to the different commands. "Day one, it was a bit of a load of information. Drill is hard. It's all about discipline. Putting yourself into discipline and putting everyone into discipline. As a drill instructor, uh, that's, that's our main thing. So putting everyone, do everyone, everything together. So, yeah, it's, we are getting there." The Gurkhas are introducing some of their traditions to the ceremonial role.

Each one will carry a *Khukuri* on parade instead of a bayonet. Well, these soldiers are looking pretty sharp at the moment, but they aren't good enough yet. And in all fairness, they're only two weeks into their training. They've got until the 2<sup>nd</sup> of May to get it right. That's when they have to go to Wellington Barracks for an inspection by the General Officer Commanding London District, who will say whether they're up to the job or not.

With five weeks to go, they seem to be on track. "I know it's hard work. Really, it's not easy because just looking at it, from outside when you're not doing anything, it looks very easy, but when it comes to it, it's hard. But the thing is, as a soldier, you have to keep carrying on. Keep calm and carry on, I would say."

The interviewer: And what about your family? What did they say when they heard you'd be doing this?

Gurkha soldier: "They are really proud of me because I used to tell them that I will be joining the British Army and will guard the Queen's Elizabeth II. So now here I am. So they are feeling really proud. And they say, well done, my son."

All being well, they'll be guard mounting at Buckingham Palace for the first time on May the 5<sup>th</sup>.

## Unit 10

Sports News Nepal and Bangladesh will clash in the finals of the Three Nations Cup football tournament today. Nepal has not scored any goals in the ongoing tournament yet.

Team Nepal, which had settled for a goalless stalemate against Kyrgyzstan in its first match of the tournament, also had to satisfy with a goalless draw against Bangladesh on Saturday, however managed to reach the finals.

Bangladesh hasn't been able to score any goals in the tournament either. Bangladesh registered a solitary goal win over Kyrgyzstan through an own goal by a Kyrgyz player.

Speaking at the pre-match conference yesterday, coach of Team Nepal, Bal Gopal Maharjan said the team will try to end its goal drought and lift the title today.

The title decider is scheduled to kick off at 5.30 this evening at Dasharath Stadium in the capital's Tripureshwar.

## Unit 11

Here's the seven mentalities that we can learn from an eagle.

**Number one.** Eagles fly alone at high altitude. Eagles don't fly with sparrows, ravens, and other small birds. Meaning, stay away from narrow minded people, those that bring you down. Eagles fly with eagles. There's a saying that goes like this. People you hang around will eventually determine the person you become. Keep good company.

**Number two.** Eagles have vision. They have the ability to focus on something as far as five kilometers away. No matter what the obstacles, the eagle will not move his focus from the prey. Until he grabs it, meaning have a vision and remain focused in your life. No matter what the obstacles and challenges you may face, don't give up and you will succeed.

**Number three.** Eagles are fearless and an eagle will never surrender to the size or strength of its prey. It'll always give a fight to win its prey or regain its territory, meaning no matter what the size or big your problems are. Don't give up. Instead, face it. Successful people are fearless. They face problems head on.

**Number four.** Eagles are tenacious. Eagles love storms. When clouds gather, the eagles get excited. The eagles use the storm wind to lift themselves higher. Once it finds the wind of the storm, the eagles use the raging storm to lift itself above the clouds. This gives the eagle the opportunity to glide and rest its wings. In the meantime, all the other birds hide in the branches and leaves of the tree, meaning achievers are not afraid of challenges. Rather, they



relish in them and use them for profitability.

**Number five**, eagles never eat dead things. Eagles never eat dead meat. In other words, an eagle does not scavenge. It only eats the meat from the prey it kills itself. Meaning, do not rely on your past success. Keep looking for new frontiers to conquer. Leave your past where it belongs in the past.

## Unit 12

The Pan American Highway is a network of roads stretching from Prudhoe Bay, Alaska, to Ushuaia, Argentina, a distance of around 48, 000 kilometers, 30, 000 miles. According to Guinness World Records, the Pan American Highway is the world's longest motorable road. However, it is not readily possible to drive all the way since the route is interrupted by the 160-kilometer-wide Duran gap between Central and South America. The highway consists of both official and unofficial elements. The official section runs from Nuevo Laredo, Mexico on the U. S. border to Buenos Aires, the capital of Argentina. However, there are extensive unofficial sections to both the north and south of this. The route runs through 14 countries: The United States, Canada, Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Colombia, Ecuador, Peru, Chile, and Argentina. In the process it passes through all the major climate zones and many varied landscapes including arctic tundra, boreal forest, mountains, prairies, arid deserts and tropical jungles.

## Unit 13

A new report from the World Wildlife Fund says that we may need to overhaul the way that we get food in order to save the planet. Ann Lee has more on their findings.

From the savannah to the sea, the world's wildlife is under threat. Everything from big game animals and birds to our favorite fish have had their populations decline nearly 70% in the past 50 years.

The World Wildlife Fund released the report. "When we see this decline in wildlife, that we're really seeing an indicator of decline in the overall planet that we call home."

The organization monitored nearly 21,000 different species. It says the destruction of habitats, like rainforests, is one of the biggest culprits.

"How we grow food around the world is the biggest driver of decline for terrestrial species, species that live in forests or grasslands." Agriculture is to blame for up to 80% of the global deforestation.

To help stop the trend, experts say we only need to look as far as our kitchen. There are clearly decisions that each of us can make in terms of what we eat, what we buy, how we use energy.

A lot of choices that we make that do ripple through the system. By living a more sustainable life, we can preserve our natural wonders and the animals that live there for future generations.

Ian Lee, CBS News, London.

## Unit 14

1. How was your flight? Oh, it was great. My flight was overbooked, and the airline asked for

volunteers to go on a later flight. I volunteered because the next flight was only an hour later, and the airline gave me 300 dollars. It pays to be bumped.

2. Did you have a good flight? Ugh, no, it was terrible. Oh no, why? The flight was fully booked, so every seat was taken. I was crammed between this guy who was snoring the whole time, and a really messy kid who got his chips all over me. I couldn't wait for it to be over.
3. Did you have any trouble finding the house? No, not at all. We used the GPS, but it sure was a long drive. Did you stop anywhere? Yeah, we stopped at a rest stop about halfway here to get a cold drink and stretch our legs. It was really hot out, and there were a ton of people there. I guess it was a good weekend for road trips.
4. Four. How was the drive? It was okay. Really? You look worn out. Well, I guess we are pretty exhausted. It was so hot out and the air conditioning broke an hour into the trip. We stopped at the halfway mark to switch drivers and eat lunch. Then we had trouble starting the car.
5. Did you enjoy the ride? Oh, it was great. It was nice to just relax and not have to worry about driving. I read my book and did Sudoku puzzles the whole way, and I met some really nice people too. They were on their way to Boston too. I don't know why I've never taken the train before.
6. How was the trip? Pretty good, I guess. I don't really know because I was asleep the whole time. Really? Yeah, pretty much. I started reading a book, but then I fell asleep and didn't wake up until ten minutes after my stop. I had to get off the train and get on another one going the other direction. I'll have to set the alarm on my phone next time.

## Unit 15

Man: Hey, Emma, I can't find my friend.

Woman: Don't worry. What does she look like?

Man: She's thin and tall.

Woman: Anything else? Eyes? Hair?

Man: Her eyes are brown. She has long pink curly hair. Her face is very beautiful.

Woman: Do you know what kind of clothes she's wearing today?

Man: She's wearing a yellow dress and white sporty shoes.

Woman: Okay. I'll try to help you find her.

Man: Thank you so much. She's very friendly and has a nice smile.

Woman: Oh, look. Is that girl across the street your friend?

Man: Wow. Yes, that's her. Thank you, Emma.

Woman: You're welcome. Just go and get her.

## Unit 16

Every single one of you has something that you're good at. Every single one of you has something to offer. You have a responsibility to yourself to discover what that is. My father left my family when I was two years old. I was raised by a single mom who had to work and who struggled at times to pay the bills and wasn't always able to give us the things that other kids had. There were times when I missed having a father in my life. There were times when I

was lonely and I felt like I didn't fit in. so I wasn't always as focused as I should have been in school. I did some things that I'm not proud of and I got in more trouble than I should have.

My life could have easily taken a turn for the worse but I was I was lucky I got a lot of second chances and I had the opportunity to go to college in law school and follow my dreams. My wife my wife our First Lady Michelle Obama she has a similar story. Neither of her parents had gone to college and they didn't have a lot of money. But they worked hard and she worked hard so that she could go to the best schools in this country. Some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job and there's not enough money to go around maybe you live in a neighborhood where you don't feel safe. Or have friends who are pressuring you to do things you know aren't right. There is no excuse for not trying. Where you are right now doesn't have to determine where you'll end up no one's written your destiny for you. But whatever you resolve to do I want you to commit to it I want you to really work at. I know that sometimes you get that sense from TV that you can be rich and successful without any hard work that your ticket to success is through rapping or basketball and being a reality TV star.

Chances are you're not going to be any of those things. The truth is being successful is hard and you won't necessarily succeed at everything the first time you try. That's okay some of the most successful people in the world are the ones who've had the most failures. JK Rowling who wrote Harry Potter her first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career but he once said I have failed over and over and over again in my life and that's why I succeed.

## Unit 17

**Dave:** Hey Bob, guess what? I'm going to visit Quebec next summer. I have to go to a friend's wedding, but I also want to stay a while longer and do some sightseeing.

**Bob:** That's great, Dave. But do you mean the province of Quebec or Quebec City?

**Dave:** I guess I mean the province. The wedding is in Montreal, so I'm going there first. I'll be there for about four days. Montreal is the capital of the province, right?

**Bob:** Well, a lot of people think so because it's the biggest city, but it's not actually the capital. Quebec City is the capital, but Montreal is great. The St. Lawrence River runs right through the middle of the city. It's beautiful in the winter.

**Dave:** Wow! And do you think I can get by in English? My French is okay, but not great. I know most people there speak French, but can I also use English?

**Bob:** Well, people speak both French and English there, but you'll hear French most of the time. And all of the street signs are in French. In fact, Montreal is the third largest French speaking city in the world. So you'd better practice your French before you go.

**Dave:** Oh, that's good advice. Now what about Quebec City? I'm going to visit a friend from college who lives there now. What's it like?

**Bob:** It's a beautiful city. Very old. A lot of old buildings have been nicely restored. Some of them were built in the 17<sup>th</sup> and 18<sup>th</sup> centuries. You'll love it there.

**Dave:** Great! I can't wait to go.

## Unit 18

Welcome to Film World Cinemas. For film information and times, press 1. To make a booking, press 2. To speak to an operator, press 3. These are the films for today, Tuesday the 7<sup>th</sup>. Please note that ticket prices are 5 Euros for adults and 3 Euros 50 for children under 14.

**On screen one-** Don't Open the Door. A group of college students decide to rent a house in the mountains for a relaxing weekend break. But they aren't the only guests on the mountain. One by one they start to disappear. Who or what is outside the house? Showing at half past four, seven o'clock and nine o'clock.

**Screen two-** Ships in the Night. Maggie splits up with her boyfriend and decides to take a holiday on a cruise ship to help her forget him. Tony is a waiter on the ship, and he is very unhappy when his girlfriend leaves him to marry the captain. Together, they find a way to forget their problems. Showing at 5 o'clock, quarter to 8, and quarter past 10.

**Screen 3-** Street Match: The Return. The second film of French director Jean Luc Ducroix. Two American teenagers buy an old car, and with a lot of hard work, and after a lot of problems, they enter their car into the street match competition. But, is their car good enough to win? Showing at 5: 50. 8: 30 and 11: 45.

**Screen four-** Lulu! It's a dog's life. This lovable little dog decides to leave home to look for fame and fortune in the big city. But after a series of hilarious events, he realizes that life in the country isn't so bad after all. From the makers of Shrek and Shark Tale, this is fun for all the family. Showing at 3 o'clock, 6 o'clock and 8: 45.

