

Teacher's Guide

Feedback Copy

English 9

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

Publisher

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Preface

Curriculum, textbook and teacher's guide are the minimum tools and resources for a teacher. These resources make teaching learning activities smooth in the classroom. This teacher's guide has been developed to assist the teachers teaching English in Grade 9. It is fully based on the contents and tasks of Grade 9 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 9 published by CDC.

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

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

Curriculum Development Centre
Sanothimi, Bhaktapur

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About the Teacher's Guide

Introduction

This teacher's guide is a booklet for teachers teaching English in Grade Nine. It has been prepared to help teachers teaching Grade 9 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 students' needs and interest.

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 9 English. The procedures for dealing each section and tasks 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 9. 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 classroom should have a happy atmosphere where students hear and speak 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.
- Learners must be encouraged to take risk while learning the language.
- 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. Teachers should keep themselves in the position of the learners, and try to discover new features of the target language.

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 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. 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 and for 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.

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.

Enhancing cooperative learning

Students should be provided with opportunities to learn from one another, share their own experiences and help among themselves in learning.

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.

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.

Using outdoor activities

Since children love the things of the nature like birds, animals, trees and flowers, they should be taken out of the classroom for learning. Their learning should be linked with the real life environment around them.

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 9 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

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Unit 1 Travel and Holidays

This unit revolves around the theme of travel and holidays. Through the reading, writing, listening and speaking activities, the class will delve into the art of planning vacations, experiencing different cultures, and sharing travel goals. By the end of this unit, students will be equipped with enhanced language skills to confidently navigate conversations about travel, broaden the horizons, and discover the joys of communicating effectively in English across various travel scenarios. The theme of the unit, travel and holidays, is endorsed by the language function of making plans and expressing intentions. The reading texts carry the theme and contain the language function. Similarly, the listening activities are based on the theme while the speaking tasks represent the language function.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the pictures and their themes in the class.
2.	Reading I Itinerary: Poon Hill Yoga Trek in Nepal	Pre-Reading questions Vocabulary (Matching words with their meanings) Multiple choice questions Short-answer questions Post reading question
3.	Pronunciation	Pronounce the given words with the help of the teacher.
4.	Speaking Making plans and expressing intentions	Act out the given conversation. Express plans in the given situations. Work in pairs to talk about the plans.
5.	Grammar I Expressing plans and intentions	Study the example sentences. Complete the sentences with the correct option.
6.	Writing I Paragraph writing	Write a paragraph about making plans for a vacation.
7.	Reading II Poem: Stopping by Woods on a Snowy Evening	Pre reading questions Find the words from the poem for the given meanings. Multiple choice questions

		Summary completion Post reading question
8.	Listening Conversation between a customer and a hotel receptionist	Pre-listening questions Fill in the gaps with correct words. Post-listening question
9.	Grammar II	Use the correct form of the verbs in the sentences.
10.	Writing II Letter writing	Write a letter to a friend about travel plans.
11.	Project work	Make a survey of future plans and intentions of friends.
12.	Extra bit	Use of a colon (:)
Total estimated time		10 Hours

Detailed teaching-learning procedures of each topic and tasks given in the textbook are suggested below. Teachers could use these methodologies and/or design their own activities to make their classes engaging and interactive. Make your class interactive and effective with necessary assessments of the students after each skill.

1.1 Getting started

This is the first task of the unit. This task leads the students towards the theme of the unit, i.e., Travel and Holidays.

Objectives:

- a. Identify the places as suggested in each picture and tell their special feature
- b. Say why they are famous

Follow the procedures given below:

Look at the pictures below and talk about them (TB, pg. 1)

The teacher could follow the given steps.

- a. Show the students the given pictures; and ask:
 - i. What do you see in the first picture (first from the left to right)? Which place is it? Is it in Nepal?
 - ii. What do you see in the second picture? Where is it? Is it in Nepal?
 - iii. Which place is shown in the third picture? Have you ever been there? Why is it famous?
 - iv. What building do you see in the fourth picture? Where is it? Who built it?

- b. Take their responses on these questions. Elicit the pictures and lead them to the theme. If possible, it is better to even lead them to the use of language functions of making plans and expressing intentions.
- c. Alternatively, you may divide the students into four different groups, let the students discuss for some time and ask each group leader to tell about the places based on the questions in *a*. Make corrections or add information to students' presentations where necessary.

Answers

- a. The first picture (first from the top left to right) shows a rhinoceros in Chitwan National Park, Chitwan, Nepal. It is a major tourist attraction in Nepal, famous for its biodiversity.
- b. The second picture features Burj Khalifa located in the United Arab Emirates. The Burj Khalifa is the tallest building in the world; it is also known as Burj Dubai and measures 828 meters tall, it's the highest building known in history.
- c. The third picture represents Lumbini, the birthplace of Lord Buddha, located in Nepal.
- d. The fourth picture shows the Taj Mahal. It was built in 1631 by the Mughal Emperor Shah Jahan in loving memory of his wife Mumtaz.

1.2 Reading I: Poon Hill Yoga Trek in Nepal

The first reading text in this unit is an itinerary for Poon Hill Yoga Trek in Nepal. *An itinerary is a detailed plan or schedule that outlines the sequence of activities, events, or destinations for a specific trip, journey, or event. It typically includes information such as the dates, times, locations, modes of transportation, accommodations, and activities planned for each day or stage of the journey.*

Objectives:

- a. Learn the vocabulary: magnificent, hotspot, astonished, stunning, enchanting, flora and fauna, perennial, spectacular, panoramic, etc.
- b. Read the text and do the comprehension tasks.

Follow the given procedures:

Pre-reading activities

The given reading is an itinerary of Poon Hill Yoga Trek.

- a. Begin by discussing the topic of travel and holidays, encouraging students to share their travel experiences or aspirations. This will activate prior knowledge and create interest in the reading item. Ask the student: i. What is the man in the picture is doing and where he is doing it?

Answers

The man is doing yoga. He is doing it in front of the mountains/ Himalayas.

- b. Ask them if they are planning to go on a holiday this year. Further ask them where they plan to go, where they will stay and what activities they intend to do. Take students' responses.
- c. Students' responses vary. Appreciate their plans. Encourage them to share their ideas.

While-reading activities

- a. Ask students, in turn, to read the text loudly and clearly. Since this is the first reading of the textbook, the teacher can also do a model reading. Ask the students to read the text in pairs. Help them if they find any difficulty.
- b. Ask the students to mark the words which are unfamiliar to them. Then discuss the meanings of words in context. Focus on their meaning, forms and pronunciation.
- c. Create word maps for each vocabulary word, which include the word's definition, example sentences, synonyms, antonyms, and a relevant image. This visual representation helps students organize and understand the new words better.
- d. To contextualize the meanings of the words, show the sentences or paragraphs where words are used, and ask students to guess the meanings from the context. Then discuss how these words contribute to the description of the trek and Nepali culture. After making sure that students have understood the meanings in context, you can ask the students to find the meanings in a dictionary. When they are familiar with the vocabulary, ask them to match the words and their meanings in **task A**.

Answers

- a. Magnificent- vi. extremely attractive and impressive
- b. glaciers – iv. rivers of ice
- c. hotspot- vii. a place of significant activity
- d. astonished- ii. surprised; amazed
- e. enchanting – i. charming
- f. flora and fauna – iii. plants and animals
- g. perennial- iv. throughout the entire year

- e. Ask the students to quickly scan the questions and the multiple-choice options in **task B**. Help them to find the keywords or key phrases from the questions to identify the correct answers in the text. Check the students' answers and make necessary corrections.

Answers

- a.- iii. self-transformation with Yoga in serene hill stations.
- b.-ii. discuss the programme
- c. –ii. at Banthanti
- d. –ii. Tadapani
- e. –i. Ghandruk

- f. Lead the students to **task C**. Ask the students to scan and skim the text and find the answers of the questions with the help of the key words. For example, for the question "How many days do the visitors do Yoga during the program?" students can quickly scan the text to find the number of days mentioned for the Yoga sessions.
- g. Move around the class and monitor if they are doing right. Help them wherever necessary. Check their answers when they complete.

Answers

- a. Any two advantage of the Yoga trek in Nepal are:
 - i. strengthen physical and mental health
 - ii. taste the delicious Nepali meals
- b. people of all experience levels
- c. Views of Annapurna South and Machhapuchhre because it has an excellent view of the Himalayas. (Accept any other logic alternative)
- d. 5 days
- e. It is mainly managed with the combination of Yoga and trekking

Post-reading activity

In this activity, ask the students to share about any trip they have recently made. They should mention the hotspots, points of interests, etc. Teacher can present a model with his own travel experience so as to ease the students.

1.3 Pronunciation

In this activity, students need to learn to pronounce the given words correctly. The words are not from the reading text. So, students need to listen to the teacher and follow her/him.

Objective:

Pronounce the given words correctly.

Follow these steps:

What sounds do these words start with? Put them in the correct column.

- a. Pronounce the words aloud so that all the students can hear you. You may play the audio from a digital dictionary as well.
- b. Ask the students to repeat after you.
- c. Then ask each student to pronounce the words correctly.

Phonemic transcriptions of the words	
wonderful: /'wʌn.də.fəl/	destination: /,dɛs.tɪ'neɪ.ʃən/
opportunity: /,ɒpər'tu.nə.ti/	unimaginable: /ʌn'ɪmədʒ.ə.nə.bəl/
likelihood: /'laɪkli.hʊd/	inspirational: /,ɪn.spə'reɪ.ʃənəl/
responsibility: /rɪ'spʌn.sə'bɪl.ə.ti/	stonishing: /ə'stʌn.ɪʃ.ɪŋ/
magnificently: /mæg'nɪf.ə.sənt.li/	autobiography: /ˌɔː.təʊ.baɪ'ɑːɡ.rə.fi/
insignificant: /,ɪn.sɪɡ'nɪf.əkənt/	biodiversity: /,baɪ.əʊ.dɪ'vɜː.sə.ti/

1.4 Speaking

This speaking activity is based on the language function of making plans and expressing intentions. There are three different tasks in it: Read and act out the conversation, talk about plans and intentions in the given situations and talk about plans and intentions in the given situation using the given language structure.

Objective:

Make plans and express one's intentions using the expressions: I intend to....., I'm planning to, I'm doing, I'll do, I 'm thinking of

Follow the following procedure:

- a. Divide the students into a group of threes. Assign each of them a role of conversation in **task A**. After they act out, ask them to note the language structure of making plans and expressing one's intentions used in each dialogue. Elicit the expressions used for making plans and expressing intentions: I intend to....., I'm planning to, I'm doing, I'll do, I 'm thinking of
- b. Ask the students to use these expressions in their own sentences for making plans and expressing intentions.
- c. Divide the students into pairs. Ask each student in the pair to share their plans with their partner in the given situations in **task B**. Remind the students that they must use the expressions of making plans and intentions. Monitor the pairs and check if they are talking in the right way. Help them when necessary.

Possible responses

- a. I intend to go swimming this Saturday. /I'm thinking of going to the public swimming pool near my house.
- b. I'm planning to play football with my friends tomorrow evening. /We're thinking of playing at the park near our school.
- c. My parents are planning to go to Darjeeling next week./ They're thinking of taking a train to get there and spending a few days exploring the town.
- d. I'll do my best to attend and bring a gift for the birthday person.
- e. I'm thinking of attending the wedding ceremony of my friend's sister./ I intend to wear a traditional dress and bring a congratulatory card for the newlyweds.

- d. Divide the students into pairs and ask each partner to tell about their plans in the situations in **task C**.

Possible responses

- a. A: I intend to study history. I'm thinking of enrolling in a local college and taking courses on world history and ancient civilizations.
B: I intend to study mathematics. I'm thinking of hiring a tutor or taking online courses to improve my skills.
- b. A: I'm planning to open a supermarket. I'm doing market research and finding a suitable location for the store.
B: I am thinking of going on a world tour. I'll do some research on the countries I want to visit and plan my itinerary accordingly.
- c. A: I am thinking of going to the party by bus. I'll check the bus schedule and book a ticket in advance.
B: I'm planning to go on my cycle. I'm doing some maintenance on my bike and getting

it ready.

d. A: I'm planning to buy a Nepali dictionary.

B: I intend to buy an English dictionary. I'll go to a bookstore and find the latest edition of a popular dictionary.

e. A: I am planning to go abroad. I intend to get a Master's degree from a foreign university.

B: I am thinking of starting my own business. I'll do market research and develop a business plan to get started.

1.5 Grammar I

This activity is based on expressing plans and intentions.

Objectives:

Use the correct expressions (will+ verb.../ is/am/are +ving.../ will be+ Ving... / going to +Verb..) for plans and intentions.

Follow the given procedure:

- Ask the students to read through the example sentences. Ask them the use of the words highlighted in red. Then summarize the uses of the words and phrases in red. Ask them to make their own sentences for the consolidation of the structures.
- Ask them to choose the correct alternative for each sentence in **task B**.

Answers

- | | | | |
|--------------------|----------------------|----------------|---------------|
| a. I'll open | b. I'm going to open | c. I will have | d. I'll speak |
| e. will be boating | f. I'll have | g. I'm having | |

- Ask one of the students to read the answer. Correct her/him in case of wrong answers. Ask the rest of the students to follow the right answers.

1.6 Writing I

This skill aims to focus on paragraph writing including plans of a three-day trek for a holiday.

Objectives:

- Learn the elements of a paragraph.
- Write a well organised paragraph.

Follow the given procedure:

- Ask the students where they would like to go/visit if they got a holiday.
- Then ask them to tell you their plans in a few sentences.
- Now, show the students a sample paragraph and highlight its elements: Topic sentence, supporting details and concluding sentence.

Importance of Travelling

Traveling is an essential experience that can broaden one's horizons and enrich their life. There are many reasons why traveling is important. Firstly, it allows individuals to engage themselves in new cultures, learn about different ways of life, and gain a better understanding of the world. Secondly, traveling can help people step out of their comfort zones, face new challenges, and build their confidence. Finally, travelling can be a great way to relax, distress, and revive oneself. In conclusion, traveling is not only a fun and enjoyable activity, but it is also an essential experience that can provide individuals with valuable life lessons, personal growth, and unforgettable memories.

d. Discuss its elements.

Elements of a good paragraph

Topic sentence: The first sentence of a paragraph should introduce the main idea or topic that will be discussed in that paragraph. This sentence should be clear, concise, and engaging, and it should give the reader a sense of what to expect in the rest of the paragraph.

Supporting sentences: The body of the paragraph should include several supporting sentences that provide evidence or examples to support the main idea. These sentences should be logically organized and should flow smoothly from one to the next.

Unity: All of the sentences in a paragraph should be focused on the same topic or idea. Each sentence should support and expand upon the main idea presented in the topic sentence.

Coherence: The sentences in a paragraph should be logically connected to one another, using transitional words and phrases that help the reader move smoothly from one idea to the next.

Concluding sentence: The final sentence of a paragraph should summarize the main idea and bring the paragraph to a satisfying conclusion. This sentence should be memorable and leave a lasting impression on the reader.

e. Now, tell them that they will write their plans for three days in three different paragraphs.

f. Ask them to write a draft first. Teachers should provide them with necessary feedback. Finally, ask them to write the final draft of the paragraph.

Model Paragraph

I am planning to go trekking to Gokyo during my upcoming holiday. I intend to trek along

with my friends. Here is the itinerary.

Day 1: We will start our trek from Tengboche monastery early in the morning after taking a day off for sightseeing and preparation. I will take a scenic flight over the Nepali Himalayas to reach Lukla before kicking off the trek towards Phakding. We are going to carry some snacks and water with me to keep ourselves hydrated and energized throughout the day. We are thinking of taking some photographs of the stunning Himalayan panorama along the way. In the evening, we will reach Phakding and settle down there for the night.

Day 2: We will wake up early and continue my journey to Namche Bazaar, entering the Sagarmatha National Park. We are planning to take a longer break during the day for accommodation in Namche and explore the Sherpa heritage and Buddhist background of Tengboche Monastery. We are going to visit the Monastery to witness the magnificent panorama of the Himalayas including Mt. Everest and Ama Dablam. We intend to capture some beautiful memories of the Monastery and its surroundings. In the evening, we will set up our tent at the Phortse Village and cook a simple meal before settling down for the night.

Day 3: We will wake up early again and start our journey towards Gokyo village. We are going to climb the Gokyo Ri to witness the enchanting Gokyo Lakes and the panoramic view of the Himalayas. We are going to take a dip in the lake and experience the serenity of the surroundings. After enjoying the breathtaking views, we will start our descent towards Dhole and end our journey back to Namche Bazaar. In the evening, we will bid farewell to the Himalayas and head back to Kathmandu.

1.7 Reading II: Stopping by Woods on a Snowy Evening

The second reading text in this unit is a poem entitled "Stopping by the Woods on a Snowy Evening" written by the American poet Robert Frost.

Objectives:

- Recite the poem: Read and enjoy it.
- Learn the vocabulary: woods, downy, farmhouse, harness, sweep, flake, queer, etc.
- Read the poem and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- Ask the students: What do you see in the picture? Who do you think he is? Who is he with?
- Ask them to guess why the man could be staying there?
- Elicit their responses.

Possible responses

The picture shows a beautiful scene of the woods. There are woods and snow all over.

There is a man near the woods with his horse.
He might be staying there to enjoy the beauty of the woods.

While-reading activities

- a. Read the poem aloud to the class with the correct rhyme and rhythm. You can alternatively play the audio reading of the poem available on YouTube or other online sources.
- b. Ask the students what they know about Robert Frost. Add information to students' details if necessary.

About Robert Frost

Robert Frost was an American poet and winner of four Pulitzer Prizes. His Famous works include "Fire and Ice," "Mending Wall," "Birches," "Out Out," "Nothing Gold Can Stay" and "Home Burial." His 1916 poem, "The Road Not Taken," is often read at graduation ceremonies across the United States.

Frost spent his first 40 years as an unknown. He exploded on the scene after returning from England at the beginning of World War I. He died of complications from prostate surgery on January 29, 1963.

- c. Now, ask the students to mark the unfamiliar words from the poem. Help students use context clues in the poem to identify the words that match the given meanings. Encourage them to read the relevant lines in the poem to find the words that fit each description.
- d. To make sure that they have got the meanings of the vocabulary, ask them to find the words in the poem whose meanings are given in task A.

Answers:

a. woods b. queer c. farmhouse d. harness e. wind f. downy

- e. When the students find the words, ask one of the students to tell his/her answers. Ask the other students to say whether the student is correct. Assist the students to find the correct words if necessary.
- f. Ask the student to identify the speaker. Further, ask them what could be the meaning of his journey and taking rest in the woods. Help students to interpret the story in detail.

The speaker in the poem is a traveller. His journey signifies the journey of life of human beings. The journey begins with birth. The designation of the journey of life is death. Before reaching the destination, every human being has many responsibilities to fulfill (miles to go before I sleep). His staying in the woods signifies the indulgence of human beings in momentary pleasures (in the form of the woods) forgetting all those responsibilities. But his horse (his companion) reminds him of the responsibilities (He gives his harness bell a shake).

- g. Talk about the rhyming scheme used in the poem.

The poem comprises four stanzas. The first three stanzas have similar rhyme schemes: The first, second, and fourth lines all rhyme, while the third does not rhyme, where it becomes the rhyme *aaba, bbcb, ccdc*. In the fourth stanza, all the lines rhyme, becoming *dddd*.

- h. Before answering the questions in **task B**, students should read the entire poem to understand its main theme and context. Skimming helps them get a sense of the poem's content and structure. To check their comprehension, ask the students to answer the multiple choice questions in **task B**. After they write, ask one of the students to tell the correct answer. Ask the other students to say if this student is correct. Help the students where necessary.

Answers

- a. i. to watch the woods filled up with snow
- b. iv. the woods on a dark, snowy evening
- c. ii. The woods are far away from houses.
- d. iii. shook its harness
- e. iii. The speaker has lots of responsibilities to fulfill.

- i. Finally, ask them to complete the summary of the poem **in task C** with the correct words from the box. Use the following strategies for this task.
- i. Skimming: Students can quickly skim the provided words and the summary to get an overview of the content and identify the correct missing words.
 - ii. Textual Evidence: To fill in the gaps, students need to find clues within the poem that match the missing words. They should refer back to specific lines or stanzas that relate to each blank and choose the most suitable word.
- j. Monitor the students' engagement in the task and help them when required.

Answers

The poet compares human life with a journey. The speaker of the poem is a traveller. He has to reach his destination before taking a rest. However, he is distracted by the momentary pleasure in the form of the woods. His companion, the horse, reminds him of his promises in life. The speaker realizes that he has to fulfill many responsibilities before his death.

Post reading activity

In this activity, students compose a poem about their recent journey. Ask them to include who accompanied them in their journey, and whether they enjoyed it. The task can be assigned as homework. Ask them to recite the poem the next day. Appreciate their poems.

1.8. Listening

This listening skill highlights the theme of the unit, i.e. travel and holiday. The listening audio includes a conversation between a customer and a hotel receptionist about booking a hotel room.

Objectives:

- a. Follow and understand a conversation between two speakers.
- b. Comprehend the audio and complete the gaps in the transcription.
- c. Develop the ability to recall and retain information from spoken English.

Follow the given procedure:

Pre-listening activities

- a. Ask the students to look at the picture and to tell what they can see in it. Ask them questions as: i. Who do you think the lady is? ii. Who might she be talking to, and iii. What might she be talking about?
- b. Take students' responses. Encourage them to share their ideas.

Possible answers

- a. We can see a lady talking over the telephone in an office room.
- b. She is the receptionist (of a hotel).
- c. she might be talking to a customer about making reservation

While-listening activities

- a. Ask the students to read the questions in **task B** and make an expectation of what kinds of words they might have to use in the blank spaces.
- b. After the students have gone through questions, tell the students that you are going to play the audio. Ask them to complete the sentences in pencil in the textbook itself. The questions are in the sequential order of the audio.
- c. Play the audio and make sure that each student is engaged in listening tasks.
- d. After the completion of the first play, tell them that you are going to play the audio once again. This time they will check their answers. The audio can be played for more times if the students cannot write the correct answers themselves.
- e. Next, ask them to transfer their answer to their copies.

Answers

- a. Sunnyside Inn b. expensive c. full d. 80 e. 20th

Post listening activities

- a. Ask the students where they usually spend nights when they are away on visits and holidays and how they make reservations. Have them share the ideas with their friends.

Possible answer

I often spend nights in hotels when I am away on a visit or holidays. I usually make their reservations online because it is convenient and easy to compare prices and room availability. However, I sometimes call the hotel directly to make sure they get the best deal possible. I would suggest that my friends should also consider booking hotels online to save time and money.

1.9 Grammar II

This activity focuses on the use of simple present, present continuous, simple future or going to future tenses to talk about the future actions. Here are some uses of these tenses.

Objective

Use simple present, present continuous, simple future or going to future tense correctly.

Follow these steps

- Write some sentences using simple present, present continuous, simple future or going to future tense and ask the students to identify the verb tense in the given sentences.
- Ask them how these tenses are used. Explain the uses of these tenses if necessary.
- Ask students to use the right tense of verbs in brackets in **exercise A**. Check their answers.

Answers

- | | | | | |
|--------------|--------------------|---------------------|-------------------|-----------------------------------|
| a. leaves | b. is going to | c. is going to be | d. is going to be | e. A: are you doing? B: will stay |
| f. will open | g. is going to run | h. is going to sink | | |

1.10 Writing II

This task integrates writing a personal letter besides describing plans.

Objectives:

- Write an informal letter with the correct format and layout.
- Describe one's (travel) plans.

Follow the given procedures

- Ask students what a letter is.
- Discuss about informal letters and its format with a sample.
- Tell the students that they are going to write a letter about their holiday plan in this section.
- Since they have already learnt about plans, ask them to describe a holiday plan in their letters. Discuss the questions given in the textbook to help them what to include in the letter.

Sample Letter

Bhanu-10, Tanahun

15 February

Dear Mahira,

I got your letter yesterday. I'm excited to learn that you are visiting Nepal. As per your request I will be travelling to some places in Nepal. Besides that, I have my own plans during my holiday, which coincides with your visit to Nepal.

As you know, I love travelling and discovering places. During my holiday, this winter I am planning to travel to Solukhumbu. I plan to go there with my parents. Solukhumbu is a beautiful tourist destination of Nepal in Province No. 1. It is a Himalayan district. This place is famous as the home of Mt. Everest.

During my trip, we will first go to Solukhumbu via Taplejung. We will stay at my uncle's

home for a day and night. My uncle's house is near Everest Base Camp at Chaurikharka. We will enjoy the panoramic views during our stay there. Besides, we will observe the ethnic culture and tradition of the Sherpa people. We also plan to study different art and architecture of temples and monasteries. The next day we will visit the Sagarmatha National Park and enjoy the wildlife there. We will also go to Namche Bazaar, Lukla and Gokyo. More importantly, we will enjoy the magnificent views of Mt. Everest. I hope there will be plenty of snowfall in this season of the year. After a week's visit to different places, we will come back to Chaurikharka and spend a day at my uncle's, then return home. Please share your travel plans in Nepal. I will arrange some time to go around with you. Hope to see you in Nepal soon.

With love,
Poonam

- e. Check their writing and provide necessary feedback.

1.11 Project work

This project work aims to consolidate the language function of making plans and expressing intentions through a questionnaire they prepare themselves.

Objectives:

- Prepare a set of questions to find the plans and intentions of classmate friends.
- Use the questionnaire to get the views and share them with the whole class.

Follow these steps:

- Tell the students that this is an individual project task. Tell them that they have to prepare a set of questions to get their classmates views on their plans and intentions for the future.
- Discuss the questions they can use.

Possible questions and information they can ask for:

Name:

Where are you planning to go on your upcoming vacation?

How do you go there?

What do you intend to do there?

What other things are you thinking of doing there?

When and how will you return?

- When they finalize the questions, ask the students to meet at least four of their classmates to get their views and ask them to note down. Allocate the 3 days' time for this.
- Ask the students to share their plans and intentions with the whole class. Provide feedback.

1.12 Extra Bit

This section of the unit includes the use of punctuation mark, colon (:). This is a self-study section for students. Teachers may provide additional information to the students about the use of a colon, if necessary.

Unit 2
Health and Hygiene

This unit focuses on the theme of health and hygiene. It carries two reading tasks related to the theme. In addition to the regular tasks of pronunciation, listening, and speaking, the unit includes grammar topics: modals and conditional sentences, and writing tasks: paragraph and recipe writing. The table given below offers a brief overview of Unit 2.

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Discussion on the meaning of health based on picture
2.	Reading I An Acceleration Behind Telehealth Services	Discussion on pre-reading questions Crossword puzzle True or false Question answers Post reading question
3.	Pronunciation	Pronounce the given words with help of teacher or dictionary
4.	Speaking Suggesting, advising and warning	Act out the conversation Work in pairs and give suggestions. Give suggestions in the situations using the given expressions.
5.	Grammar I Modal auxiliary verbs	Study the example sentences. Choose the correct answer.
6.	Writing I: Paragraph writing	Write a couple of paragraphs.
7.	Reading II Health is Wealth	Discussion on pre-reading questions Fill in the blanks Short answer questions Retell the story.
8.	Listening An expert's advices about personal hygiene	Discuss the given pictures. Listen and choose the correct answer. Search for tips of personal hygiene and share.
9.	Grammar II Conditional sentences type 2 & 3	Study the example sentences. Complete the sentences with the correct form of the verbs. Complete each in a suitable way.
10.	Writing II Recipe	Rearrange the clues in order and write the recipe for making <i>Kwati</i> .
11.	Project work Presentation competition	Organise a presentation competition about 'Health is Wealth'.
12.	Extra bit vocabulary	Self-study of words with -logy.
Estimated time for the unit		10 hours

In-depth classroom procedures for every topic and task of the textbook are outlined below. While textbooks are designed to be effectively delivered in a classroom setting, they can still be adapted to suit your specific context and requirements. Teachers have the option to use these activities or create their own. However, it is recommended to ensure that the activities are engaging, interactive, and enjoyable. Make sure that assessment for learning is integrated throughout the process.

2.1 Getting started

Getting started is a warm up task for the unit. It has a task related to a picture through which meaning of health is to be derived. The task is: **Look at the picture and discuss the meaning of health. (TB, pg 13).** The students will be prepared with some health related vocabulary through this picture discussion.

Objective:

Speak about health in relation to the various words given in the picture

Follow these steps while dealing with this task in the classroom:

- a. Draw attention of the students to the picture and set ground for discussion on health in relation to the various words given in the picture.
- b. Ask students to list these words in their exercise book. Tell them to be familiar with the meanings of these words using a dictionary, if they are not familiar with them.
- c. Ask them to make a mind map for speaking about the meaning of health in relation to these words.
- d. Pair up the students and ask them to talk about the meaning of health in relation to the words. Move around the class and monitor if they are speaking correct. Help if required.
- e. Ask some students to share their understanding in front of the class. Assist them with supporting feedback.
- f. Elicit that health is a multidimensional concept that has direct connection with diet, exercise, lifestyle, and wellness.

2.2 Reading I: The Acceleration behind Telehealth Services

The first reading text is an interview with an expert about a recent practice called telehealth service. It helps them learn practice of telehealth and across ample exposure of vocabulary.

Objectives:

- a. Learn new words: telehealth, clinicians, pandemic, psychotherapy, pandemic, incorporate, underserved, triage, diagnosis, convenience, etc.
- b. Read the text and do the given tasks.

Follow the procedures given below:

Pre-reading activities

- a. Ask the students to look at the picture on page no 13 and ask them to guess: Who can these people be and what are they doing?
- b. Take their responses. Elicit that the picture looks like a video chat between two people probably the doctors
- c. Link it to telehealth and have a discussion on the pre-reading questions:

Sample responses:

- a. We get advice from a doctor visiting regular in person. We can have face-to-face mode of interaction if we do so. If health service provider has a modern facility, we can get advice from a specialist through the practice of telehealth.
- b. Telehealth services are the health services offered using different means of telecommunication.

- d. Ask students to read the highlighted words before they read. Introduce these words. Let them learn the words with an activity called 'Adopt a word'.
- e. Follow the following procedure for the activity.

- i. Give students the templates with headings:

Word	Meaning	Part of speech	Example of usage

- ii. Ask the students to choose a word that they would like to adopt and do some research on it using the template above.
- iii. Ask each student then to give a short presentation on his or her adopted word until all the class has had a chance. The words are then stuck to a large paper chart on the wall. This activity carries on the entire year with students sharing more and more words. In between we have quizzes about the new words. The students greatly enjoy contributing words, researching and presenting.

While-reading activities

- a. Ask the students to read the text on their own and suggest them to ask the words they found difficult to pronounce. Model the pronunciation. Ask the students to repeat it till they internalize.
- b. Ask one of the students to come in front of the class and act out the interview by making a pair with you. You may act out the role of the reporter and the student may act out the role of Chang or vice versa. This helps them to grasp the process.
- c. Now, make them work in pairs. Ask them to act out the roles of an interviewer and the expert in pairs. This can be done with at least two pairs or they can swap the role when they do it once. This helps them gain the skills of reading fluency and accuracy.
- d. Assist the students in case they get problems with reading and correct pronunciation.

- e. Now, draw their attention to the comprehension task. Make sure they understand the task.
- f. Ask them to read the text and do the task.

Answers:

Across

- 1. psychological treatment of people using dialogue: **Psychotherapy**
- 2. process of sorting patients: **Triage**
- 3. to prepare and arrange: **Deploy**
- 4. special department of a hospital for intensive care of patients: **ICU**

Down

- 5. to include as a part: **Incorporate**
- 6. identification of nature and cause of a disease: **Diagnosis**
- 7. not having sufficient service: **Underserved**
- 8. epidemic over a wide geographical area: **Pandemic**

- g. Tell them the answers and ask them to correct themselves.
- h. Ask the students to read the interview again and write whether the following statements are True or False.

Answers:

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

- i. Ask the students to read the text again and answer the given questions.
- j. Move around the class and check whether the students are doing the task well. Help them if required.

Possible answers:

- a. Telehealth service is a way of providing medical services remotely usually through video chat.
- b. The advantages of using telehealth programmes are: services can be faster, safer, more effective, and less expensive.
- c. According to Dr. Chang the telehealth service is growing rapidly because of COVID 19 pandemic and shortage of medical professionals.
- d. The telehealth programme is important during a pandemic as it minimizes physical contact and aids in infection protection.
- e. The patients in remote areas are not getting adequate health services due to insufficient resources and long distances to drive into cities for care.
- f. The top three challenges of telehealth services are: 1. Lack of infrastructure 2. Insufficient hardware and 3. Lack of right technology for each specialty.

- k. Check their answers and provide feedback. The teacher may set **task C** as a home assignment. If it is set as a home assignment, the teacher may check the answers the next day.

Post-reading activity

- a. Ask the question to the whole class: How might rural communities feel about telehealth services? How could this be improved? Take students' responses. Give your views on the topic.

Sample points of discussion

Very helpful in:

- delivery of health care through technology
- effective approach for communication and counseling
- Better monitoring in patients' chronic conditions
- capacity development in health care workers working in rural areas

can reach more participants than traditional in-person programs.

are less restricted by distance and time barriers, creating greater accessibility for rural and underserved populations.

This can be improved with an integration of effective program structure, technology and implementation steps.

2.3 Pronunciation

This pronunciation task intends the students to develop the skill of pronunciation of words. You can help the students with correct models.

Objective:

Pronounce the given words correctly.

Materials:

Pronunciation audio of the given words

Follow these steps:

- Write on the board or display through projector both phonetic symbols and spellings (as mentioned below).
- Ask the students to look at the sound symbols and to try pronunciation correctly. Assist them when needed.
- Now, pronounce each word as a model and tell the students to follow the teacher.
- Pronunciation can be practised in pairs of students. They can take turns and listen to each other.

Phonemic transcriptions of the words

Infrastructure - /ɪnfɹəstrʌktʃə/

staff - /stɑːf/

chronic - /'krɒnɪk/

strength - /streŋθ/

milk - /mɪlk/

school - /sku:l/

shield - /ʃiːld/

curious - /'kjʊəriəs/

stethoscope – /'steθə,skəʊp/
blend – /blend/
strand – /strænd/
sixth – /sɪksθ/
scream – /skri:m/

- e. Move around the class and observe their activities to make sure that they are doing right. Help them when necessary with guidance and feedback.

2.4 Speaking

This speaking task is about the language function of suggesting and advising.

Objective:

Make suggestions or give advice for the given situations.

Materials:

Chart paper with some examples of advice.

Follow these steps:

- Make the students work in pairs and act out the conversation (**Task A**) where Shanti and Selina are talking about a problematic friend.
- Suggest them to find how Selina has advised Shanti to deal with the situation.
- Help them find Selina's advice to Shanti. 1. If I were you, I'd ask her not to beg. 2. Perhaps you should try talking to Sneha about it. 3. How about talking to her parents?
- Write a situation or context on the board. Ask the students to use the structure to give advice: If I were you, I'd , What about?, Why don't you?, You should/ought to
- Now, take them to the situation given in task B and tell them to see how the woman has advised the girl to deal with her situation.
- Next, make pairs of the students, give the situation mentioned in the **tasks B**, and ask them to give advice in the same way. The teacher assists whenever needed.

Possible responses:

- A: I am tired. I can't sleep well.
B: If I were you, I would have a hot drink.
- A: I am feeling cold. There is no heating system in my house.
B: If I were you, I'd put a sweater on.
- A: I am invited to a friend's birthday. I do not have money for the gift.
B: If I were you, I would pick a bunch of flowers.
- A: I have hurt my leg. I do not have any medicine at home.

B: If I were you, I would go to see a doctor.

e.

A: I am not feeling well. I can't take a day leave.

B: If I were you, I would take a rest for a while.

- g. Monitor if the students are talking right. Help them when necessary.
- h. Now, divide them in groups of three, give the situation mentioned in the **tasks C**, and ask them to make advice in the same way. The teacher assists whenever needed.

Possible responses:

a. She struggles in English although she works very hard.

A: You should join an English language class.

B: If I were you, I would take help from a teacher.

C: You would better practice with friends.

b. She has lost her Maths book in school.

A: You should search it once in your classroom.

B: If I were you, I would ask my friends.

C: Why don't you buy a new one?

c. She has put on weight, but she wants to be slim.

A: You should join a gym club.

B: If I were you, I would do dieting.

C: You ought to go for morning walk regularly.

- i. Monitor if the students are doing right. Help them when necessary.
- j. Consolidate the task with a game 'What's problem with me?'. Prepare some situation cards. Ask one of the students to come in front of the class and hold one of the situation cards with its face towards other students in the class. The student who holds the card should not see it. He shows the card to other students and asks the advices from them. He should guess what the problem he has.

Sample situation card

1. I'm in short of money.

2. I am so weak that I can hardly stand on my own.

3. I am afraid of speaking English in front of many people.

- k. Tell other students in the class to offer advice as indirectly as possible. Tell them to use different structures used above. The students who holds the card guesses the problem based on the suggestions he/she receives.
- l. Do other cards in the same way with other students.

2.5 Grammar I

This grammar task concentrates on use of modal auxiliary verbs

Objective:

Use the modal auxiliary verbs (should, ought to, had better correctly) for making advice.

Follow these steps:

- a. Make the students read what the people in the picture are saying and ask why the word 'should' has been used there.
- b. Introduce them to some modal auxiliary verbs with other example sentences:

A: I failed my test.
B: Really? You **should study** harder.
A: It's really cold outside.
B: You **ought to wear** a warm jacket.

You **had better slow down**. You are driving too fast!

- c. Discuss how they are used and ask them to derive the rules through examples.

'Should' is used to give advice, to recommend something, or to talk about obligation.

'Ought to' is used to give advice, express an obligation or an expectation that someone should do something.

'Had better' is used to give advice, to talk about actions we think people should do.

- d. Lead them to the **task B** and ask them to do the task.

Answers:

- a. ii. should I do
- b. ii. better not
- c. ii. ought to talk
- d. ii. had better to take
- e. i. shouldn't eat
- f. ii. ought to go
- g. i. should take off
- h. i. should I go

- e. Make the students do the task as classwork and evaluate through mass correction.

2.6 Writing I

In this writing task, students learn to write paragraphs using suggestions and advices.

Objective:

Write a couple of paragraphs.

Follow these steps:

- a. Try to relate this writing task with the language function structures (related to advice).
- b. Ask the students to go through the given instructions. Help them find their opinions related to the given question clues.
- c. The teacher can clarify the instruction (in case of confusion) and add some guidelines. It can be given as homework or classwork.
- d. Instruct the students with major steps for writing a couple of paragraphs:
 - Determine your purpose
 - Brainstorm your ideas.
 - Write a clear topic sentence
 - Provide supporting details.
 - Use transitional words and phrases.
 - Conclude with a strong ending and edit/proofread.

Sample answer:

Aayush has developed an unhealthy lifestyle. The problem with Aayush is that he spends long hours sitting on the sofa, watching TV and eating unhealthy snacks. It shows he has not been able to balance his rest, exercises, and diet which can negatively impact his health in the long run. To maintain a healthy life, Aayush should stop spending long hours sitting on the sofa and eating a lot of snacks.

Instead, he should limit his screen time, rest hours, and choose healthier snack options such as fruits and veggies. Aayush should also start including physical activities into his daily routine, such as going for a walk, playing a sport, or doing light exercise at home. Additionally, he should aim to have a balanced and nutritious diet that includes plenty of fruits, vegetables, and whole grains. Furthermore, it's important for Aayush to maintain a good sleep schedule and get enough sleep. Aayush had better find a balance between physical activity and inactive time. With these changes, Aayush can lead a healthy and fulfilling life.

- e. Give the task as homework and evaluate in the next class with feedback.

2.7 Reading II: Health is Wealth

The second reading text is a story that emphasizes the importance of good health, with the message "health is wealth." Through this text, students will have the opportunity to expand their vocabulary and gain valuable insights on maintaining good health.

Objectives:

- a. Learn new words (benevolent, obesity, devotee, strenuous, reside, holy and also phrases like: couch potato, went in vain).

- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to look at the picture on page no 21. Now, based on the picture, ask them to guess: Who can the person in the picture be?
b. Describe the picture on the basis of its features in appearance and connect it to the pre-reading questions given:

Possible answers:

- a. I think he is a king because he is wearing a crown.
b. Probably, because of his unhealthy habit of eating and exercising. (Teacher can ask about other possible answers too.)
c. No, he does not look healthy because he looks too fat.

- c. Listen to their answers and provide feedback.

While-reading activities

- a. Ask the students to read the text on their own and suggest them to list the words they find difficult for meaning and pronunciation. Also link the highlighted words.
b. List the new and highlighted words on the board and ask if they know the meanings.
c. Ask the students to work in pairs to find the meanings on their own either from a dictionary or some other sources. Model the pronunciation.
d. Do the dictation activity for the words so that they would be familiar with its spellings.
e. Now, draw their attention to **task A**, and ask them to do it.

Answers:

- a. Obesity b. benevolent c. strenuous d. devotee e. couch potato

- f. Discuss the answers to the entire class and elaborate where necessary.
g. Ask the students to read the text again and lead them to **the task B**.

Possible answers:

- a. People did not like the king though he was kind because he was very lazy and would not do anything other than eating and sleeping.
b. The specialists were called to the palace and offered huge prizes to make him fit.
c. The minister became so happy because the holy man said he could easily cure the king.
d. The holyman told the king to come to his place on foot for treatment because that would help the king to lose his weight.
e. The holyman disappeared after the first meeting with the king so that the king would come on foot and that would help his health.
f. The king recovered his health by walking to the holyman's place every day for two weeks.

g. The lesson we learnt from the story is we should have healthy habits for staying healthy.

h. Check their answers and provide feedback.

Post-reading activity

- a. Arrange a discussion as a class work. Ask them: Who is the main character? What would happen if the queen is made the main character? Ask the students think about it.
- b. Ask the students to retell the story to their friends, making the queen the main character.
- c. Let some of the students share their ideas in front of the whole class.

2.8 Listening

This is a listening task where the students listen to an audio about personal hygiene and its impact on health and social life.

Objective:

Listen to the audio with a conversation between two speakers and do the given tasks.

Materials:

Audio file (mp3) and audio player

Follow these steps:

Pre-listening activities

- a. Ask the students to look at the picture and ask what they see in the pictures. Take students responses. Ask if they do these activities regularly.
- b. Further ask why doing these activities regularly is important for us. Take their opinions.

Task A possible answers:

- a. There are activities related to personal hygiene like cutting nails, washing hands, and brushing teeth
- b. Yes, I do these activities regularly because these activities make me tidy and healthy.

- c. Give them immediate feedback to their responses.
- d. Ask the students what the listening might be about. Ask them to guess. Play the audio so that they will check whether their guesses are right.

While listening activities

- a. Make the students remain ready for the listening by taking a pen or pencil to do the tasks.
- b. Instruct them to read the questions in **task B**. Tell them that you are playing the audio and they have to do the task.
- c. Play the audio and tell them to complete the sentences with the given words correctly. Go around the class and check whether all the students are doing it right.

- d. Play the audio again so that they will check their answers. This time, stop the audio when you hear the answers.

Possible answers:

- | | | | |
|-------------------|----------------------|----------------------|-----------------------|
| a. i. cleanliness | b. iii. smelly socks | c. iii. three months | d. ii. food poisoning |
| e. i. sales | f. iii. shaved | g. i. deodorant | |

- e. Ensure that all the students have the correct answers themselves. Play the audio till they find the answer themselves.

Post listening activity

Ask the students to search for some tips of personal hygiene and share them with their classmates. Provide feedback to their works.

2.9 Grammar II

This grammar task concentrates on use of conditional sentences type 2 and type 3.

Objective:

Use the conditional sentences type 2 and type 3 correctly.

Follow these steps:

- Make the students study the given sentences in **task A** and ask them to focus on the common features.
- Ask them to see how conditional sentences (type 2 and 3) have been used in those sentences and ask them to identify their uses and structures. Provide more examples if needed.

Type 2 is used to refer an unreal situation. “If I were a bird, I would fly to Mustang.” In this sentence, the speaker imagines an unreal situation i.e., being a bird.

Type 3 is used to refer to a condition which did not happen in the past and its probable result in the past. “If they had taken part in the competition, they could have won the match.” In this sentence, they did not take part in the competition in the past, as a result they could not win the match.

- Give some examples from daily life and lead them to the given task B. Ask them to do it individually. You can set this task as a home assignment.

Task B answers

- | | | | |
|--------------------|--------------|------------------|------------------------|
| a. would have seen | b. would fly | c. I were twenty | d. would not have seen |
| e. won | f. had come | g. did not eat | h. had asked |
| i. had driven | j. turned | | |

- Discuss the answers.

e. Now, lead them to task C and ask them to complete the task in a suitable way.

Task C answers:

- a. If you had studied well, **you would have passed the exam.**
- b. If you asked me, **I would help you.**
- c. If we had gone to the cinema, **we could have made the holiday better.**
- d. If you spoke English, **you would not be lost.**
- e. If they listened to me, **they could understand our problem.**
- f. **I would meet you,** if I had your address.
- g. **If I had gone to school,** I would have taken part in the contest.
- h. **If we went to Bhaktapur,** we would walk to the museum.
- i. **I would enjoy swimming,** if there were not many sharks there.
- j. **She might reach in time,** if she had taken the right bus.

f. Ask them to do the exercise as a class work and check their writing.

2.10 Writing II

In this writing task, students learn to prepare recipes by arranging the given steps.

Objectives:

- a. Learn how to write a recipe.
- b. Make a recipe for Kwati.

Follow these steps:

- a. Ask the students if they know anything about Kwati. Ask them some related questions like: Have you ever eaten Kwati? Do you know how Kwati is prepared?
- b. Now, put the students in pairs. Ask them to discuss and arrange the steps in the right order.

Steps in order:

- a. Melt ghee in a pressure cooker.
- b. Add onion, then bay leaves and ginger garlic paste.
- c. Now, add sprouted mix beans (Kwati) and then red chilli powder.
- d. Fry for 5-6 minutes.
- e. Add tomatoes, turmeric powder and coriander powder.
- f. Fry until the tomato is tender.
- g. Add hot water then salt and garam masala.
- h. Cook for about 4-5 whistles.
- i. Put cumin seeds and carom seeds in a pan and fry them.
- j. Kwati is ready to be served.

c. Monitor how the students work and assist when needed. Now ask them how these steps are written as recipe. Explain how it is written. Assign this writing as homework. Check their writing the next day and provide feedback.

Recipe:

To prepare Kwati, first of all, melt ghee in a pressure cooker. Then, add chopped onions, bay leaves, and ginger garlic paste to the pressure cooker. Once the onions are cooked, add the sprouted mix beans (Kwati) and red chilli powder, and fry for 5-6 minutes. Then, add chopped tomatoes, turmeric powder, and coriander powder and fry until the tomatoes are tender. Add hot water, salt, and garam masala, and cook for 4-5 whistles in the pressure cooker. In a separate pan, fry cumin seeds and carom seeds and add them to the Kwati mixture. Now, the Kwati is ready, it can be served hot. Enjoy Kwati with rice or roti.

2.11 Project work

This project work is a presentation competition about 'Health is Wealth'.

Follow these steps:

- a. This presentation competition is to be organised by the students with the help of teacher.
- b. Discuss the presentation topic in the class. Ask them to prepare a mind map about how and what points they use in the presentation.

Mind maps

Topic: Health is Wealth

Key points to consider:

- a. Greetings
 - b. Your logic and rationale:
 - c. Closing
- c. Help the students establish rules and criteria for the competition. Fix the day of the competition. Fix the time for each presentation. Encourage all the students to prepare and present.
 - d. Manage a panel of judges and list of participants from students themselves.
 - e. Conduct the presentation competition. Promote a positive and supportive environment of conduction.
 - f. Have a fair judgment and announce the result of the competition.
 - g. Finally, give feedback and vote of thanks to all of them.

2.12 Extra bit

In this section, the task provides students with additional information related to words ending in "logy". The suffix, -logy, normally refers to the study or the science of something. The students may carry the task independently for self-study. However, the teacher may assist them if needed.

Unit 3
Family, Market and Public Places

This unit is based on the theme of family, market and public places. The unit highlights the value of family and the etiquette required in public places. Similarly, the unit focuses the language function of making requests and responding to them. The reading texts exhibit the theme of the unit and contain the language function. Likewise, the listening activities are based on the theme while the speaking tasks represent the language function.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the pictures and making requests in these situations.
2.	Reading I Story: Thomas and Jerry	Pre-reading questions Vocabulary (Find the words for the given meanings) True/False statements Short-answer questions Post reading question
3.	Pronunciation	Pronounce the given words with correct stress and find the stressed syllable
4.	Speaking (making requests and responding to them)	Act out the given conversations Work in pairs and have conversations
5.	Grammar I	Making requests and offers Complete the sentences with <i>can</i> , <i>could</i> or <i>would</i>
6.	Writing I	Write a request letter to the school head teacher.
7.	Reading II Story: Dance?	Pre reading questions Find similar words from the text. Multiple choice questions Post reading question
8.	Listening: Conversation between a customer and a shopkeeper	Pre-listening questions Short-answer questions True-false statements Post-listening question
9.	Grammar II (Modals: can, could, would)	Modals: can, could, would Match the sentence halves. Complete the given sentences.
9.	Writing II	Writing paragraphs
10.	Project work	Narrating a special event
11.	Extra bit	Types of gender
Total estimated time		8 Hours

The detailed teaching-learning procedures of each topic and tasks in the textbook are suggested below. Teachers could use these methodologies and/or design their own activities for their class. Make your class interactive and effective with necessary assessments of the students after each skill.

3.1 Getting started

This is the first task of the unit. This task leads the students towards the theme of the unit, i.e., family, market and public places.

Objectives:

- a. Identify people and places in each picture.
- b. Say how people might make requests in the given situations.

Follow the given procedures.

Look at the pictures below and talk about them.

- a. Show the students the given pictures, ask them to study the pictures carefully and ask:
- b. What do you see in the first picture (first from the left to right)? What is the man doing? How might he make requests with his clients?, etc.

The person in the first picture is a photographer. A photographer may make the following requests with his client:

- a. Could you please step a little to your left so we can capture more of the beautiful sunset in the background?
- b. Would it be possible to change into a different dresses to create a more varied look for your portrait session?
- c. Would it be possible to wrap up this session in the next 30 minutes?

- c. Lead the students to the second picture and ask questions such as: What do you see in the second picture? Where are the people? What are they buying and selling? How does the customer make requests?

The second picture shows a marketplace, a shoe fair. The customer may make the following requests.

- a. Can you show me some comfortable shoes for walking?
- b. Could you recommend a good pair of running shoes?
- c. Could you show me some dress shoes for a formal event?

- d. Now, ask the students to identify the place and people in the third picture, and how people in the picture might make requests in the given situations.

The third picture shows an airport. The travelers may make the following request in the airport:

- a. Could you please check if my flight has been delayed or cancelled?

Is there a place to buy a SIM card for my phone?
How do I get to the rental car desk?
Could you please recommend a good restaurant in the airport?

3.2 Reading I: Thomas and Jerry

The first reading text in this unit is a story entitled “Thomas and Jerry”.

Objectives:

- a. Learn the vocabulary: approach, ponder, disappointed, nod, stunned, burden, depart, weird, scurry, graveyard, bustle, radiate, spare, etc.
- b. Read the text and do the comprehension tasks.
- c. Learn the expressions of making requests.

Follow the activities given below:

Pre-reading activities

The given reading text is a story.

- a. Ask the students to say what they see in the picture.
- b. When they answer, ask them what is important for them; family or work or both

Answer

- We see an old man in front of a building. Also there are two young men near the man. The old man seems to be seeking some information from the young men.
- Answers may vary from student to student about what is important for them.

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 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:

- 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, ask them to find the words from the text for the meanings given in **task A**.
- d. When the students find their words, tell the students the correct answers and ask them to check their answers. Students will make corrections in their answers if necessary.

Answers

- a. burden b. approached c. stunned d. departed e. graveyard
f. weird g. content h. radiated i. scurried

- e. Then lead the student to **Task B**. Ask the students to read the statements in the task and to re-read the story. Then ask them to decide whether statements are true or false. Make corrections to their decisions if necessary.

Answers

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

- f. Now, turn to **task C**. Ask the 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 the students and check their works in the next class. Make necessary corrections in their answers.

Sample Answers

- a. to meet his son whom he had not seen for a few years.
b. he wanted his son to come home with him to visit his mother who dearly wanted to see him.
c. No. He came back to the village disappointed as his son denied to go to the village with him.
d. Thomas felt guilty for not spending enough time with his parents and treating his father poorly. He took leave from work and went to visit his parents in the village.
e. Jerry took the loan to pay for his son's education and to buy him a new car.
f. because he did not want to burden his son with their financial problem, knowing that he was busy with his work and was already stressed out.
g. Our parents are very important to us. So whatever busy we are we should give our time to them.

Post-reading activity

In this activity ask any student to tell a story similar to “Thomas and Jerry”. Teachers may share a similar story with the students first.

Sample story

Once upon a time, there was a little girl named Lily. She was always busy with her friends, school, and extracurricular activities. She hardly ever had time for her parents, Sarah and Tom, who both worked hard to provide for her and give her a comfortable life. One day, Sarah asked Lily to spend some time with her, but Lily refused, saying she had too much homework to do. Tom asked her to go on a walk with him, but Lily said she was too tired from her soccer practice. This went on for weeks, and Sarah and Tom began to feel sad and neglected.

One day, Lily came home to find her parents packing their bags. They were going on a long trip, and Lily would have to stay with her aunt. Lily was upset that she couldn't go with them, but Sarah and Tom told her that they needed a break and some time to themselves. Days passed, and Lily missed her parents terribly. She realized how hard they worked to provide for her and how little time she had given them. She felt sorry for neglecting them and decided to make it up to them.

When Sarah and Tom returned home, Lily had made them a special dinner and decorated the house with balloons and streamers. She gave them each a handmade card, telling them how much she loved them and how sorry she was for not spending enough time with them. Sarah and Tom were touched by Lily's gesture, and they hugged her tightly. They told her that they were proud of her for realizing her mistake and making it up to them. They spent the evening together, laughing and talking, and Lily realized how much joy spending time with her parents brought her.

From that day on, Lily made a conscious effort to spend time with her parents, even if it meant sacrificing some of her own activities. She knew that her parents were always there for her, and she wanted to show them how much she appreciated them.

3.3 Pronunciation

In this activity students need to learn to find the stressed syllables of the given words and read them with the proper stress. The words are not from the reading text. So students need to listen to the teacher and follow her/him.

Objectives:

- a. Find the number syllables of the given words.
- b. Pronounce the words with the correct stress.

Follow these steps:

- a. Ask the students what they know about syllables and stress in words. If they do not answer correctly, tell them what syllable and stress mean in words.

A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables. Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables.

- b. Tell them that we can find the stressed syllables of words in dictionaries with a stressed marker (ˈ) sign before the stressed syllables.
- c. Read the words aloud so that students can hear you clearly. You may play the audio from a digital dictionary as well.
- d. Then ask the students to find which syllable is stressed, and ask them to put the stress marker sign (ˈ) before the correct syllable

- e. Check whether the students have identified the correct stressed syllable. You may ask students to tell the answer of one word each. Help the students if they have failed to identify the correct stressed syllable.

Answers

Please find the stressed syllable in the respective phonemic transcriptions

holiday - /'hɒlɪdeɪ/	continue - /kən'tɪnjuː/	intention - /ɪn'tenʃən/
attitude - /'ætɪtjuːd/	unlikely - /ʌn'lɪkli/	membership - /'membəʃɪp/
conditional - /kən'dɪʃənəl/	mistake - /mɪ'steɪk/	apology - /ə'pɒlədʒi/
family - /'fæməli/	surprise - /sə'praɪz/	distance - /'dɪstəns/
unnatural - /ʌn'nætʃrəl/	hotel - /həʊ'tel/	deny - /dɪ'naɪ/
monument - /'mɒnjumənt/	marriage - /'mæɪrɪdʒ/	secondary - /'sekəndri/
progressive - /prə'grɛsɪv/	believe - /brɪ'liːv/	examination - /ɪg,zæmɪ'neɪʃən/

3.4 Speaking

This speaking activity is based on the language function of the unit; making requests and responding to them. There are two different tasks in it: Read and act out the conversation and make requests in the given situations and respond to them.

Objective:

Make a request using suitable expressions and respond to the request in a suitable way.

Follow the given procedure:

- Divide the students into pairs. Assign each of them a role of conversations in **task A**. After they act out, ask them to note the language structure used in each dialogue.
- Familiarise the language structures or sentences and their responses used for making requests.
- After that, divide students into new pairs and ask them to have conversations for the situations given in **Task B**, making requests and responding to them. Ask them to use the expressions similar to the ones in Task A.
- Move around the class and monitor if they are doing right. Help when necessary.

Possible conversations

- A: Good morning! Could you please show me a shampoo bottle?
B: Of course. Here you are!
A: Could you please show me a bigger one?
A: Sure! Please take this one.
- A: Good morning! How may I help you?
B: Could I possibly get a toothbrush?
A: Of course! Here you are.
B: Would you mind giving me a bottle of detergent powder as well?
A: Sure!
- A: Hi there, I'm looking for a birthday gift for my sister. Could you possibly show me

some?

B: Sure! Here are a few options.

A: These are lovely. Is it possible for you to wrap one for me?

B: Great choice! I'll wrap it up for you.

d. A: Good afternoon, I'm looking for a wedding ring. Can you help me out?

B: Absolutely. We have a variety of options available.

A: This one looks perfect! I'll take it.

B: Excellent choice! Congratulations to your cousin.

e. A: Could you please close the window? It's quite cold here.

B: Of course! I'm feeling cold too.

A: Thank you so much.

f. A: Can you please buy me an ice-cream?

B: I'm afraid not. You will get a cough if you eat the ice-cream.

3.5 Grammar I

This activity is based on making requests and offers, and responding to them.

Objective:

Make requests and offers and respond to them using appropriate expressions.

Follow the given procedure:

- Ask the students to read through the example sentences. Ask them the use of the words highlighted in red.
- Ask which of these are examples of making requests are and which are of offers. Help the students to identify the uses of the highlighted words.

Can/could +Verb..... for making request

Would +subject+ like tofor making offers

- Then ask the students to choose the correct alternative for each sentence in **task B**. When **they** are finished, ask them to tell them their correct answers. Make necessary corrections to their answers in case they choose the wrong ones.

Answers

a. Can

b. can

c. Would

d. can

e. Can

f. would

g. would / could

h. Could

i. Would

3.6 Writing I

This task aims to focus on writing a request letter to the head teacher of the school.

Objective:

Write an official request letter in the correct format and layout.

Follow the given procedure:

- a. Ask the students if they have ever written a letter to their head teacher making a request. If yes, what did they request and how? Take their responses.
- b. Then ask them to tell the parts of a formal letter. Show the following parts with a sample if possible: sender's address, date, receiver's address, subject of the letter, salutation, body of the letter, complimentary closing, the signature. Discuss how a formal letter is written.
- c. Now, tell them that they will write a letter to their head teacher requesting him/her to organise an inter-house volleyball competition in their school. You may assign this task as homework and check their work with necessary feedback in the next class.

Sample request letter

Sallaghari, Bhaktapur

21 March

The Head teacher
Araniko, Secondary School,
Suryavinayak-4, Bhaktapur

Subject: Request for an inter –house volleyball tournament

Dear mam,

I am writing to request you to organise an inter-house volleyball tournament. As a passionate student athlete, I believe that such an event would be an excellent opportunity to promote teamwork, sportsmanship and physical fitness among students.

I am aware that organising a tournament requires a considerable amount of effort and resources. Therefore, I request your kind assistance in arranging all the necessary sporting goods for the event, including volleyballs, nets, whistles, and other equipment. I believe that with your guidance, we can make this tournament a memorable and successful experience for everyone involved.

In addition, I would be willing to help with any tasks necessary to make this tournament a success. I am confident that many of my fellow students share my enthusiasm for volleyball and would be eager to participate.

Thank you for considering my request. I hope that we can work together to make this tournament a reality.

Sincerely,
Smarika Pun,
Grade Nine

3.7 Reading II: Dance

The second reading text in this unit is a story/memoir entitled "Dance". The text highlights the uses of making requests in public to support both the theme and the language function of the unit.

Objectives:

- a. Read the text and learn the vocabulary: lad, chap, fellow, ache, etc.
- b. Comprehend the text and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to look at the pictures and ask them these questions:
 - i. Have you ever seen these dances?
 - ii. What kinds of dances are they?
 - iii. Where are they popular?
- b. Help the students with the correct answers if necessary.

- The dance shown in the first picture is called *laathi naach* (stick dance), popular among the Tharu community of Nepal.
- Similarly, the dance in the second picture is *maruni dance*, particularly popular in the Magar community of Nepal.

- c. Then, ask the students to mark the unfamiliar words in the text. Also tell them to underline the expressions of requests and their responses used in the text. They are already familiar with these expressions so they are expected to do it even without the help of the teacher.

While-reading activities

- a. Read the text yourself first at a proper speed and pronunciation as a model.
- b. As the reading text is simpler, tell the students that they will practise reading individually. Tell them that they will read as a speed game. Tell that they will read the text with proper speed and pronunciation and when they finish they will mark the time taken for reading the whole text.
- c. Ask them to read three times and note the time taken for them to read. Ask them to find the difference in time. Elicit: Fluency is one of the important aspect of reading. It is developed through reading practice.
- d. After that, lead them to the vocabulary task in **A**. Ask them to find the words in the text which are similar to the given words.
- e. Ask three of the students from the class to share the list they have made for each word. Add or remove words based on the need.

Answers

Man: chap, character, fellow

Came: walked up, arrived

Clothes : dress

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

Answers:

- | | | |
|------------------------|------------------------------|------------------|
| a. i. a comedian | b. iii. saw a beautiful girl | c. iii. 40 years |
| d. iii. danced at last | e. i. humorous | |

Post-reading activity

In this task ask the students to share their experiences of their first dance. The teacher may begin with his own story to guide the students.

3.8 Listening

This listening skill is based on one of the themes of the unit. It features a conversation between a customer and a salesperson in a marketplace. The listening audio includes a conversation between a man and a salesperson about buying a souvenir.

Objectives

- a. Follow and understand a conversation between two speakers.
- b. Comprehend the audio and do the comprehension tasks.
- c. Develop the ability to recall and retain information from spoken English.

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 people are? Where are they? What are they trying to do? etc.
- b. If the students are unable to retain the correct information from the text, help them as per the necessity:

We can see a customer and a salesperson in a shop. The customer seems to be trying to buy some gifts.

- c. Ask the students the names of the popular souvenirs they generally buy and the price they cost.
- d. 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 answer of the questions 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 the students are able to answer all the questions.

- e. Play the audio as many times as required.
- e. Ask the students to tell their answers in turn.
- f. Make necessary corrections in their answers as per the requirement.

Answers

- a. to his wife.
- b. a pearl necklace.
- c. it is too expensive.
- d. his wife already has a watch and a phone to check the time.
- e because they have all closed.

- g. Now, ask the 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.
- h. Play the audio and go round the class to make sure that the students are engaged in listening. Play the audio until all the students have attempted the questions.
- i. After they are finished, ask one of the students to tell her/his answer. Ask the students to make necessary corrections in their answers.
- j. You can also organize a True/False game in the class for this activity. You can organize this way:

- a. Divide the students into two teams.
- b. Put the ‘True’ poster on one end of the wall and ‘False’ on the opposite end.
- c. Ask the students to stand in the center. Read out a statement and ask a member of each group to run to the ‘true’ end if the statement is true, and to ‘false’ end if the statement is false. If they run to the right end, they earn a point.
- d. Read out other statements and make each member of the team run to the ends, in turn.
- e. The team that earns the highest point at the end of the game should be declared winner.

Answers

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

- j. Now, ask the students to work in pairs to prepare a similar conversation between a salesperson and a customer for **task D**. When they are prepared, ask them to act out the conversation in pairs. Select some pairs to act out the conversation. Provide them necessary feedback.

Model conversation

You: Hi, can you help me find a beautiful gift for my friend's birthday?

Salesperson: Of course, do you have anything specific in mind?

You: Not really, something unique and memorable.

Salesperson: How about this handcrafted vase made by a local artisan? It's both beautiful and functional.

You: That sounds perfect. How much is it?

Salesperson: It's \$50.

You: Great, I'll take it. Thank you for your help.

3.9 Grammar II

The grammar task is based on the use of modal.

Objective:

Use the modal verbs to express degrees of certainty, possibility, ability, permission, obligation, etc.

Follow these steps:

- a. Since this is the second exercise in this unit on the use of modals, ask the students to tell different uses of modals.
- b. Make necessary corrections or add to students' answers.
- c. To check their understanding of the modals, ask them to match the sentence halves in task A.
- d. Ask one of the students to read out his/her answer. Make corrections in her/his answers if required. Ask the other students to make corrections accordingly.

- a. I'd like to rent an apartment.
- b. Would it be possible to invite my cousin?
- c. Would you be able to invite my cousin?
- d. Could you recommend a good dentist?
- e. Can I book a table for six?
- f. Would you like me to call a taxi?

- e. Now, ask the students to complete the sentences in any way they like. Since the answer may vary, you may assign the task for homework and check the work the next day.

Model Answers

- a. Would you like me to make you some tea?
- b. Can I offer you a ride home?
- c. Could you please pass me the salt?
- d. Would it be possible to reschedule our meeting for next week?
- e. Would you mind keeping down the volume of the music?
- f. Could you possibly help me move this couch?
- g. Would you be interested in going to see a movie with me?

3.10 Writing II

This task is related to paragraph writing about dancing culture in the community of the students.

Objective:

Write a paragraph one of the dancing cultures or traditions.

Follow these steps:

- a. Since the students have been familiar with the elements of the paragraph and the way of writing it, ask one of the students to recall the elements of a good paragraph.
- b. Ask some representative students to tell about the dancing occasions and cultures in their community.
- c. Help the students to find information about dancing occasions and cultures. Tell them that they can ask their parents for more information.
- d. Assign the task as homework and check the students' writing the next day. Provide necessary feedback. You may ask one or two students to read out their paragraphs as well.

Sample paragraphs:

Maruni is a folk dance that has deep roots in Nepali culture and tradition. It is celebrated by the Magar community and is a significant part of their identity. The dance is performed during Dashain and Tihar festivals to commemorate "the victory of good over evil." The dancers are dressed colorfully with rich ornaments and are accompanied by the traditional Nepali *Naumati Baja* orchestra. It is not only popular in Nepal but also in Nepali communities of India, Bhutan, and Myanmar. However, in recent years, the *Maruni* dance has become in danger of extinction, due to a lack of interest by young people in learning it.

To prevent the *Maruni* dance from fading away, the Magar community is pushing its young people to preserve it. The dance originated with the Magar community, and people from various communities started adopting it. Nowadays, other communities like Gurung, Kirat, and Khas also dance the *Maruni* dance on various occasions. The Balihang festival is a notable occasion where *Maruni*, *Sorathi*, and *Hurra* dances are performed. It is believed to have originated from the Magar Army during the 14th century on behalf of the sick King Balihang Rana Magar of Palpa, Pokhara and Butwal. With time, *Maruni* was performed even during many personal events, especially marriages.

3.11 Project work

In this project work students are individually engaged to narrate an incident in which they were the participant of a cultural show.

Objective:

Tell/narrate an incident where the students were the participants of a cultural show.

Follow these steps:

- a. Tell the students that they are going to tell the class about an incidence in which they were the participants of a cultural show such as *dohori sanjh*, *Gai jatra*, *Dhaan Naach*.
- b. Ask the students to think of such cultural shows in which they had participated.
- c. Ask them to collect information such as when they participated, where it took place, who were the other participants, how you participated, etc.

- d. After they are ready, ask the students in turn to narrate their stories.
- e. Provide necessary feedback to each student's story/ narration.

3.12 Extra Bit

This section contains the task that gives students additional information in the unit. This particular extra bit includes information about types of gender. The students can study by themselves; however, the teachers can help them if required.

-O-

Unit 4
Life and Death

This unit is based on the theme of life and death. Life and death are two contrasting but interconnected and complementary realities we face. Life is a journey between birth to death whereas death, being an inevitable part of life, is the conclusion or the curtain of life. In a sense, life struggles to meet a meaningful death. The unit carries two reading tasks related to the theme. In addition to the regular tasks of pronunciation, listening, and speaking, the unit includes grammar topics: present simple, adverbs of frequency, and subject verb agreement and writing tasks: message of condolence and replying to an email. The table provided below offers a brief overview of the tasks in the unit.

Unit overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the picture and discuss different aspects of life and death.
2.	Reading I Death is a Fiction	Discussion on the given statements Find the words from the text that have the given meanings. Fill in the blanks with appropriate words. Answer the questions. Post reading task (Writing a paragraph)
3.	Pronunciation Silent letters	Pronounce the given words with the help of a teacher or dictionary and identify the silent letters.
4.	Speaking Expressing sympathy	Act/read out the conversation. Read the given expressions of sympathy. Work in pairs to make conversations expressing sympathy.
5.	Grammar I Present Simple	Complete the sentences with the correct form of the verbs. Make statements or questions based on the prompts. Transformation of statements (negative and questions)
6.	Writing I Message of condolence	Prepare a message of condolence to be published in a local newspaper.
7.	Reading II Crossing the Bar	Match the words with their meanings. Fill in the blanks to complete the paraphrase of the poem. Short answer questions Post-reading question
8.	Listening A conversation	Guess the meanings of the words in sentences. Listen and choose the correct answer.

	between two friends	Answer the questions briefly. Post-listening question
9.	Grammar II Adverbs of frequency Subject verb agreement	Complete the sentences with the correct adverb. Rewrite sentences with correct alternatives.
10.	Writing II: Email	Read an email and write a reply.
11.	Project work Newspaper cut-pieces	Collect some message of condolences and Discussing on the language
12.	Extra bit	Types of sentences
Total estimated time		8 hours

In-depth procedures for every task in the unit are outlined below. While textbooks are designed to be effectively delivered in a classroom setting, they can be customized to suit your classroom needs and circumstances. Teachers can either employ the activities provided below or design their own so as to deliver the tasks in the unit. It is recommended to ensure that the activities are engaging, interactive, and enjoyable. It is crucial to integrate evaluation throughout the process.

4.1 Getting started

This is the warm-up task for the unit. Through this discussion on picture, the students will be prepared with some common concepts related to the theme - life and death.

Objective:

To understand different situations in between life and death given in the picture and respond to them.

Follow these steps:

- Draw attention of the students to the picture and set ground for discussion. Ask the students to look at the pictures and say what they can see there.
- Ask them to take turns and speak about each picture.

The first and third pictures show death rituals that are most commonly in practice in Hindu and Buddhist communities respectively. The first picture shows a dead body in the Brahmanaal or Ghat (river bank shrine where the dead body is cleaned and prayer for the soul's peace is made before placing the dead body on the funeral pyre). The third picture has the similar practice of worship and prayer in Buddhist communities.

The second and fourth pictures are related to loneliness and grief or sickness that often comes to our life. Different events bring separation and loneliness. The grief may last longer and even may leave long term impacts like depression if the grief is not managed well. Therefore, we mostly rely on socially and culturally established rites and rituals that help us manage our grief.

- c. Ask students how they respond to these situations. Lead their responses to expressing condolences and sympathy. Elicit that we express condolences on the first and third situations whereas we express sympathy on the second and fourth situation.
- d. Take their responses. Assist them with supporting feedback.

4.2 Reading I: Death is a Fiction

The first reading text is a story named “Death is a Fiction”. It helps them learn some ideas about cultural practices associated with life and death and a range of related terminologies.

Objectives:

- a. Learn words (inhalation, exhalation, fragile, dislodges, solace, misery, etc.)
- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students: Have you ever thought about death of your own? What do you think about death in relation to life? Take their opinion.
- b. Next, lead them to the pre-reading questions and have discussion on them. Ask them if they agree with the given statements and encourage them to put their opinion. Let them identify the gist from these argumentative.

Death is not the opposite of life, but a part of it.

Every life comes with inevitable and inescapable death. No one can attain immortality and live forever. All living sentient beings on this earth have a limited and finite life span. Death is natural, part of every living being's life cycle; and therefore, is common to us all.

From the day you were born, you are slowly dying.

The process of dying starts at birth. This saying reminds us of our own mortality, whatever our age.

- c. Add your opinion to make them understand their opinion may vary.
- d. Ask students to read the pink highlighted words before they read. Deal these words in context. Focus meanings, forms and pronunciation.

While-reading activities

- a. Let’s make the reading fun: imagine the front part of the class to be the ‘hot seat’. Call the students through random or any systematic sampling to the hot seat and read aloud the text. The reading can be modified to explaining, vocabulary discussion or up to question answer discussion. For making the game rather interesting, the teacher may add some other roles like: panel of judges, commentator, and so on.
- b. Alternatively, make the students work in small groups to read and understand the given text. Make them share their understanding with the other groups. Assist the students in case they get problems with reading and correct pronunciation.

- c. Draw their attention to the comprehension **task A**. For this, put the students in pairs and ask them to do the task. .

Answers:

- a. Fiction b. dimension c. Dislodge d. Confronted e. Solace

- d. Read the answers aloud so that the students check their answers on their own.
e. Now, lead them to **task B**. Let them work individually. Ask them to read the text and do the task.

Answers:

- a. fiction b. grave c. guaranteed d. corrupted

- f. Monitor the students when they work and make them check their answers through mass correction.
g. Now, lead the students' attention to task C, ask them to read the text again after they read the the given questions.

Possible answers:

- a. According to the speaker, there is only life as it is life moving from one dimension to another. But death is the creation of people.
b. According to the speaker, life is inhalation.
c. There is nothing wrong with death because life is there only because there is death.
d. We fear death because we have no idea about what death is.
e. People have an idea of death because it has remained uncorrupted by human minds.

- h. Check their answers and provide feedback. The teacher may set task C as a home assignment. If it is set as a home assignment, the teacher may check the answers the next day.

Post-reading activity

- a. Ask the students if they have the different view about death. Ask some of them to share. Take their responses.
b. Now ask them to write a paragraph about death. Assign the writing as homework. Check their writing and provide feedback.

4.3 Pronunciation

This pronunciation exercise is aimed at clarifying the silent letter in pronouncing the words.

Objective:

Learn correct pronunciation of the given words.

Materials: Audio sound of the given words

Follow these steps:

- a. Write on the board or display through projector both phonetic symbols and spellings as mentioned below.

- b. Ask the students to look at the sound symbols and ask them to try to pronounce correctly. Assist them when needed.
- c. Now, pronounce each word and tell the students to follow.
- d. It can be practised in pairs of students. They can take turns and listen to each other.

Task A pronunciation of the given words:

autumn /'ɔ:təm/	(Here 'n' remains silent)
condemn /kən'dɛm/	(Here 'n' remains silent)
solemn /'sɒləm/	(Here 'n' remains silent)
limb /lɪm/	(Here 'b' remains silent)
thumb /θʌm/	(Here 'b' remains silent)
ascend /ə'send/	(Here 'c' remains silent)
descent /dɪ'sɛnt/	(Here 'c' remains silent)
evening /'i:vniŋ/	(Here 'g' remains silent)
design /dɪ'zʌɪn/	(Here 'g' remains silent)
honest /'ɒnɪst/	(Here 'h' remains silent)
architect /'ɑ:kɪtekt/	(Here 'h' remains silent)
knee /ni:/	(Here 'k' remains silent)
pneumonia /nju:'mæʊniə/	(Here 'p' remains silent)
receipt /rɪ'si:t/	(Here 'p' remains silent)

- e. Continue the same practice to the task B

Pronunciation of the given words:

doubt /daʊt/	(Here 'b' remains silent)
debt /det/	(Here 'b' remains silent)
subtle /'sʌtl/	(Here 'b' remains silent)
scissors /'sɪzəz/	(Here 'c' remains silent)
interesting /'ɪntrəstɪŋ/, /'ɪntrestɪŋ/	(Here 'e' remains silent)
foreign /'fɒrən/	(Here 'g' remains silent)
stomach /'stʌmək/	(Here 'h' remains silent)
where /weə(r)/	(Here 'h' remains silent)
whisper /'wɪspə(r)/	(Here 'h' remains silent)
calm /kɑ:m/	(Here 'l' remains silent)
salmon /'sæmən/	(Here 'l' remains silent)
psychiatrist /saɪ'kaɪətrɪst/	(Here 'p' remains silent)
psychology /saɪ'kɒlədʒi/	(Here 'p' remains silent)
pseudonym /'su:dənɪm/, /'sju:dənɪm/	(Here 'p' remains silent)
island /'aɪlənd/	(Here 's' remains silent)
castle /'kɑ:sl/	(Here 't' remains silent)
hustle /'hʌsl/	(Here 't' remains silent)

whistle /'wɪsl/ (Here 't' remains silent)
honour /'ɒnə(r)/ (Here 'h' remains silent)

f. Let them practise sufficiently so that they are clear about silent letters.

4.4 Speaking

This speaking task is about the language function of expressing sadness and sympathy.

Objective:

Express sadness and sympathy for the given situation.

Follow these steps:

- Ask the students to act out the conversation given in **task A** where the participants are talking about some mishaps and expressing their feelings of sadness.
- Suggest them to note how the situations have been responded to.
- Help them find expressions of sympathy in the given conversations. For example, 1. I am sorry to hear that. 2. So sad to hear that. 3. What a pity!
- Now, take them to **task B** and tell them to see what other similar options can be applied for expressing sympathy. Use these expressions in different situations. Help students use these expressions on their own. Discuss how they are used.
- Next, ask the students to sit in pairs, give the situation mentioned in **task C**, and ask them to try expressing sympathy in the same way. The teacher assists whenever needed.

Task C possible responses:

- failed the exam/that's too bad
A: You look sad. What's the matter?
B: I failed the exam.
A: Did you? I know how you must be feeling.
- sister had an accident/so sad to hear that
A: You look sad. What's the matter?
B: My sister had an accident.
A: Did she? So sad to hear that.
- lost football match/what a pity
A: You look sad. What's the matter?
B: We lost the football match.
A: Really? What a pity!
- lost job/sorry to hear that
A: You look sad. What's the matter?
B: I lost my job.

A: Did you? I'm sorry to hear that.

e. friend's mother fell ill/hope she feels better soon

A: Your friend is absent today. What's the matter?

B: My Friend's mother fell ill.

A: Did she? I hope she feels better soon.

f. lost bicycle/that must be an inconvenience

A: You look sad. What's the matter?

B: I lost my bicycle.

A: Did you? That must be an inconvenience.

f. Monitor if the students are doing right. Suggest them for peer correction. Help them when necessary.

4.5 Grammar I

This grammar task is about present simple tense.

Objective

Use the present simple tense correctly.

Follow these steps

a. Start with some examples; discuss the verbs forms used in the examples, and ask them to identify the tense and aspect used there in the examples. For cross check, intentionally, use examples other than present simple tense.

She **works** in Kathmandu.

I **live** in Biratnagar. I **don't live** in Biratnagar now. Do you live in Biratnagar?

Do you **play** the piano?

Where **do** you **live**?

Does Jack **play** football?

Do Rita and Angela **live** in Manchester?

Where **do** they **work**?

b. Now, explain when present simple is used. While clarifying, use examples. You can refer to a grammar book for this. Use the flip model strategy to encourage them to study it earlier than the class.

c. Elicit them that the present simple is used to talk about actions that happen regularly or to talk about natural processes or universal truth. Additionally, it can be used to describe habits, routines, facts, and general truths.

d. Next, ask them to talk about their context. Give them the situation where they need to describe habits or facts. For example: talk about their morning routine.

- e. Now, lead them to task A. Ask them to use the correct form of the verbs given in the brackets. When they finish, discuss the answers so that they can generalise the use of the present simple tense in contexts.

Task A answers:

- a. follows b. consists c. feed d. earns e. makes f. live
g. Do like h. does not want i. adores j. need k. has

- f. Instruct them how to do transformation. For both negative and interrogative forms, we use auxiliary verbs 'do' or 'does' with the base form of the verb. For negative do not or does not are followed by the base form of the verb, whereas to transform into interrogative for yes/no questions do or does is written in the beginning, then the subject and base form of verb follow that. In case of 'Wh' questions, do or does follow Wh word, then subject and base verb.

- g. Now, lead them to **tasks B and C**. Ask them to do the task in pairs. Help when required.

Task B answers:

- a. I do not check my emails when I get to school.
b. Do you watch the news on TV every day?
c. She wears a red dress.
d. Do you have a school bus?
d. What do you want to drink?
e. You do not need more reading practice.
f. Your friend does not like computer games.
g. Mum washes the car once a week.

Task C answers(N= negative, Q= question):

- a. N.-The swimming pool does not open every day at 9:30 am.
Q. - Does the swimming pool open every day at 9:30 am?
b. N. - I do not use my car very often.
Q. - Do you use your car very often?
c. N. - John does not come from Mexico.
Q. - Does John come from Mexico?
d. N. - I do not play the piano very well.
Q. - Do you play the piano very well?
e. N. - Ann does not watch television a lot.
Q. - Does Ann watch television a lot?
f. N. - I do not write to my parents every month.
Q. - Do you write to your parents every month?
g. N. - This car does not break down every five hours.
Q. - Does this car break down every five hours?

- h. Finally, check their answers and provide feedback. The teacher may set task B and C as home assignments. If it is set as a home assignment, the teacher may check the answers the next day.

4.6 Writing I

In this writing task, students learn to write a notice of condolence at someone's death.

Objective:

Write a notice of condolence.

Materials: Newspaper cut-pieces

Follow these steps:

- a. Try to relate this writing task with the application in real-life by showing newspaper cut-pieces.
- b. Ask the students to read the given sample message of condolence and note how such a message is designed. Ask them to underline the key expressions that are used when writing.

We are deeply saddened by..... we want to express our sincere condolences to his bere May the departed soul rest in peace

- c. Explain how the above mentioned expressions are used in the message of condolence.
- d. Now, ask them to go through the given instructions and the supplied hints for **task B**. Clarify the instruction (in case of confusion) and add some guidelines.
- e. Discuss about the basic format for a message of condolence.

- | |
|--|
| <ul style="list-style-type: none">• Title• Date of birth and Date of death• Acknowledge the loss.• Express your sympathy.• Pray for peace of the departed soul• Remind the bereaved of their own strengths to overcome the grief• Include a memory and you will be missing |
|--|

- f. Now ask them to do the **task B**. Closely observe them when they work on a message of condolence. Help where needed.

Sample answer

Heartfelt condolence



1946

2019

Late Subhadra Adhikari

We are emotionally moved to learn about the untimely demise of veteran Kollywood actress, Subhadra Adhikari, who passed away at her residence at Kathmandu, due to respiratory problems. She was a famous and well-known actress who had contributed a lot to the Nepali film industry. Her performances in superhit movies like Basanti, Basudev, Munamadan, and Chino will always be cherished by her fans. At this moment of loss, we would like to extend our heartfelt condolences to her bereaved family and pray to the Almighty for providing strength to overcome the grief. We also would like to pray for eternal peace for the departed soul. She will be always remembered for her remarkable contributions in Nepali film industry.

ABC Secondary School family
Manavbasti, Nepal

g. Evaluate their work in front of them and give needful feedback.

4.7 Reading II: Crossing the Bar

The second reading text is a poem “Crossing the Bar” by Alfred Lord Tennyson. Through this text, students will have the opportunity to expand their vocabulary and gain a lot of insights related to poetry.

Objectives:

- a. Recite the poem.
- b. Learn words (moaning, boundless, twilight, embark, bourne, crost, etc.)
- c. Read the poem and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to look at the given picture. Now, based on the picture, ask them to speak: what do you see in the given picture?
- b. Discuss about the picture based on its features in appearance such as light, probable situations... and connect it to the pre-reading questions.

Possible answers:

- a. The picture shows an a drift boat at the time of sunset.
- b. Probably, the pilot is leading them to their destinations.

- c. Accept any other logically possible answers. Also share your observations.
- d. Ask the students to read the pink highlighted words before they go to the discussion of the poem. Introduce them in context. Focus on meaning, forms, pronunciation and use.

While-reading activities

- a. Now, recite the poem aloud and say the students listen to recitation carefully. Alternatively, play the audio of the poem through the link from the internet. You can find it in different sources. This helps them to have the real authentic taste of the poem.
- b. Now, make the students take turns and recite the poem aloud in front of the class. Assist them in case they get problems with reciting with correct rhyme and rhythm.
- c. Ask them about the structure of the poem: number of stanzas (4 quatrains: stanza having 4 lines), rhyme scheme (abab cdcd efef ghgh)...
- d. Go to the discussion and interpretation of the poem. Try to connect interpretation to the real life situation. The speaker expresses his/her desire for a peaceful and calm journey to death, hoping to see the pilot face to face after he/she passed beyond the limits of time and space.
- e. Make sure they understand the task. Some textual questions can be asked to know their understanding.
- f. Now, draw their attention to the comprehension **task A**. Ask them to discuss and do then and there.

Answers:

- | | |
|--------------|----------------------------|
| a. moaning | v. complaining |
| b. boundless | iv. never-ending; infinite |
| c. twilight | vii. Dusk |
| d. embark | iii. go on board |
| e. tho' | ii. though |
| f. bourne | i. a boundary; a limit |
| g. crost | vi. crossed |

- g. Tell the answers and ask them to check.

- h. Ask the students to read the instruction in **task B**, read the poem once again, and do **task B**. This is an individual task. Let them do it as a home assignment. Check the answers the next day.

Answers:

I notice **the sunset and evening star** in the sky, and hear a sound calling for me loud and clear. I hope that **the sandbar** will not be disturbed when I go out to sea.

Instead, I want to be carried out **on a tide** moving so slowly it seems almost asleep, and which is too swollen to make a sound. That's what I want when I **return** home to the depths of the great unknown.

Twilight comes with **the evening bell**, which will be followed by darkness. There don't need to be any **sad goodbyes** when I go.

Even though I'll be going far from this time and place **floating** on the tide of death, I hope to meet **God**, who has been like my pilot in this journey, when I've made it across the bar.

- i. Now, discuss the questions in **task C** and add this task too as a home assignment.

Possible answers:

- a. In the poem, the speaker refers to crossing the sandbar as a metaphor for passing from life into death, so the speaker has to go to the afterlife or the great unknown crossing the sandbar.
- b. The tide can't make a huge sound or create a lather because it is asleep; so, it is peaceful and calm.
- c. In the poem, the twilight and the evening bell suggest the end of the day and approaching night.
- d. Without accepting the sad goodbyes, the speaker is going on a journey across the sea, which is a metaphor for the transition from life to death.
- e. The pilot who can be God himself is the only agent that helps the speaker to go far on his journey.
- f. No, the speaker does not fear death. He doesn't fear because he takes it as a natural process or a part of the journey.
- g. The pilot symbolises his faith and guiding force, the God.

- j. Do individual correction the next day, if possible.

Post-reading activity

- a. a. Arrange discussion as a class work. The students may need teacher's support in many places.

- b. Now, make the students discuss the given question and put their opinion about life after death based on the question D.
- c. Listen to their opinions and add needful feedback.

4.8 Listening

This is a listening task where the students listen to an audio with conversation related to someone's death and expression of condolence.

Objective:

Listen to the audio and do the given tasks.

Materials:

Audio file (mp3) and audio player

Follow these steps:

Pre-listening activity

- a. Ask the students to read the sentences in **task A** and ask them to guess the meanings in bold.
- b. Elicit the meanings.

Funeral: a ceremony, often a religious one, for burying or cremating (= burning) a dead person

Viewing: the watching of relatives and friends beside the body of a dead person from death to burial, or during a part of that time

Eulogy: a speech given at a funeral praising the person who has died

While-listening activity

- a. Ask the students to be ready for listening to the audio by taking a pen or pencil and a blank page where they can take notes while listening.
- b. Play the audio and ask students to listen to find what audio is about. Let them note down the background. Discuss the subject matters.
- c. Ask them to read the questions in **task B**. Tell that they will now listen to the audio.
- d. Play the audio ask the students to do the task.

Answers:

- a.
 - i. because of a lingering illness
- b.
 - i. the money from her husband's insurance and stock
- c.
 - iii. feels very sad
- d.
 - ii. Tuesday morning
- e.

iii. sing a song

- e. Play the audio once again so that students will check their answers. You can play the audio till they find the answers themselves.
- f. Play the audio again and tell them to do the task C.

Task C possible answers:

- a. for inviting her for the funeral
- b. on Tuesday afternoon
- c. Tim's uncle
- d. sing a musical number

- g. Play the audio again so that they check their answers themselves.

Post listening activity

- a. Ask the students: How would they extend condolences following someone's death?
- b. Take their responses. Possible responses can be: a. by extending a message of condolence b. by visiting them and consoling them by expressing sympathy and condolence.

4.9 Grammar II

These grammar tasks concentrate on use of: 1. Adverbs of frequency; and 2. Subject verb agreement.

Objectives

- a. Use adverb of frequency correctly.
- b. Do tasks with subject -verb agreement sentences correctly.

Follow these steps:

- a. Give the students some sentences with the use of adverbs of frequency. Let them generalise the rules.

I often go for a walk in the morning. She rarely eats fast food. He seldom arrives late to work. In the given sentences, the words 'often', 'rarely', and 'seldom' are adverbs of frequency. There are other adverbs of frequency as well.

Adverbs of frequency are used to describe how often an action or event occurs, and they typically modify the verb in a sentence. For example:

- b. Now, lead them to **task A**. Ask them to do the task. When they finish, discuss the answers so that they will consolidate the usages of these adverbs.

Answers:

- a. often b. rarely c. always d. usually e. sometimes
- f. never g. rarely h. seldom i. usually

- c. Ask them to do **task B**. As this is the revision task on the use of the subject-verb agreement, ask them to do the task in pairs.

Answers:

a. has b. offers c. is d. are e. was f. were g. has h. was

- d. Discuss and do mass correction of the task.

4.10 Writing II

In this writing task, students read an email and learn to reply to it.

Objective:

Write/reply to an email.

Follow these steps:

- a. Ask the students what they know about email.
- b. Ask them about their understanding related to email and if anyone has written any email. Encourage them to share their understanding.
- c. Now, tell them to read the email from Asmita Praja and identify her problem.
- d. Next, as instructed in the given task, make them write a reply from Salina. Suggest them not to miss the following components in the reply: recipient (to), subject, salutation, entering to the subject matter (introduction), body (expressing sympathy), ending (regards).
- e. Set this task as a class work. Assist them when needed.

Sample answer:

Dear Asmita,

I'm sorry to hear about your accident and the pain you're going through. Please know that you have my deepest sympathy and I wish you a speedy recovery.

Of course, I will be happy to help you in any way I can. I will record the lectures and class notes for you so that you can listen to them at home. If you need any further assistance or have any questions, please don't hesitate to let me know.

I can only imagine how difficult it must be to continue study while in pain and unable to move around much. However, I am confident that you will be able to catch up on all the reading. Do not worry much, you may work once you will be feeling better.

I wish you a speedy recovery and hope to see you back in class soon.

Best regards,
Salina

- f. Do individual correction of this task if possible. Alternatively, closely check some sample copies and suggest them for peer correction now.

4.11 Project work

This project work aims to encourage students to explore the language used in different messages of condolences.

Objective:

Collect some messages of condolences to find the similarities and differences between them.

Follow these steps:

- a. Divide the students in group of fours.
- b. Ask them to collect at least four messages of condolence. Ask them to analyse the language. Ask them to find the similarities and differences between them.
- c. Give students a week time for this project task. Monitor and guide them when needed. Encourage students to brainstorm their ideas in the group and divide the roles beforehand.
- d. Ask the students to organize the information about similarities and differences they have gathered in an organized and coherent manner. Remind them to use suitable pictures, diagrams and illustrations.
- e. Once they are done, ask them to present their work in the class. Provide opportunities to each student to give feedback to the other students' work. Finally, provide your feedback to each presentation. You may also award the best presentations.

4.12 Extra bit

In this section, the students will learn something very important about types of sentences: Declarative, Interrogative, Imperative, and Exclamatory. The students may carry the task independently for self-study. However, the teacher may assist them with more examples if needed.

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Unit 5

Ethics, Norms and Values

This unit is related to the theme of ethics, norms and values. Ethics refer to the principles of what is right and wrong that guide individual or collective behavior, while norms are the shared expectations of behavior within a particular community or society. Values are the underlying beliefs or attitudes that guide an individual's actions and decisions. All three concepts are essential in shaping personal and societal behavior, and they often interact and influence each other in complex ways. Students are supposed to exhibit good norms and values upon reading the unit. The language function of the unit is also similar to the theme of the unit, i.e, apologizing and responding to the apologies. The reading texts carry the theme of the lesson while the listening and speaking skills are more related to the language function.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the people in the picture and their professional ethics.
2.	Reading I Essay: Why “I’m Sorry” Doesn’t Always Translate	Pre-Reading questions Find the words/phrases from the text for the given meanings. Match the sentence halves to complete the sentences. Short-answer questions Post reading question
3.	Pronunciation	Pronounce the given contracted words correctly.
4.	Speaking Apologising and responding to an apology	Act out the given conversations. Work in pairs and have conversations to apologise in the given situations. Work in pairs to make apologies and respond to them.
5.	Grammar I Present continuous	Read the text and underline the verb forms. Use the correct forms of the verbs.
6.	Writing I Interpretation of Charts	Study the sample and write the interpretation of the given charts.

7.	Reading II A letter of Apology	Pre-reading questions Match the words with their meanings. Short-answer questions Post reading question
8.	Listening Conversation between two friends	Pre-listening questions Listen and choose correct answer. Post-listening question
9.	Grammar II	Complete the text with the correct tense of verbs. Use appropriate verb with correct tense.
10.	Writing II Letter/Email writing	Write a letter/ email of apology.
11.	Project work	Collect different ways of apologizing and display in a chart paper
12.	Extra bit	Simple, compound and complex sentence
Total estimated time		8 Hours

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

5.1 Getting started

This is the first task of the unit. This task leads the students towards the theme of the unit, i.e., ethics, norms and values.

Objectives:

- Identify the profession of the people mentioned in the pictures.
- Tell about these people's professional ethics, norms and values.

Follow the given procedures.

- First, discuss with students the meanings of ethics, norms and values. You can ask the students what they already know about them. If necessary, explain the meaning of each term so that they understand the basic concept of the words.

Norms may be defined as standardized ways of conduct and behavior (e.g., treating everyone fairly) in a society, company, or other organization.

Ethics is considered about what is right, fair or good. An ethical principle is a statement

concerning the conduct or state of being that is required for the fulfillment of a value; it explicitly links value with a general mode of action.

Values that are what we judge to be right. They are more than words. They are moral, ethical and professional attributes of character. They are standards or yardstick to guide actions.

- b. Then, show students the given pictures, ask them to look at carefully and ask:
- i. What is the profession of the person mentioned in the first picture? Why is his profession important? What professional ethics, norms and values does he have to carry?
 - ii. Who is the lady in the second picture (second from left to right)? Why is her profession important? What are the ethics, norms and values related to her profession?, etc.
 - iii. What is the profession of the person in the fourth picture? What are his professional ethics, norms and values?.
 - iv. Who is the lady in the fourth picture? What are the ethics, norms and values related to her profession?
- c. Take their responses and discuss. Allow their varied perspectives in discussion.

Possible Answers

- The person in the first picture is a doctor. He has a medical profession. His job is very important because he saves the lives of many patients. Doctors are expected to uphold the ethical principles of beneficence and justice. They are also expected to follow professional norms such as maintaining confidentiality and practising evidence-based medicine, while valuing qualities such as empathy, compassion, and professionalism.
- The person in the second picture is a singer. Singing is her profession. Singers are expected to follow ethical principles such as respecting copyrights and intellectual property rights, while following norms such as collaborating with other musicians and seeking feedback from audiences. They may value creativity, self-expression, and the pursuit of excellence in their craft.
- The person in the third picture is a pilot. Flying aircrafts is his profession. Pilots are expected to obey the ethical principles such as prioritizing safety, following regulations and guidelines, and communicating effectively with air traffic control and other crew members. They are also expected to follow norms such as maintaining situational awareness and being prepared for emergency situations, while valuing qualities such as discipline, professionalism, and attention to detail.
- The person in the fourth picture is a teacher. Teaching students is her profession. Teachers are expected to follow ethical principles such as promoting academic integrity, treating students fairly and respectfully, and maintaining appropriate

boundaries. They are also expected to follow norms such as designing effective lesson plans and providing constructive feedback, while valuing qualities such as patience, creativity, and lifelong learning.

5.2 Reading I: Why 'I'm sorry' Doesn't Always Translate'

The first reading text in this unit is an essay entitled 'Why "I'm sorry" Doesn't Always Translate'

Objectives:

- a. Learn the vocabulary: tip over, effusive, widespread, bristle, ritualize culpability, traction, assertion, inclination, attribute, transgression, semantic, nuances, etc.
- b. Read the text and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to look at the poster and the writing in it. Ask them what the poster says and what it means.
- b. When they answer the first question, ask them what others do when they apologise. They are expected to say: *I apologize, Please forgive me, My apologies, I'm so sorry, I feel terrible about this, It was my fault and I take full responsibility, I didn't mean to cause any harm, I regret what happened, etc.* Tell them these expressions if required.

While-reading activities

- a. The reading text is an essay entitled, "Why I'm Sorry Doesn't Always Translate." First, ask the students what they understand of the topic of the essay. You may ask one or two of them to tell what they mean by the title. If the students fail to give the desired meaning of the title, explain it to them.
- b. Ask some students, in turn, to read the text aloud. The teacher may help them with the correct pronunciation whenever necessary.
- c. Ask them 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.
- d. To make sure that students have understood the meanings in context, ask them to find the words/ phrases from the text for the meanings given in **task A**.
- e. When the students find their words, tell the students the correct answers and ask them to check their answers. Students will make corrections in their answers if necessary.

Answers

- a. trip over b. effusive c. bristled d. inured e. culpability
f. assertion g. attribute h. semantics i. nuance

- e. Then, lead the student to **Task B**. Ask the students to read the statements in the task and to re-read the essay. After that, ask them to match the sentence halves in column A with the correct halves in column 'B'. Ask one of the students to read out the complete sentences after matching. Ask the other students to follow after her/him and to check whether they also have the same answers. Make corrections to their answers if necessary.

Answers

- | | |
|---------------------------------|---|
| a. Americans didn't show | iv. sympathy to Akio Toyoda's effusive apologies. |
| b. People are accustomed | iii. to an apology in Hong Kong . |
| c. Japanese use an apology | v. to repair their damaged relationship. |
| d. American participants seemed | i. less interested in second research. |
| e. Researchers found | ii. similar patterns in East Asian countries. |

- f. Now, turn to **task C**. Ask the students to read the questions and scan and skim the text to find the answers of the given questions. After that, ask them to write the answers in their notebooks. Monitor their writing and help them when necessary. You may assign this task as homework to the students and check their works in the next class. Make necessary corrections in their answers.

Answers

- a. Japan became annoyed when a US submarine commander collided with and sank a Japanese fishing boat off Hawaii in 2001, and did not immediately apologize.
- b. Americans see an apology as an admission of wrongdoing, whereas Japanese see it as an expression of eagerness to repair a damaged relationship
- c. The survey found that Japanese students apologized a lot more, issuing an average of 11.05 apologies in the previous week, whereas US students recalled just 4.51.
- d. The video displayed an applicant for an accounting job apologizing for having deliberately filed an incorrect tax return for a prior client.
- e. The respondents of the second study were undergraduates from both the US and Japan.
- f. Executives can make effective use of the apology as a tool for facilitating negotiations, resolving conflicts, and repairing trust by understanding cultural differences and nuances in the perception and use of apologies.

Post-reading activity

In this activity ask the students in turn to tell about the incident in which they had to apologize. Ask them to tell whom they had to apologize and why. They should also mention how they apologized.

Sample response

The incident when I had to apologize was a few months ago when I unintentionally hurt my best friend's feelings. We were having a conversation, and I made a joke about her appearance

without realizing that it would be hurtful. When I saw her reaction, I immediately realized my mistake and knew that I had to apologize. I said, “I am extremely sorry for hurting you. I really didn’t mean it. I was sorry that my words caused her pain. I told her that I valued our friendship and that I would be more mindful of her feelings in the future. She appreciated my apology and forgave me, and we were able to move past the incident. Since then, I have been more careful with my words and have learned to think before I speak.

5.3 Pronunciation

In this activity students need to learn to pronounce the given contracted forms of pronouns and the auxiliaries. Teachers can use other contracted words for more practice.

Objective:

Pronounce the contracted words correctly.

Follow these steps:

- First, ask what a contracted word is. Provide some examples to clarify them. Elicit: In simple terms, a contracted word, or contraction, is where a new word is made by combining two existing words. Some letters are omitted and replaced with an apostrophe.
- Then show how contracted words are formed by combining two words and replacing some letters with an apostrophe.
- Ask the students, in turn, to pronounce the words given in the task.
- If necessary, pronounce the words yourself and ask them to follow after you.
- You can alternatively play the pronunciation from digital dictionaries.

Phonemic transcription of the words

I'm -/aɪm/	you're -/jʊr or jɔr/	he's -/hi:z/
she's -/ʃi:z/	it's -/ɪts/	we're -/wɪr/ wɛr/
they're -/ðeɪr/ðɛr/	I've -/aɪv/	I'd -/aɪd/
they'll -/ðeɪl/		

5.4 Speaking

This speaking activity is based on the language function of the unit; making apologies and responding to them. There are three different tasks in it: Read and act out the conversation, work in pairs to make apologies and respond to them, and apologize in the given situations and respond to them.

Objective:

Make apologies using different expressions and respond to them in varieties of ways.

Follow the given procedure:

- a. Divide the students into pairs. Assign each of them a role of conversations in **task A**. After they act out, ask them to note the language expressions used in each dialogue. The expressions are with the highlighted clues. Clarify how these expressions are used.
- b. After that, divide students into new pairs and ask them to have conversations for the situations given in **Task B**, making apologies and responding to them. Choose half of the students for this task. Ask them to use the expressions from the box. Provide necessary feedback in their conversations.

Sample conversations

a.

A: I'm sorry that I took your bag. I thought it was mine.

B: That's okay. Don't worry about it.

b.

A: Oops, sorry. I ate your biscuits. I thought they were mine.

B: It happens. No problem.

c.

A: I apologize for sitting on your cat. I thought it was a pillow.

B: It's my fault. I should have warned you that my cat likes to sleep on the sofa.

d.

A: I apologise for taking your newspaper. I didn't realise it was yours.

B: That's alright. It happens. Don't worry about it.

e.

A: Sorry for bumping into you. I was in a hurry.

B: No problem. It happens. I hope you're not hurt.

f.

A: Oops, sorry for tapping you. You looked like my friend.

B: It's okay. Don't worry about it. I forgive you.

- c. Divide the remaining into pairs. Now, ask the students to read the situations in **task C**. Ask them to discuss in pairs for making the conversation in pairs. Since students have been familiarized with making apologies and responses to them, you can expect them to do it more interdependently. You can only provide feedback if required.

Model Conversations

a.

A: I'm really sorry, I ate all of your chocolates.

B: That's okay. I forgive you. Just please don't do it again.

b.

A: Oops, sorry about that. I just blew my nose in front of you.

B: Don't worry about it. It's natural. Would you like a tissue?

c.

A: I'm sorry, I didn't follow your instructions.

B: That's alright. Just make sure to follow them next time.

d.

A: I'm sorry, I just spilt your drink.

B: It's okay, accidents happen. Let me help you clean it up.

e.

A: Sorry, I didn't mean to bump into you.

B: No problem, accidents happen. Are you okay?

f.

A: Sorry for you waiting.

B: It's okay, I understand. Let's get started now.

g.

A: I apologize that I'm late for school.

B: It's alright, just try to be on time next time.

h.

A: I apologize for forgetting to bring your notebook.

B: That's okay. Can you bring it tomorrow instead?

i.

A: Sorry, I stepped on your toe.

B: It's okay. Just be more careful next time.

5.5 Grammar I

This activity is related to the use of the present continuous tense.

Objective:

To use the present continuous tense correctly.

Follow the given procedure:

a. Tell the students they are going to learn about present continuous tense.

- b. Ask questions to students about what they already know about the tense
- c. Ask them to tell you some example sentences of this tense.
- d. Help the students with the sentence structure and example sentences if necessary. Derive the sentence structure of the tense from the example sentences.
- e. Now, lead them to task A in the textbook. Ask the students to mark the verb forms in the present continuous tense in the sentences. Ask them to use a pencil to underline.

Answers

Verb forms in the present continuous tense

Hello everybody! Look at this nice picture. Here is one of the moments I prefer when we are all together on a nice Sunday afternoon. But let me introduce myself! I'm Bob, I am standing in front of my father who is reading the newspaper.

Mum is listening to her favourite songs on the radio. My two sisters, Rose and Sally, are playing with their dolls. My grandfather is having a nap and granny is drinking a cup of tea.

The cat is running after the birds as usual and only my cousins are doing real activities; Ken is watering Mum's flowers and Mike is cleaning the windows. "Can you imagine that Sunday afternoon!"

- f. Now, lead the students to **task B**. By now they are supposed to have learned the uses of present continuous tense. Ask them to work in pairs and discuss the answers of questions in this task.
- g. After that, ask some students to tell their answers in turn. Ask the other whether they agree with their friends' answers. Make corrections in their answers when necessary.

Answers

- | | | |
|-------------------------|------------------|---------------------------|
| a. is sleeping | b. is raining | c. is working |
| d. am listening, listen | e. does, leave | f. don't wear, am wearing |
| g. is travelling | h. is studying | i. write |
| j. do, wear | k. are, doing | l. are you thinking |
| m. driving | n. are not doing | |

5.6 Writing I

This writing skill demands students to write an interpretation of a diagram such as bar graph, pie chart, table, line graph, flow chart, etc.

Objective:

- a. Learn the language and vocabulary used in charts and graphs.
- b. Interpret and analyze data presented in charts and graphs.

Follow the given procedure

- a. Ask the students about their prior knowledge of charts and graphs. Help them with the necessary information.

- b. Discuss the types of charts and diagrams and the way they present the data through the given example.
- c. Introduce the verbs and expressions for identifying key trends or patterns, and making comparisons between different data points. You can take reference of Grade 9 English textbook, Unit 9, Writing, B and C for this.
- d. Now, ask the students to read the interpretation of the pie charts given in **task A**. Ask them to note, how the chart is introduced, how the data is presented and how the comparison is made. Help the students by making a list of such verbs and expressions on the white board.
- e. Now lead them to **task B**. Ask the students to write the interpretation of the pie charts as shown in the model interpretation in task A. You can also assign this task as homework and provide necessary feedback in their writing the next day.

Sample Answer

The pie charts represent the household expenditure in Nepal in 2004 and 2011. In 2004, the majority of the household expenditure was on food, accounting for 59%, followed by other non-food items, 28.7%, housing, 9.5%, and education, 2.8%. However, in 2011, the expenditure on food increased to 61.5%, while the expenditure on other non-food items decreased to 22.2%. Expenditure on housing also decreased slightly to 11%, and there was a significant increase in expenditure on education to 5.3%.

Overall, the pie charts indicate that there has been a shift in household expenditure in Nepal from non-food items towards food, which has become an increasingly significant expense for households. Additionally, the increase in expenditure on education in 2011 suggests that education is becoming a more important priority for Nepali households.

- f. Bring other varieties of charts and graphs to the class and assign the writing tasks to the students. Help the students in better writing by monitoring them and providing necessary feedback.

5.7 Reading II

The second reading text in this unit is a letter of apology written by David Neeleman on behalf of JetBlue Airways to his customers.

Objectives:

- a. Read the text and learn the vocabulary: disrupt, crew member, hindering, inconvenience, etc, chap, fellow, ache, etc.
- b. Comprehend the text and do the comprehension tasks.

Follow these steps:

Pre-reading activity

Tell the students to read the questions in the pre-reading activity and ask for their opinion. Since they have already read a text on a similar topic **in Reading I**, students might come up with good opinions even without the support of the teacher.

While-reading activities

- a. Ask one or two students to read the text aloud, in turn. Help the students pronounce the words and sentences correctly whenever necessary.
- b. Then ask the students to mark the unfamiliar words in the text.
- c. Discuss the vocabulary. Include the words that the students have marked as unfamiliar words. Now, you can ask the students to consult a dictionary to find the meanings. But the teacher should help them to find the meanings in context.

You can introduce “Memory match” game to teach vocabulary from the reading text. Here are some guidelines to play the game.

- Make a list of words.
- Write each vocabulary word on a separate index card or small piece of paper. On another set of eight index cards, write the definitions or explanations of each vocabulary word. Make sure each definition corresponds to the correct vocabulary word.
- Show the students the words and their definitions.
- Shuffle the cards and lay them face-down in a grid pattern on a table or on the floor.
- Players take turns flipping over two cards at a time, trying to find a match of a vocabulary word and its corresponding definition.
- If a player successfully finds a match, they keep the cards and get another turn.
- If the cards do not match, they are flipped face-down again, and it becomes the next player's turn.
- The game continues until all the matches have been found.
- The player with the most matched pairs at the end of the game wins.

- d. After that, lead them to the vocabulary **task in A**. Ask them to match the words with the correct meanings. After they have matched, ask a student to tell her/his answers. Ask the rest of the students whether they also have the same answer. Make necessary corrections in their answers.
- e. Ask students different questions to check their comprehension of the text.

Answers

- a. disrupt - iii. to make it difficult for something to continue in the normal way

- b. crewmembers - v. all the people working on a ship, plane, etc.
- c. hinder - iv. to make it difficult for somebody to do something or for something to happen
- d. inconvenience - ii. trouble or problem, especially concerning what you need or would like yourself
- e. emerge - i. to come out of a dark, confined or hidden place

f. To check the students' comprehension of the text, lead them to **task B**. Ask them to read the questions first and to read the text once again. After that, ask them to write the answers of the questions. You can assign this task as homework and check their answers the next day. Provide necessary feedback to their answers.

Answers

- a. David Neeleman, the CEO of JetBlue Airways has written the letter.
- b. The letter is addressed to JetBlue Customers.
- c. JetBlue has been serving its customers for seven years.
- d. The main cause of inconvenience to the passengers was the severe winter ice storm in the Northeast, which disrupted the movement of aircraft and crewmembers.
- e. The company promises to bring humanity back to air travel and make the experience of flying happier and easier for everyone who chooses to fly with them.
- f. The JetBlue Airways Customer Bill of Rights contains the company's official commitment to handling operational interruptions going forward, including details of compensation for passengers.

Post-reading activity

In this task ask the students to share their experiences of troubles they have faced while travelling. Ask them to think of the trouble they faced while travelling during the holidays by vehicle or on foot to another village or town.

Sample Answer:

During my recent trip to the nearest town, I faced a major problem while travelling. The only mode of transport available in my village is a rickety old bus that makes the journey once a day. I had planned to visit the town to buy some essentials, but the bus broke down in the middle of the journey. We were stuck on the road for hours with no help in sight. The heat was unbearable, and I had run out of water. I was worried about how I would make it back to the village without the essentials I needed. Finally, the mechanic whom the driver had called arrived and repaired the bus. It was a stressful experience, and it made me realize the difficulties that people in rural areas face while travelling. I hope that the government will take steps to improve the transportation facilities in our village, so that we can travel with ease and comfort.

5.8 Listening

This listening skill is based on one of the themes of the unit. It features a conversation between two old friends who meet after a long time.

Objectives

- a. Follow and understand a conversation between two speakers.
- b. Comprehend the audio and do the comprehension tasks.
- c. Develop the ability to recall and retain information from spoken English.

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. Ask them to guess the answer to the questions: What do you see in the picture? Who do you think the people are? Where are they? What are they talking about? How do you feel when a friend forgets your name? etc.
- b. If the students are unable to retain the correct information from the pictures, help them as per the necessity:

We can see three people, probably three friends talking about their career. They are in the canteen of their school/college. We feel shocked when our friends forget our names.

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 answer of the questions 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 the students are able to check all their answers right.

Answers

a. campus b. not remembering her name c. Sharon d. TESL e. marketing

Post-listening activity

Ask the students to read the question in **Task C**. Ask them how they might apologize to a friend in case they forget her/his name. Since the students are already familiar with the ways of apologizing, they are expected to do it without the support of the teacher.

5.9 Grammar II

This grammar task is related to the use of the simple present and present continuous tenses. This is the second task on the same topic. Hence, students have become more familiar with this topic.

Objective:

Use the simple present and present continuous tenses correctly.

Follow these steps:

- a. Ask the students to tell the sentence structure of simple present and present continuous tenses.
- b. Revise the uses of these tenses in the class. You may ask questions to students for this.
- c. Now, ask them to read the text in **task A**. After that, ask them to use the correct tenses of the verbs given in the brackets.
- d. When they have finished, ask one of the students to tell her/his answer. Tell the remaining students to check their answers. If there are mistakes in the answers of the students, make necessary corrections.

Answers

Sophiya is sitting in the classroom. Her teacher is standing in front of the class teaching. But, Sophiya is doing something else. She is daydreaming. She is not in the class. She is dancing on a stage in front of hundreds of people. She is wearing a beautiful costume. She is tapping and twirling. She is spinning on one leg. She is kicking her feet. She is leaping and flying through the air. The audiences are standing on the floor. They are clapping and shouting “Bravo! Bravo!!”.

“Sophiya?” “Sophiya?” her teacher calls. He is not teaching anymore. “Yes?” Shophiya feels a bit embarrassed. Her cheeks get red. “Are you feeling okay? You are shouting ‘Bravo! Bravo! Bravo!’ in the class.” “Sorry! I am just enjoying the class so much ‘Bravo! Bravo!’.”

- e. Now, lead the students to **task B**. Ask them to choose any appropriate verb and its correct tense to complete each sentence. Monitor their answers and help them choose the right verb. When they have finished, ask the students to tell their answers in turn. Provide necessary feedback and corrections in their answers.

Answers

a. A: We are going to the cinema tonight.

B: Are you coming with us?

b. A: I go on holiday two or three times a year.

B: That's great! And where are you going this year?

c. I think it's better to stay. It is raining and we don't have an umbrella.

d. Who is that man? Why is he looking at us? What does he want?

- e. Tomorrow, I am seeing my doctor in the morning.
- f. Where's John? He is listening to a new song in this room.
- g. Rita worked hard all day yesterday but she is not working today.
- h. Nitu is reading a story at the moment.
- i. The plane is leaving the runway now. You are too late.
- j. I told you that I am not working with you anymore. You're simply not a team player.

5.10 Writing II

This task is related to paragraph writing about dancing culture in the community of the students.

Objective:

Write a letter or an email in the correct format and layout.

Follow these steps:

- a. Ask the students to read the letter in **Reading II**. Ask them to note its format and the language used in it.
- b. Now, ask them to think of a situation in which they made a mistake which they regret now.
- c. Ask them to write a letter/ email to the respective person. They can take the sample of **Reading II** for writing a letter.
- d. Monitor their writing or assign the task for home work and provide necessary feedback to the students the next day.

To: pandeyophie@gmail.com
From: poudelcrystal@gmail.com
Subject: Apology for my mistake

Dear Crystal

I hope this email finds you in good health and spirits. I am writing to apologize for a mistake I made during our recent project. I take full responsibility for my actions, and I am truly sorry for any inconvenience that I may have caused.

As you may recall, during the project, I overlooked an important detail that caused a delay in our timelines. I realize that my mistake may have caused frustration and disappointment, and I want to assure you that it was not intentional.

I understand that your time and effort are valuable, and I want to make sure that you know how much I appreciate your hard work and dedication to the project. I am taking steps to

ensure that this type of mistake does not happen again in the future. I am reviewing my work processes and seeking guidance from my supervisor to improve my attention to detail.

Please know that I value our working relationship and the opportunity to work with you on this project. I am committed to working collaboratively with you and the team to make sure we achieve our shared goals.

Once again, I apologize for my mistake, and I hope that we can put this behind us and move forward in a positive direction. If there is anything I can do to make things right, please do not hesitate to let me know.

Thank you for your understanding and patience.

Regards,
Sophie Pandey

5.11 Project work

This project work is also related to the theme and the language function of the unit. Students are supposed to find various ways of apologizing and make a collage of them.

Objectives:

- a. Find different ways of apologizing.
- b. Make a collage of apologies and present it.

Follow these steps:

- a. Divide the students into groups of four or five. Tell them that they are going to make a collage apology.
- b. Tell them that they have to find different ways of apologizing and make a collection of them. They have to find the expressions from their friends, parents and newspapers.
- c. Ask them to write the apologies in plain papers or cut them out from the newspaper and paste them in a chart paper in a creative way.
- d. Give students two to three days for preparation. After they prepare, ask them to present it to the class or paste it on the classroom wall.
- e. Provide necessary feedback. You can even award grades to their works.

5.12 Extra Bit

This section contains the task that gives students additional information in the unit. The extra bit in this unit gives information of types of sentences based on their structures. The students can study the material by themselves; however, the teachers can help them if required.

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Unit 6 Custom and Culture

This unit is based on the theme of Custom and Culture. Custom and culture are interconnected aspects of human societies. They shape our behaviors, beliefs, values, and social norms. While custom refers to specific practices or traditions, culture encompasses a broader set of shared beliefs, values, customs, art, language, and social institutions of a society. The unit has two reading tasks related to the theme. In addition to the regular tasks of pronunciation, listening, and speaking, the unit includes grammar topics: yes/no question and reported speech and writing tasks: essay writing. The table provided below offers a brief overview of the tasks in unit 6.

Unit overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the culture related pictures and discuss them.
2.	Reading I Sky Burials	Pre-reading questions Match the words with the given meanings. Write True or False. Short answer questions Post reading task
3.	Pronunciation Contracted auxiliary verbs	Pronounce the given contracted words with help of teacher or dictionary.
4.	Speaking Asking for permission	Make as many sentences as possible from the table. Work in pairs and ask for permission and respond. Make conversation for the given situation.
5.	Grammar I Yes/no question	Match the questions with the answers. Change into yes/no questions. Circle the correct answers. Write yes/no questions for the statements.
6.	Writing I	Write an essay on 'Our Culture, Our Pride'.
7.	Reading II Surprising Customs	Pre reading questions Find the words from the text that match the meanings.

		Write True or false. Short answer questions Post-reading discussion
8.	Listening Most fascinating wedding traditions	Look at the pictures and discuss. Listen to and match the traditions with related countries. Listen and fill in the blanks with correct words/phrases. Post-listening question
9.	Grammar II Reported Speech	Match the following indirect speech with the direct speech. Change the given sentences into indirect speech. Reply the given questions.
10.	Writing II Essay writing	Write an essay on one unique custom.
11.	Project work Elements of culture	Design a similar picture portraying the element of the culture they choose
12.	Extra bit - Types of essays	Self-study task
Estimated time for the unit		8 hours

Detailed procedures for useful for dealing each topic and tasks of the textbook are outlined below. These activities are the sample ones. Teachers can either use these activities or design their own.

6.1 Getting started

This is the warm-up task for the unit. It helps students with some common concepts related to the theme – custom and culture.

Objective:

To identify cultural practices given in the pictures.

Follow the classroom procedure given below:

- a. Draw the student's attention to the given pictures and ask them: What are these pictures about? What are the people in the given pictures doing? Have you known anything related to the practice?

- b. First, let them identify the customs and culture in the pictures. Let them make up their mind to talk about unique cultural practices.
- c. Then, ask them to take turns and speak about each picture.

The picture 1: a tongue-piercing festival from the Newar community in Nepal. During the festival, participants voluntarily pierce their tongues with long needles as an act of devotion and to seek blessings from deities. The practice is believed to symbolize purification, endurance, and the fulfillment of wishes.

Picture 2: Buddhist monks during prayer. Buddhist prayer is a form of meditation and aspiration focused on cultivating positive qualities within oneself and expressing reverence for the Buddha, Dharma, and Sangha.

Picture 3: Bullfight in Spain. It is a controversial practice that elicits both admiration for its artistic elements and criticism for the perceived cruelty towards the bull.

Picture 4: about a Japanese tea ceremony. The ceremony, also known as "chado" or "sado," has deep roots in Zen Buddhism. It involves the preparation and serving of matcha, a powdered green tea, in a highly ritualized manner. It is considered a form of art and a means of spiritual reflection in Japanese culture.

- d. Ask the students to take turns and speak about some cultural practices of their own.
- e. Assist them with supporting feedback.

6.2 Reading I: Sky Burials

The first reading text is a stranger's experience in a unique cultural practice called "Sky Burials". It helps them learn about some cultural issues and a range of associated terminologies.

Objectives:

- a. Learn words (forbidden, fascination, bluntly, profound, thrilled, pulverise.....)
- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students: have you ever seen a funeral of a dead body? However, keep in mind that the topic of death and funeral can be a sensitive and emotional one to students. Don't deal the lesson if such incidents are there in the class. Ask if they have ever known that there are other ways of handling the dead body after death.
- b. Discuss about other possibilities like natural/green burial, water burial, sky burial, mummification, etc.
- c. Next, lead them to the pre-reading questions and have discussion on them.

Possible answers to the pre-reading questions:

- a. The dead body is cremated and rituals for the peace of the departed soul are performed regularly for thirteen days. (Due to cultural differences answers may vary, pay due attention and respect to each cultural practice)

b. It is important for management of grief and mental solace. It also provides emotional attachment and a sense of community, helping individuals and communities navigate the profound emotional and spiritual challenges of loss and grief.

- d. Add your opinion to make them understand their opinion may vary (every opinion is a correct answer here).
- e. Ask students to read the pink highlighted words before they read the main text.

While-reading activities

- a. Ask the students to read the text on their own and ask the words they found difficult to pronounce. Deal these words in context.
- b. Now, make reading fun. For this, let's design the lesson as flipped classroom concept i.e give the task: **read, record, and play**. For this, tell the students to use their parents' mobile, read aloud the assigned paragraphs, record the reading, and send the audio file to the teacher. In the class, play the audio and let them listen. Add feedback and encourage reading.
- c. Make the students work in small groups to read and understand the given text. Assist the students in case they get problems with reading and correct pronunciation.
- d. Now, draw their attention to the comprehension **task A**. Ask the students to do the task in pairs. Ask some of the students to share the answers and discuss whether they are right or wrong.

Answers:

- a. profound very great
- b. frenzy a state of great activity and strong emotion
- c. gruesome very unpleasant and filling with horror
- d. forbidden not allowed
- e. omen a sign of what is going to happen in the future
- f. fascination very strong attraction
- g. engrossed involved in something with whole attention
- h. pulverise to make something into a fine powder

- e. Now, lead them to **task B**. Ask the students to do the task B and write **True** or **False**. Check whole class.

Answers:

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

- f. Now, lead the students' attention to **task C**, ask them to read the text again after reading the given questions. Let them do the task as a home assignment. Check the answers the next day.

Possible answers:

- a. The author visited a traditional Tibetan Buddhist monastery to experience the culture and

- traditions of the region and to learn more about Tibetan Buddhism.
- b. On the hill, the author saw a group of people carrying out a sky burial.
 - c. The author gave the iPad to his youngest son so that he will not see the horrific scene of feeding vultures with human flesh.
 - d. The Rogyapa, the body breaker, was a man wearing a dark robe and a hood that covered his face. He was carrying a mallet and a knife, and he had a solemn and focused expression on his face.
 - e. After collecting the bones, the body breaker broke them into smaller pieces and mixed them with yak milk and barley flour. The mixture was then given to the vultures.
 - f. In Tibetan culture, if the vultures do not come to consume the remains, it is considered to be a bad sign, indicating that the deceased person was not a good person and that their soul may not rest in peace.
 - g. The author felt proud because they were able to learn a lot from the experience of visiting the traditional Tibetan Buddhist monastery.

Post-reading activity

- a. Assign it as a home assignment. Tell them that they have to research customs from other countries and share it in the class the next day. Tell them that they can search it from the books or the Internet.
- b. Ask them to share it the next day. Assist when the students need support and give feedback.

6.3 Pronunciation

This pronunciation exercise aims to help the students pronounce the given contracted forms.

Objective:

Learn correct pronunciation of the given words with contracted forms.

Materials:

Pronunciation audio of the given words

Follow these steps:

- a. Write the words on the board or display it on the chart paper.
- b. Pronounce the words as model. Ask students to pronounce. Repeat it till they can pronounce the word themselves correctly. .
- c. Ask some of the students to pronounce the word correctly.

Pronunciation of the given words:

aren't - /'ɑ:rənt/	isn't - /'ɪzənt/	wasn't - /'wʌzənt/
weren't - /'wɜ:rənt/	haven't - /'hævənt/	hasn't - /'hæzənt/
hadn't - /'hædənt/	don't - /dɒnt/	doesn't - /'dɒzənt/
didn't - /'dɪdənt/	can't - /kænt/	couldn't - /'kʊdənt/
mustn't - /'mʌsnt/	won't - /wɒnt/	

6.4 Speaking

This speaking task is about the language function of asking for permission and responding.

Objective:

Ask permissions and respond them for the given situation

Follow these steps:

- a. Draw students' attention to the fact that: making permission is a common practice that students do regularly in a school setting. They commonly ask for permission like "May I go to the washroom/infirmarary? May I come in?, etc.
- b. Now, have a short discussion with some of the sentences formed from the table.

- a. May I go out, please?
- b. Can I bring my doggie?
- c. Do you think I could have a look at your photo album?
- d. Could I taste that hot spicy dish?
- e. Do you mind if I use your protractor

- c. Take them to **task A**, tell them to make sentences in a whole class discussion, and discuss how they became permissions. For this, ask each student to make a sentence from the table so that all students will get a chance to speak.

Possible answers:

- a. May I go out, please?
- b. Can I bring my doggie?
- c. Do you think I could have a look at your photo album?
- d. Could I taste that hot spicy dish?
- e. Do you mind if I use your protractor?
- f. Is it OK if I ask you something?
- g. May I sit here for a while?
- h. Can I go with you to the party?
- i. Do you think you could give a presentation on Ecology?
- j. Could I have a look at your photo album, if it's not too much trouble?
- k. Do you mind if I bring my doggie along to the party?
- l. Is it OK if I use your protractor for a minute?
- m. May I ask you something about your work?
- n. Can I join you for dinner?
- o. Do you think it would be possible for me to borrow your laptop?
- p. Could you please pass me the salt?
- q. Do you mind if I open the window?
- r. Is it OK if I leave early today?
- s. May I know your opinion on the matter?
- t. Can I have a glass of water, please?

- d. Now, lead students to **task B**. Put the students in pairs. Tell them that they will ask permission and respond to them on the situations given in the left column with the responses in the right column.
- e. Ask them to ask and respond. Swap the roles when they finish once. Suggest them to note how the permissions they made have been responded to.

Possible answers:

- a. A: I have a sore throat. May I leave early to go to see a doctor?
B: Sure, take care of yourself.
- b. A: I have a terrible headache and can't concentrate. Can I go home early today?
B: Yes, please do. Rest well.
- c. A: I have a blister on my foot. May I go to the clinic?
B: Sure, go ahead. Take care of your health.
- d. A: It's news time on the radio. Can I turn on the radio and listen to the news while I work?
B: Of course, go ahead.
- e. A: Can I use the camera to take some photos of this beautiful scenery?
B: No problem. Feel free to use it.
- f. A: Can I use the telephone to chat with my friend for a few minutes?
B: Please feel free to use it.
- g. A: Can I use the toilet? It's not too dirty.
B: Well, I'd rather you didn't. Please wait until it's properly cleaned.
- h. A: It's not a very busy day in the office tomorrow. Can I take a day off?
B: No, you can't. We need all hands on deck tomorrow.

- f. Move around the class and check whether they are doing right. .
- g. Ask the students to work in the same pairs in task C, and ask them to make permissions and respond to them. The teacher assists whenever needed.

Possible responses:

- a. You: Do you mind if I open the window? It's quite hot here.
Your partner: No, not at all. Go ahead and open it.
- b. You: Excuse me; do you have an extra pen that I can borrow? I lost mine.
Your partner: Sure, here you go. You can use it for as long as you need it.
- c. You: Hey, I didn't understand the lesson in the class very well. Can you please help me understand it better?
Your partner: Sure, let's sit down and go over it together. I'll try to explain it to you.
- d. You: Hey, can you please turn up the volume on the TV? I can't hear it very well.
Your partner: Sorry, I don't have the remote control. You may want to ask our brother/sister to turn it up for you.
- e. You: Can I take a photo of you? You look great today.

Your partner: Sure, go ahead. Thank you for the compliment!

f. You: Hey, I left my mobile phone at home and I need to call my parents. Can I use your phone?

Your partner: Of course, you can use it.

h. Monitor if the students are doing right. Suggest them for peer correction. Help them when necessary.

6.5 Grammar I

This grammar task is related to a yes/no question.

Objective:

Use yes/no questions correctly.

Follow these steps

- Start with some examples; at first examples from the teacher and after that ask the students to add some similar examples.
- Now, explain what yes/no questions are and how to make them.

Tell them that yes/no questions are used to ask for confirmation or agreement/rejection. They are formed by bringing the auxiliary verb in the beginning of the sentence. If the sentence does not have any auxiliary verb do, does, or did are used in the beginning based on the tense of the main verb (if v1- do, v2 – did, and v5- does). In such a situation, do-verb is followed by the subject and base form of the verb. Also remind the students, not to forget to put a question mark at the end of a yes/no question.

- Ask them to derive the structure from the given examples and talk about it i.e. aux. + subject + v1...?
- Now, lead them to **task A**. Ask them to match the questions with the answers in column B.

Answers:

a. Are you ready?	- v. Yes, nearly.
b. Can I carry something for you?	- iv. No, it's OK. It's not that heavy.
c. May I use your phone?	- ii. Yes, of course.
d. Has anyone seen my bag?	- i. Yes, it's on the chair.
e. Would you like to come to a party?	- iii. Yes, I'd love to.

- Discuss how the questions are formed. Also discuss how responses are made.
- Now, show them by transferring a statement into a yes/no question and lead them to **tasks B**. Ask the remaining questions to do themselves.

Answers:

- Is it raining?
- Does Harish play football?
- Is the bus on time?

- d. Did Ramesh go to the market yesterday?
- e. Is today Tuesday?
- f. Did the teacher open my letter?
- g. Has my brother gone to sleep?
- h. Will there be a food party?

- g. Ask some of the students to stand up and say number wise answers, others check what they have done. Discuss the common errors and considerations.
- h. Now, lead them to the **task C** and **D**. Ask them to do the tasks.

Task C answers:

- a. ii. Yes, I am.
- b. ii. No, I'm fine, thanks.
- c. ii. No, I didn't steal your money.
- d. ii. It's all right, thanks.

Task D answers:

- a. Does the family have three mobile phones?
- b. Does Januka work at the supermarket?
- c. Is Anita learning English?
- d. Will the meeting be held next Tuesday?
- e. Did Tanka switch off the computer?
- f. Did he go to the cinema yesterday?
- g. Is everyone ready?
- h. Is it raining outside?
- i. Has Vicky lost her credit card?
- j. Did she do the work on time?

- i. Finally, check their answers and provide feedback. The teacher may set the tasks C and D as home assignments. If it is set as a home assignment, the teacher may check the answers the next day.

6.6 Writing I

In this writing task, students learn to write an essay on 'Our Culture, Our Pride'.

Objective:

Write an essay on 'Our Culture, Our Pride'.

Materials:

Pictures and cut-pieces related to cultures.

Follow these steps:

- a. Draw students' attention towards cultural practices through the pictures and cut-pieces. Ask them to share their experiences in their cultural practices.

- b. Ask the students to discuss and make a list of proud aspects of cultural practices.
- c. Ask them to go through the given instructions and clarify the instruction (in case of confusion) and add some guidelines. It can be given as homework or classwork.
- d. Discuss about the basic format of an essay.
- e. Closely observe them when they work on. Help where needed.

Sample answer:

Our Culture Our Pride

Nepal is a country with a rich and diverse cultural heritage. It is home to over 100 ethnic groups, each with its own unique culture, language, and traditions. Our culture is the foundation of our identity and is something that we should take great pride in.

Nepali culture can be seen in its music, dance, clothing, food, and festivals. The traditional attire of Nepal includes the *daura suruwal* for men and the sari and cholo for women. Nepali food is famous for its unique taste and variety, with dishes like momo, dal-bhat-tarkari, and *choyla* being some of the most popular.

Festivals play a significant role in Nepali culture, with many being celebrated throughout the year. Dashain, Tihar, Holi, and Teej are some of the major festivals that are celebrated with great enthusiasm and fervor. These festivals not only bring people together but also teach values such as respect, kindness, and generosity.

Nepal is also home to many historical sites and monuments, including the UNESCO World Heritage Sites of Kathmandu Durbar Square, Patan Durbar Square, and Bhaktapur Durbar Square. These sites are not only important for their historical significance but also serve as a reminder of our rich cultural heritage.

However, Nepal's culture is under threat from various factors such as globalization, modernization, and urbanization. It is essential to take measures to safeguard our cultural heritage by promoting traditional art and crafts, supporting local festivals and events, and preserving historical sites and monuments.

In conclusion, "Our Culture Our Pride" is a message that is particularly relevant to Nepal, a country with a rich and diverse cultural heritage. We should take pride in our culture and do everything we can to preserve and promote it for future generations.

- f. Evaluate their work in front of them and give needful feedback.

6.7 Reading II: Surprising Customs

The second reading text is about unique cultural practices with the title "Surprising Customs. Through this text, students will have the opportunity to expand their vocabulary and gain a lot of insights related to many unique and strange practices around the world.

Objectives:

- a. Learn words (etiquette, astonishing, slurping, mandatory, puckering up, customary, etc.)
- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to talk about their cultural practices that are different from that of their friends.
- b. Connect the discussion to the pre-reading questions. Answers to pre-reading questions may differ from person to person. Listen to them and add needful feedback.
- c. Accept any other logical possible answers too. Also share your observations.
- d. Ask the students to read the pink highlighted words before they read the full text. Deal these vocabularies. Use a variety of ways to introduce them. Focus on meaning, forms and pronunciation.
- e. You can introduce many words with games too. You can try a game called **Vocabulary Memory Match** here. For this, create pairs of cards (the preparatory task can be assigned to the students too) with each pair consisting of a vocabulary word and its corresponding definition or synonym. Shuffle the cards and place them face down on a table. Students take turns flipping over two cards at a time, trying to make a match between the word and its definition or synonym.

While-reading activities

- a. Develop a worksheet for students. Ask the students to draw that worksheet in their exercise book.

SN	Name of Surprising Customs	Surprising things in it	Countries where it happens
1	Pointing with lips
2			
3			
4			

- b. Tell the students to read it and complete the worksheet.
- c. Now, ask the students to sit in pairs. Ask them to share their works and come up with a common conclusion. Assist the students in case they get problems with reading, correct pronunciation, and understanding.
- d. Ask some of the pairs to share it in the whole class.
- e. Now, draw their attention to **task A**. Ask them to do it in pairs.

Answers:
a. propensity b. etiquette c. bartenders d. contorting

- f. Encourage them for peer evaluation in pairs and assist where needed.
- g. Ask the students to read the text and do **task B**.

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

- h. Do mass correction and add further discussion in case of any confusion.
- i. Now, ask the students to read the text again and do **task C**. **Task B and task C** can be assigned as homework or individual task.

Possible answers:

- a. Customs and traditions make a group of people different from others.
- b. In Nicaragua, it is common to point with the lips instead of the thumb or index finger.
- c. Tipping culture gives an incentive for waiters and waitresses to provide better service.
- d. Japanese make slurping sounds while eating noodles to indicate that they're really enjoying them and to enhance the noodles' flavor.
- e. Yoruba people greet their elders by dropping to their knees (women) or lying prostrate (men) as a sign of respect.

- j. Next day, do individual corrections of this task if possible. Alternatively, closely check some sample copies and suggest them for peer correction now.

Post-reading activity

- a. Arrange a short discussion in the class. Tell them to share their opinion on which of the above customs they found more interesting.
- b. Listen to and appreciate their opinions.

6.8 Listening

This is a listening task where the students listen to an audio about the most fascinating wedding traditions in different parts of the world.

Objective:

Listen to the audio and do the given tasks.

Materials:

Audio file (mp3) and audio player

Follow these steps:

Pre-listening activity

- a. Ask the students to look at the pictures related to weddings in Nepal. Elicit the pictures: Playing Panche Baja, Mehendi, and Offering Sindur.
- b. Ask the students how they celebrate the marriage ceremony in their community.
- c. Take students responses and opinions. Please be sure that there should not be any cultural bias or offences.

While-listening activities

- a. Make the students remain ready for the listening practices. Play the audio first so that students get some general ideas about the context of listening audio.

- b. Take this task as one of the internal assessment tasks for listening. Do assess with **task B** and mark how they score for internal assessment.
- c. Tell the students that they will have to do **task B**. Tell them to be ready for the task by taking a pen or pencil and a blank page. Ask them to copy the task B in one of the blank pages of their exercise book beforehand so that later you can take this page back to mark and record.
- d. Play the audio and ask them to do the task. When they finish, take it back, mark and record for internal assessment.

Task B answers:

- | | |
|--------------------------------|------------|
| a. Jumping over the broom | iii. Ghana |
| b. Dancing covered with money | iv. Cuba |
| c. Painting the hands and feet | ii. India |
| d. Changing wardrobes | i. China |

- e. Play the audio again and tell them to do the task C. Treat this task as a regular class task.

Task C possible answers:

- a. Jewish b. evil spirits c. profitable d. henna paste e. lucky colour
f. cocktail dress

- f. Play the audio again so that students check their answers.

Post-listening activities

- a. Ask the students: Which of the marriage traditions is most similar to your own?.
- b. Take students responses randomly and discuss.
- c. Encourage the students to share their ideas.

6.9 Grammar II

These grammar tasks concentrate on reported speech.

Objectives

- a. Identify direct and indirect speech.
- b. Change direct speech into indirect and vice-versa.

Follow these steps:

- a. Write some direct speech sentences on the board. Show them components like reporting verbs, comma, inverted comma, etc. that make the sentences direct ones.
- b. Introduce them to the concept of reported speech through examples. You can take a good grammar book to introduce the concept and for students' self-study reference.

Reported speech is a way of reporting someone's saying.

Direct speech: If we reported in the quoted form (with quotation marks) exactly as the speaker said. and

Indirect speech: if we report without the quotation mark by changing it to the tone of the reporter (not the original speaker).

Make students connect the given examples and the explanations.

- c. Now, lead them to **task A**, and ask them to match the indirect speech with the direct speech from the table.

Answers:

- a. The new pupil said to me, "Are you a class captain?"
 - v. The new pupil asked me if I was a class captain.
- b. Samir asked Rohan, "Have you finished reading my book?"
 - iv. Samir asked Rohan whether he had finished reading his book.
- c. I asked the teacher, "Has the book been translated into Nepali?"
 - ii. I asked the teacher whether the book had been translated into Nepali.
- d. "Has the bus to Kathmandu already left?" I said to a woman next to me.
 - i. I asked the woman next to me if the bus to Kathmandu had already left.
- e. "Should I write the story again?" Barsa asked her teacher.
 - iii. Barsa asked her teacher if she should write the story again.

- d. Ask them to do the exercise as a class work and do mass correction.
- e. Now, discuss some basic rules related to reported speech based on the above matched sentences. You can also refer a good grammar book for facilitating students for further study.

- a. Change the tense of the reported speech verb
- b. Change pronouns
- c. Change adverbs
- d. Use reporting verbs like "said" or "told" or "asked" (any other appropriate reporting verbs)
- e. Punctuation

- f. Provide some more examples, discuss their both direct and indirect forms, and lead them to the given **task B**. Set this task as a home assignment.

Answers:

- a. Rahul asked me if I had watched the cricket match on TV the previous night.
- b. He asked if I was going home with him.
- c. The prince asked if he really came from India.
- d. The judge finally asked if I had anything to say.
- e. She asked me if he was at home.
- f. Usha asked if I could solve the problem.
- g. Badri asked Asmita if she would visit him in Australia.
- h. Radhika asked Rebecca if she had heard the noise.
- i. He asked if I had seen his hat.
- j. He asked me if he came or not.
- k. Rohan asked me if I had spilled the milk on the floor.
- l. The pilot asked the air hostess if the passengers had fastened their seatbelts.

- g. Add **task C** too as a home assignment. **Task C** is related to reporting the questions one of the friends asked when met after 2 years. Here they should report the given questions. Discuss one or two with students and let the remaining as home assignment.

Answers:

- a. My friend asked me if I was fine.
 - b. He inquired how my family was.
 - c. He wanted to know if I had had breakfast.
 - d. He asked what I was doing then.
 - e. He wanted to know if I was playing chess or not.
 - f. He enquired if I needed any good books.
 - g. He asked if I could share my future plan.
 - h. He wanted to know why I didn't come to meet him.
- h. Check their answers the next day and discuss where necessary.

6.10 Writing II

This writing task is about writing an essay on any of the unique customs on the basis of given guidelines.

Objective:

Write an essay on any of the unique customs using the guidelines.

Follow these steps:

- a. Ask the students to think about a unique cultural practice from their community. Ask them to make a mind map. Ask them to note down the points.
- b. Next, as instructed in the given task, make them write an essay about unique culture and customs.
- c. Set this task as a class work. Assist them when needed.

Sample answer:

Gaijatra

Gaijatra is a unique festival celebrated in Nepal during the month of Shrawan or Bhadra (August-September). It is a festival of cows and has a historical and cultural significance in the country. The festival is mainly observed by the Newari community in the Kathmandu Valley.

Gaijatra is celebrated on the next day of Janai Purnima to commemorate the death of loved ones. It is believed to help console the grieving families and bring happiness to their lives. The festival has a deep cultural and historical significance as it dates back to the 17th century when King Pratap Malla lost his son, and to console his queen.

During the festival, families who have lost a member in the past year participate in a procession with a cow. The cow is considered a sacred animal in Nepal, and it is believed to help the deceased's soul to reach heaven. The procession goes through the streets, and

people distribute food and sweets to the participants.

Gaijatra promotes unity and brotherhood among people and strengthens the bonds of family and community. The festival's colorful costumes, music, and dance make it even more vibrant and enjoyable. In my opinion, Gaijatra is a unique festival that celebrates life and helps people remember their loved ones who have passed away.

In conclusion, Gaijatra is an integral part of Nepal's rich culture and tradition. Celebrating Gaijatra is an opportunity to celebrate life and strengthen the bonds of family and community.

d. Do individual correction of this task and provide feedback.

6.11 Project work

- a. Clarify the instructions and make them discuss elements of culture as shown in the picture.
- b. Ask them to design a picture including elements of any one cultural practice. For example: Gaijatra, Chandi naach, etc. Ask them to include brief outline/description on each of the element they identify in that culture.
- c. Allow a week time for this. Encourage them to do it individually.
- d. Let them share their pictures as a gallery walk activity, i.e paste the picture on the wall and let all observe them.
- e. Observe all and rate them. Thank and appreciate their works.

6.12 Extra bit

In this section, the students will learn something very important about types of essays: Narrative essay, Descriptive essay, Expository essay, and Persuasive essay. The students may carry the task independently for self-study. However, the teacher may assist them with more examples if needed.

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Unit 7

Ecology and Environment

This unit is related to the theme of ecology and environment. Ecology refers to the study of the relationships between living organisms and their environment, while the environment encompasses all the physical, chemical, and biological factors that affect living organisms. This unit aims to increase awareness of environmental issues and promote sustainable practices. Students will learn about topics such as climate change, biodiversity, pollution, and conservation. The language function of the unit is making, accepting, and rejecting offers. Through reading, listening, speaking and activities, students will practise using language to make suggestions, offer help, and respond appropriately to offers. By the end of this unit, students will have gained a deeper understanding of the importance of taking care of our planet and the language skills needed to communicate effectively in various situations related to the environment.

Unit Overview

S.N.	Textbook Topics	Textbook Tasks
1.	Getting started	Talk about the different components of environment based on the picture.
2.	Reading I Essay: How Animals Spend the Winter?	Pre-Reading questions Vocabulary (Find the words for the given meanings in the text) Match the sentence Headings True/False statements Short-answer questions Post reading question
3.	Pronunciation	Pronounce the given weather-related words
4.	Speaking Making, accepting and rejecting offers	Act out the given conversations Have conversations making offers and accepting or rejecting them. Work in pairs to make and accept or reject offers.
5.	Grammar I Conditionals (Type 1)	Study the input sentences Use the correct form of verbs in the brackets.

6.	Writing I Paragraph Writing	Read the example paragraph and answer the questions to identify the components of a good paragraph. Write a paragraph on the given topic.
7.	Reading II The Resistant Moths	Use the correct words from the box and complete the sentences. Find the meanings of words from a dictionary. Write True/False. Answer the questions. Post reading question
8.	Listening Facts on Amazon Rainforest friends	Pre-listening questions Multiple choice questions Post-listening question
9.	Grammar II Conditionals (Type 1)	Complete the text with the correct tense of verbs. Complete the sentences with suitable endings.
9.	Writing II Letter to the editor	Read the input letter and identify its parts. Write a letter to the editor of a local newspaper highlighting the importance of natural resources in Nepal
10.	Project work	Draw pictures of Weather Cycle
11.	Extra bit	Male, female and Young ones of different animals
Total estimated time		8 Hours

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

7.1 Getting started

This is the first task of the unit. This task leads the students towards the theme of the unit, ecology and environment. There are various components of the environment such as atmosphere, biosphere, lithosphere, and hydrosphere.

Objectives:

- a. Identify different aspects or components of environment.
- b. Tell about the importance of these factors or components.

Follow the given procedures.

- a. First, discuss what environment means and. You can ask the students what they already know about the environment. Ask questions such as: i. what is environment? ii. What are its components? If necessary, explain the meaning environment so that they understand the basic concept of the words.
- b. Then ask the students to study the given picture and find out different components or aspects of the environment.
- c. After that ask them what they understand by the terms atmosphere, biosphere, lithosphere, and hydrosphere. If necessary, ask them to use a dictionary to find the meanings of these terms.
- d. Next, discuss the importance of these components to maintain the balance in the environment. Explain their importance to the students if necessary.

Answers

- Environment refers to the surroundings in which living organisms exist. It encompasses all living (biotic) and non-living (abiotic) factors that interact and influence each other within a specific area or ecosystem. Its components include atmosphere, biosphere, lithosphere, and hydrosphere.
- The atmosphere refers to the layer of gases surrounding the Earth. It is composed primarily of nitrogen (78%), oxygen (21%), and trace amounts of other gases. The atmosphere plays a crucial role in supporting life on Earth by providing oxygen for respiration, regulating temperature, and protecting against harmful solar radiation.
- The biosphere is the zone on Earth where life exists. It includes all living organisms, from microorganisms to plants, animals, and humans. The biosphere is interconnected with other components of the environment and relies on the availability of resources and the functioning of ecosystems. It is responsible for various ecological processes, such as nutrient cycling, energy flow, and maintaining biodiversity.
- The lithosphere refers to the solid outer layer of the Earth, which includes the Earth's crust and uppermost mantle. It consists of rocks, minerals, soil, and landforms. The lithosphere provides a habitat for many organisms and is a source of essential resources, such as minerals, fossil fuels, and fertile soil for agriculture. It also plays a crucial role in the regulation of geological processes, including plate tectonics and the carbon cycle.

- The hydrosphere refers to all water on Earth, including oceans, seas, rivers, lakes, groundwater, and atmospheric water vapor. Water is essential for life, and the hydrosphere plays a vital role in various ecological processes. It provides habitat for aquatic organisms, supports the water cycle, regulates climate, and influences weather patterns. The hydrosphere also serves as a medium for transportation and supports human activities such as agriculture, industry, and recreation.

7.2 Reading I: How do Animals Spend the Winter?

The first reading text in this unit is an essay entitled ‘How do Animals Spend the Winter?’

Objectives:

- a. Learn the vocabulary: grocery, trip, flocks, Arctic tern, navigate, sailor, termites, adapt, weasels, snowshoe, rodents, huddle, frostbite, hibernate, dormant, etc.
- b. Read the text and do the comprehension tasks.

Follow the procedures given below:

Pre-reading activities

- a. Read the title of the reading text “How do Animals spend their Winter?”.
- b. Activate students’ prior knowledge by discussing the following questions:
 - i. What preparations do you and your family make as the winter season approaches?
 - ii. How do animals and birds protect themselves from the cold?
- c. Add to students’ answers about how animals spend their winter and tell the students that they are going to read more about how animals spend their winter in the reading text in **Reading I**.

While-reading activities

- a. Select five students to read the text aloud, in turn. You may help them with the correct pronunciation whenever necessary.
- b. Ask them to mark the words which are unfamiliar to them. Ask the students work in pairs and discuss the meanings of the marked words in context. They can use a dictionary for finding the meaning of the words.
- c. To check students’ understanding of meanings in context, ask them to find the words/ phrases from the text for the meanings given in **task A**.
- d. When the students find their words, tell them the correct answers and ask them to check their answers. Students will make corrections in their answers if necessary.

Answers

- | | | | | |
|------------|-----------|-----------|-------------|-----------|
| a. grocery | b. arctic | c. tunnel | d. navigate | e. sailor |
| f. adapt | g. moss | h. huddle | | |

- e. Now, lead the students to **Task B**. Ask the students to read each paragraph title, then the reading text I once again. Ask them to choose the right titles for the paragraphs A-E. When they have finished, ask a student to read out her/his answer, and the rest of the students to check whether they have the same answers. Make corrections in their answers if necessary.

Answers

- A - B Migration to New Places
- B - E Adaptation to New Weather
- C - D Living in Underground Holes
- D - A Going into a Deep Sleep
- E - C Other Ways to Survive

- f. Turn to **task C**. Ask the students to the statements in the task and then to read the text once again if necessary. Remind the students to follow the order of the questions while trying to find the answer of them in the text. Then ask them to decide whether the statements are true or false based on the reading text. When they have finished, ask the students, in turn, to read the statements along with their answers. Check their work and make corrections if necessary.

Answers

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

- g. By now, students must have developed a good comprehension of the text. Now, ask them to read the questions in **task D**. Then ask them to find the answers of the questions in the task. You can assign this task for homework and check their answers the next day.

Answers

- a. Birds migrate in groups for their safety.
- b. The migration cycle of birds is controlled by changes in the amount of daylight and weather.
- c. Birds seem to find the same place for migration each year by the compass they seem to have in their brain. They also find the places using Earth's magnetic fields.
- d. Squirrels and mice huddle close together in winter to conserve body heat and stay warm.
- e. Animals maintain energy during hibernation by eating extra food and storing it as body fat.
- f. Frogs, turtles, and fish change their habitats by descending down to the bottom of lakes and ponds, hiding under rocks, logs, or fallen leaves, and becoming dormant or inactive to conserve energy.

Post-reading activities

In this activity engage students in a group or pair discussion activity.

- a. Pose the question: "What do people do to avoid cold weather?" and encourage students to discuss their ideas and experiences.
- b. Allow students to share their responses with the class, promoting active participation and peer interaction

Sample answer

It's definitely important to stay warm during those chilly months. Well, one obvious thing people do is wear warm clothing like sweaters, jackets, and coats. People also tend to stay indoors more often during cold weather. They seek shelter in their homes, where they can use heating systems to keep the temperature comfortable. Some people also enjoy outdoor activities during the winter. They go skiing, snowboarding, or ice skating. To keep warm, they dress in layers and wear appropriate gear like insulated jackets, thermal pants, and boots. Additionally, many people consume warm drinks like hot chocolate, coffee, or tea to help warm up from the inside. It's quite comforting during cold weather. Let's not forget about cozy blankets and heaters. They provide extra warmth and make staying indoors more comfortable. Some people even use electric blankets or heated pads to keep their beds warm at night.

7.3 Pronunciation

In this activity students need to learn pronouncing the words related to weather.

Objective:

Learn the weather related words and pronounce them correctly.

Follow these steps:

- a. Begin the activity by explaining that correct pronunciation is important for effective communication.
- b. Tell the students that they will be learning the pronunciation of words related to weather
- c. Write the words on the board: avalanche, blizzard, breeze, drought, Fahrenheit, flurries, forecast, frostbite, humidity, precipitation.
- d. Read each word aloud, emphasizing the correct pronunciation.
- e. Break down the words into syllables and highlight any specific sounds that may be challenging for students.
- d. Provide the phonemic transcriptions for each word to assist students in understanding the pronunciation.

Phonemic Transcriptions:

avalanche: /'ævələntʃ/

blizzard: /'blɪzəd/

breeze: /bri:z/

drought: /draʊt/

Fahrenheit: /'færənhaɪt/

flurries: /'flʊ:ri:z/

forecast: /'fɔ:rkæst/

frostbite: /'frɔ:stbaɪt/

humidity: /hju:'mɪdɪti/

precipitation: /prɪ,sɪpɪ'teɪʃən/

- e. Ask individual students to pronounce the words one by one.
- f. Correct any pronunciation errors and provide feedback.
- g.. Encourage students to practice the words repeatedly to improve their pronunciation.

7.4 Speaking

This speaking activity is based on the language function of the unit; making offers and responding to them using polite expressions. There are three different tasks in it: Read and act out the conversation, have contestations as shown in the examples, and make offers and respond to them in the given situations.

Objective:

Make and respond to offers in everyday conversations using polite expressions.

Follow the given procedure:

Conversation I:

- a. Ask two students to act out the model conversation in **task A** between the shopkeeper and customer in the class.
- b. Provide feedback and correct any pronunciation or intonation errors.
- c. Repeat the process for the remaining conversations, involving different pairs of students for each conversation. Encourage students to use appropriate facial expressions and body language to enhance their performance. Provide feedback and suggestions for improvement after each conversation.
- d. Divide the class into pairs and assign the clues for each conversation in **task B**. Give the pairs some time to prepare their conversations. Each pair will perform their conversation in front of the class. Encourage students to use polite expressions and appropriate responses.

- a. A: Would you like me to help you with the camera?
B: That would be great! I'm having trouble getting started with it.
- b. A: I see you forgot to bring money for snacks. Do you want me to lend you some?
B: Oh, that would be really helpful. Thank you!
- c. A: I heard you're having difficulties with English grammar. Would you like me to explain it to you?
B: Yes, please! I could really use some clarification.
- d. A: You don't look well. Should I take you to the nurse's office?
B: I appreciate your concern, but I think I'll manage. Thanks anyway.
- e. A: You seem thirsty. Would you like some water? I have an extra bottle.

B: Thank you so much! I'd love to have some water.

f. A: Oh no, your pencil broke! Do you need another one?

B: It's alright, I have a spare pencil. But thanks for offering!

- e. Ask the students to work in the same pairs. Now, ask the students to read the situations in **task C**. Ask them to discuss in pairs for making the conversation in pairs. Since students have been familiarized with making apologies and responses to them, you can expect them to do it more interdependently. You can only provide feedback if required.

a. A: Would you like chocolate?

B: Yes, please! I would love chocolate.

b. A: Can I offer you a seat on the bus?

B: That's very kind of you, but I prefer to stand.

c. A: Do you need help carrying your bag?

B: Thank you for the offer, but I can manage it myself.

d. A: Need a ride? I can drive you back home.

B: That would be fantastic! Thank you for the offer.

e. A: Do you need some money?

B: Actually, I'm good, but thanks for offering.

f. A: I can provide a discount on this item.

B: That's great! I appreciate the discount. Thank you.

7.5 Grammar I

In this activity, students will learn and practise using conditional sentences of Type 1. Type 1 conditional sentences are used to talk about real or possible situations and their likely results in the present or future. They are formed using the present tense in the if-clause and the future tense or imperative in the main clause.

Objective:

- Understand the structure and usage of Type 1 conditional sentences.
- Practise forming and using sentences in Type 1 conditional.

Follow the given procedure:

- Instruct students to read the input sentences in **task A** and explain that Type 1 conditional sentences are used to talk about real or possible situations and their likely results.
- Ask them to draw the rules of using conditional sentence type 1 from the examples.

- c. Explain the rules of use of conditionals if necessary.
- d. Now, ask the students to read the sentences in **task B** and fill in the blanks with the correct form of the verbs in brackets.
- e. Monitor their progress and provide assistance as needed.

Answers

- a. will come b. do not leave c. will notice d. will tell e. will be
 f. invite g. work h. will steal i. will lend j. will not improve
 k. want

7.6 Writing I

In this writing task, students will practice their writing skills by analyzing a paragraph and writing similar paragraphs on different topics. The focus will be on identifying the main idea, supporting details, drawing conclusions, and generating paragraphs of their own. This activity aims to enhance their comprehension skills and develop their ability to construct coherent and well-structured paragraphs.

Objectives:

- a. Identify the main idea and supporting details in a given paragraph.
- b. Draw conclusions based on the information provided.
- c. Write paragraphs on given topics using appropriate supporting details.

Follow the given procedure

- a. Instruct the students to read the paragraph in **task A** individually and answer the questions given below it. Allow students some time to complete their answers. Discuss the answers as a class and clarify any misunderstandings.
- b. Explain to students the concept of the main idea and supporting details in a paragraph. Provide examples of main ideas and supporting details from the given paragraph. Have students identify the main idea and supporting details in the paragraph they read.
- c. Explain the concept of drawing conclusions based on the information provided. Discuss with students the conclusions that can be drawn from the information in the paragraph. Guide them to identify the conclusion of the paragraph.

Answers

- a. **The main idea of the paragraph:** The most important problem in our city is its poor public transportation system. (Stated in the first sentence of the paragraph.)
- b. **Details the writer uses to support the main idea:** Unreliable daily schedules of buses. Bus drivers passing by waiting passengers. People going to work late or missing

appointments. Need for allowing waiting time at bus stops. c. Underline the conclusion of the paragraph.

c. Conclusion: In order to help people get to their destinations on time, people must allow for waiting time at the bus stops.

d. The topic is the poor public transportation system in the city.

- d. Now, lead the students to writing task in **B**. Ask them to warm up before writing. They should think of the topic sentence and find details to support the main idea/topic sentence. Remind them the conclusion sentence tells the same thing as the topic sentence but in a different way.
- e. Alternatively, assign the task for homework and check the students' work with necessary feedback.

Sample paragraphs

a. Deforestation

Deforestation is a pressing issue that continues to plague our planet. It refers to the clearing of forests and the removal of trees on a large scale. This destructive practice has far-reaching consequences for both the environment and human beings. One of the major causes of deforestation is the expansion of agriculture and the need for land for livestock. As trees are cut down, habitats of countless species are destroyed, leading to a loss of biodiversity. Moreover, deforestation contributes to climate change by reducing the Earth's capacity to absorb carbon dioxide. It also disrupts the water cycle and leads to soil erosion. To combat deforestation, it is crucial to raise awareness, promote sustainable forestry practices, and support reforestation efforts. Only by taking immediate action can we protect our forests and preserve the invaluable benefits they provide.

b. Endangered Animals

The matter of endangered animals is a matter of great concern in today's world. Due to various factors such as habitat loss, poaching, and climate change, numerous species are on the brink of extinction. This alarming situation calls for urgent action to protect these animals and their ecosystems. Habitat destruction, resulting from human activities like deforestation and urbanization, disrupts the delicate balance of nature, leaving animals without a suitable environment to thrive. Additionally, illegal hunting and trade of endangered species for their body parts pose a significant threat to their survival. Climate change further exacerbates the challenges faced by these animals, as it alters their habitats and disrupts their natural breeding patterns. To safeguard endangered animals, we must enforce strict conservation laws, promote sustainable practices, and educate communities about the importance of preserving biodiversity. Every effort counts in ensuring that future generations can witness the beauty and diversity of these magnificent creatures

7.7 Reading II: The Resistant Moths

The second reading of this unit is focused on a reading passage titled "The Resistant Moths." The passage discusses the consequences of using pesticides and the challenges faced by farmers due to the emergence of resistant moths. Through this lesson, students will explore the negative impacts of pesticides, develop vocabulary skills, practice reading comprehension, and engage in critical thinking about sustainable farming practices.

Objectives:

- a. Learn vocabulary such as pest, combat, pesticide, plague, moth, avalanche, indiscriminately, nasty, devouring, predator, immune, despair and fallow.
- b. Read the text and do the tasks that follow.

Follow the procedures given below:

Pre-reading activities

- a. Ask the students to study the picture carefully ask them to make predictions by answering the following questions:
 - i. What do you think the man is doing?
 - ii. Why do you think he is doing so?
- b. Allow students to share their responses and encourage a brief discussion.

While reading activities

- a. Ask one or two students to read the text aloud. Help the students pronounce the words and sentences correctly whenever necessary.
- b. Then ask the students to mark the unfamiliar words in the text.
- c. Discuss the vocabulary. Include the words that the students have marked as unfamiliar words. Now, you can ask the students to consult a dictionary to find the meanings. But the teacher should help them to find the meanings in context.
- d. After that, lead the students to the vocabulary **task in A**. Ask them to read the sentences and the options provided in the box. Ask them to work individually to complete the sentences. After they have matched, ask individual students to tell her/his answers. Ask the rest of the students whether they also have the same answer. Make necessary corrections in their answers.
- e. Ask students different questions to check their comprehension of the text.

Answers

- | | | | | |
|--------------|------------|--------------|----------|-------------|
| a. combat | b. plague | c. avalanche | d. nasty | e. predator |
| f. resistant | g. despair | | | |

- f. Explain to students that the word 'devour' is related to eating hungrily. Have them use a dictionary to find the meanings of the words 'munch,' 'nibble,' 'gobble,' 'gnaw,' and 'swallow' in **task B**. Encourage students to share the meanings and discuss the differences in eating styles represented by these words.

- a. munch - to eat something steadily and audibly, often with a repetitive chewing motion.
- b. nibble - to take small bites or eat in a gentle and cautious manner.
- c. gobble - to eat something quickly and voraciously, often without chewing properly.
- d. gnaw - to bite or chew on something persistently, often with the intention of wearing it down or breaking it apart.
- e. swallow - to pass food or liquid from the mouth down through the throat and into the stomach; also, to consume something without chewing it.

- g. Provide students with the statements listed in **task C**. Ask them to read the passage carefully again and determine whether each statement is true or false. Discuss the answers as a class, highlighting the relevant sections of the text to support their responses.

Answers

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

- h. Ask students to read the questions in **task D** before reading the text once again. Now, ask them to answer the questions individually based on their understanding of the passage. Review the answers as a class and facilitate a discussion to ensure comprehension and critical thinking. Alternatively, assign the task as homework and check it the next and provide necessary feedback to students' answers.

Answers

- a. Mahendra Yadav says, "These insects will eat us alive." because he is frustrated and worried as the moths are destroying his crops.
- b. When the farmers bought the pesticides for the first time, they hoped they would be able to get rid of the pests that were destroying their crops.
- c. The 'nasty surprise' for the farmers was that the moths became resistant to the pesticides and the pesticides were no longer effective in killing the moths.
- d. Pesticide: poison, chemicals
Moths: pests, insects
- e. I think that Mahendra Yadav has made a wise decision at the end. He has decided to return to more natural methods of farming. This is a wise decision because it is more sustainable and it is better for the environment.

Post-reading activity

Divide the students into small groups. Ask them to discuss the more harmful effects of pesticides to humans as well as the environment. Ask them to discuss the alternatives of the pesticides. Let them discuss for some time. Then pick a representative from each group. Let the representative speak on behalf of the group.

Sample Answer

Pesticides are chemicals that are used to kill pests, such as insects, rodents, and weeds. They can be harmful to both people and the environment.

Pesticides can be harmful to people in a number of ways. They can be absorbed through the skin, inhaled, or ingested. Pesticides can cause a variety of health problems, including cancer, birth defects, and neurological damage.

Pesticides can also be harmful to the environment. They can pollute water, soil, and air. Pesticides can also harm wildlife, including birds, fish, and beneficial insects.

There are a number of alternatives to pesticides. One alternative is to use natural methods of pest control, such as companion planting, crop rotation, and biological control. Another alternative is to use less toxic pesticides, such as organic pesticides.

7.8 Listening

This listening activity is based on the theme of the unit, ecology and environment. The listening skill is designed to help students learn about the Amazon rainforest. Students will listen to an audio recording about the rainforest and answer questions about it.

Objectives

This activity will help students to:

- a. Comprehend the audio and do the comprehension tasks.
- b. Develop the ability to recall and retain information from spoken English.

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. Ask them to guess the answer to the questions: i. What are the three biggest rainforests in the world? ii. Which is the biggest among them?
- b. Let students discuss in groups. Listen to your answer and help with the correct answer if necessary.

The three biggest rainforests in the world are the Amazon rainforest, the Congo rainforest, and the New Guinea rainforest. The Amazon rainforest is the biggest rainforest in the world.

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 take note of the answers of the questions.
- d. Monitor their engagement in the listening activity and play the audio until the students are able to answer all the questions.

Answers

- a. iv. 5.5 million km²

- b. i. through the north of the forest
- c. ii. one fourth of the world's oxygen
- d. iii. 430 species
- e. iv. about 400-500

e. Now, divide the class into small groups and ask each group to read the question in **Task C**. Ask them if they know the percentage of forest in Nepal. Also ask them what everyone should do to save the forest in Nepal. Let them discuss for some time. Ask a representative student from each group to tell their answers. If students can't come with the right fact, explain it to them.

About 44% of Nepal's land is covered by forest. This is a significant amount of forest, and it is important to protect it. There are a number of things that can be done to save Nepal's forests, including:

Reforestation: Planting new trees can help to replace trees that have been lost to deforestation.

Sustainable forestry: Practising sustainable forestry means harvesting trees in a way that allows them to regrow.

Community forestry: Community forestry programs give local communities the responsibility for managing forests. This can help to ensure that forests are used sustainably.

Education: Educating people about the importance of forests can help to raise awareness of the need to protect t

7.9 Grammar II

This task is designed to help students practice using conditionals Type 1. This is the continuation of the grammar activity in **Grammar I**.

Objectives:

- a. Use conditionals correctly in sentences.
- b. Understand the different types of conditionals.
- c. Use conditionals to make suggestions.

Follow these steps:

- a. Review conditional type 1 with students. Make sure that students understand the different uses of this type of conditional and how to use it.
- b. Now, ask the students to work individually to complete the sentences in **task A** with the correct forms of verbs given in the brackets.
- c. When they have finished, ask the students to tell their answers in turn. Tell the remaining students to check their answers. If there are mistakes in the answers of the students, make necessary corrections.

Answers

- a. If we hurry, we **will get** there in time.
- b. I won't go to the doctor unless the pain **increases**.
- c. If you spit in a public place, you **will get** into trouble.
- d. We **will go** for a picnic tomorrow if the weather stays nice.
- e. Everyone **will believe** you if you tell them the truth.
- f. If he **doesn't wake up**, he won't get to work on time.
- g. If the baby **is** a boy, I'll call him Nitesh
- h. You can cause an accident if you **drive** so carelessly.
- i. Unless she **calls** the ambulance immediately, her father may die.
- j. If you try harder, you **will succeed** in your exams.

- d. Now, ask the individual students to complete the sentences in **task B** in a suitable way. Since the answer may vary, you may assign the task for homework and check the work the next day.

Sample Answers

- a. If you are hungry, eat something.
- b. If he runs fast, he will win the race.
- c. They will win the match if they play well.
- d. If you phone him, he will be happy to hear from you.
- e. If Mira fails the exam, she will have to retake it.
- f. Manashi will be promoted to grade ten if she studies hard.

7.10 Writing II

This writing skill is designed to help students practise writing letters to the editor of a newspaper. Letters to the editor are a way for people to share their opinions and ideas on current events.

Objectives:

- a. Identify the parts of a formal/official letter.
- b. Write a letter to the editor using the correct format and layout.

Follow these steps:

- a. Ask the students to read the letter in **task A**. Ask them to identify the type of given letter to the editor of The Rising Nepal with students. Elicit that it is a letter to the editor.
- b. Read the name of different parts given before the letter and ask if what they indicate.
- c. Ask the students to read the letter and list out the major feature of languages used there. Ask them identify the purpose of writing this letter and discuss the major problem it has raised.
- d. Ask the students if they can label different parts of a letter to the editor, such as the salutation/greetings, subscription and signature, date, sender's address and body. Ask them to label.
- b. Have students brainstorm ideas for a letter to the editor about the importance of natural resources in Nepal. Students can brainstorm individually or in small groups.

- c. Have students write a rough draft of their letter to the editor. Students should focus on making their points clear and concise.
- d. When the students have written the letter, ask them to revise and edit it. They should make sure that their letters are free of errors in grammar, spelling, and punctuation.
- e. Alternatively, assign this task as homework and check their works the next day providing necessary feedback.

Sample letter

Vyas-6, Tanahun
21 May 2023

The Editor,
The Rising Nepal,
Dharmapath, Kathmandu

Dear Sir/Madam,

I am writing to express my concern about the importance of natural resources in Nepal and ways to preserve them.

Nepal is a landlocked country with a diverse range of natural resources. These resources include forests, mountains, rivers, and lakes. These resources are essential for the survival of the people of Nepal and the environment.

Forests provide us with clean air, water, and food. They also help to regulate the climate and prevent soil erosion. Mountains provide us with a source of water and hydroelectric power. Rivers and lakes provide us with a source of water for drinking, irrigation, and recreation.

Unfortunately, these natural resources are under threat from deforestation, pollution, and climate change. Deforestation is the clearing of forests for agriculture, development, or other purposes. Pollution is the contamination of the environment with harmful substances. Climate change is the long-term change in the Earth's climate.

These threats have a negative impact on the environment and the people of Nepal. Deforestation is leading to soil erosion, water shortages, and climate change. Pollution is making the air and water unsafe to drink and breathe. Climate change is causing more extreme weather events, such as floods, droughts, and landslides.

We need to take action to protect our natural resources. We can do this by planting trees to replace those that have been lost to deforestation, reducing our use of fossil fuels and other

polluting substances, using renewable energy sources, such as solar and wind power and adapting to the effects of climate change.

We need to act now to protect our natural resources. If we don't, we will face serious consequences for the environment and the people of Nepal.

Yours faithfully,
Raima Karanjit

7.11 Project work

In this project students need to work in small groups to draw a picture of the water cycle. The water cycle is a continuous process that involves the movement of water on, above, and below the surface of the Earth. It is a natural system that includes many different processes, such as evaporation, condensation, precipitation, and infiltration.

Objective:

- a. Find details related to the water cycle.
- b. Draw pictures depicting water cycle and label them.

Follow these steps:

- a. Review the water cycle with students.
- b. Explain that students will be creating a drawing of the water cycle.
- c. Divide the students into small groups. Ask them to work in a group and find information about the water cycle. Give them some time to work at home. Ask each student to find some information about the water cycle. Also ask them to manage necessary stationery items to draw pictures for the next day.
- d. Allow the students to work in class the next day drawing pictures. Monitor their engagement in drawing and provide necessary feedback. After they have drawn the pictures, ask them to paste them on the display boards of the classroom.

7.12 Extra Bit

This section contains the task that gives students additional information in the unit. This is a self-study material. However, teachers may add to the list and have some discussion in the class about them. In this particular extra bit, students can find information about the male, female and young ones of some animals.

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Unit 8 Science and Technology

This unit revolves around the theme of science and technology. Science and technology are interconnected and inseparable aspects of modern life. These fields, with their applications in daily lives, have brought innovation and progress in the human life. This unit carries two reading tasks related to the theme. In addition to the regular tasks of pronunciation, listening, and speaking, the unit includes grammar topics: relative pronouns and relative clauses and writing tasks: news story and news article. The table provided below offers a brief overview of unit 8 which contains a total of ten tasks.

Unit overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Discuss technological advancement, inventions and innovation based on the given pictures.
2.	Reading I Humanoid Robot Sophia	Pre-reading questions Match the words with the meanings. Fill in the blanks with suitable words or phrases. Short answer questions Post reading question
3.	Pronunciation Paronyms	Pronounce the given paronyms with help of teacher or dictionary and find their meanings.
4.	Speaking Describing person, place, or thing	Act/read out the conversation in pairs. Make similar conversations to describe the given people, place and object. Describe things as the salesperson does.
5.	Grammar I Relative clauses	Underline the relative clauses in the given letter. Complete the sentences with relative clauses.
6.	Writing I News story	Write a news story about AI.
7.	Reading II The Alternative Energy Sources	Do you agree with these statements? Match the words with their meanings. Find the antonyms of the given words. Match the idea with their respective idea numbers. Short answer questions Post-reading task
8.	Listening A conversation between father	Look at the picture and answer. Listen and write True or false.

	and son	Listen and answer the questions. Post-listening question
9.	Grammar II Relative clauses	Fill in the blanks with relative pronouns. Join the sentences with relative pronouns.
10.	Writing II News article	Write a news article about Green Energy .
11.	Project work Debate competition	Organize a debate competition on 'Artificial Intelligence is a threat to humans'.
12.	Extra bit – components of a news story	Self-study task on components of news story.
Estimated time for the unit		10 hours

Detailed activities for every topic and task of the unit are outlined below. Teachers can either employ these activities provided or design their own. It is recommended to ensure that the activities are engaging, interactive, and enjoyable. It is crucial to integrate evaluation throughout the process.

8.1 Getting started

This is the warm-up task for the unit. Through this discussion on the given questions along with pictures, the students will be prepared with some common concepts related to the theme – science and technology.

Objective:

- a. To know and discuss the latest inventions of science and technology.

Follow these steps:

- a. Read the title of the unit and ask the students what ideas would come to their minds with this topic. Take their responses. Their responses vary. Elicit that this unit is related to the theme of science and technology.
- b. Draw the student's attention to the given pictures and ask them what technological advancement these pictures represent.
- c. Take their responses. Further ask how these inventions and innovations will shape our future. Let them think and share how life would be if there were no inventions of science and technology.

Possible answers:

- a. The first picture represents technological advancement in the field of network and communication. It has symbols of various internet and network applications that have contributed to modern life. Whereas, the second picture is about alternatives to energy resources. It shows space-based solar power stations as an alternative to energy resources.

b. These inventions and innovations will make the world a small village with a global network and comfortable place supported by various alternative resources in the future.

d. Assist them with supporting feedback.

8.2 Reading I: Humanoid Robot Sophia

The first reading text is a text named “Humanoid Robot Sophia”. It helps them learn some interesting information about the invention and use of a smart robot and a range of associated terminologies.

Objectives:

- a. Learn words (humanoid, awe, innovation, revolution, celebrity, prototype, applaud.....)
- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students: have you ever seen any robot working in real life or in movies?
- b. Let some students share their knowledge in the class.
- c. Next, lead them to the pre-reading questions: What do you think Artificial Intelligence is? Can a robot have real intelligence like a human being does?
- d. Have discussion on these questions.

Possible answers:

- a. Artificial Intelligence (AI) is the development of computer systems that can perform tasks similar to human intelligence, such as visual perception, speech recognition, decision-making, and language translation.
- b. No, it cannot. Intelligence of robots is based on its programming.

- e. Add your opinion to make them understand their opinion may vary.
- f. Ask students to read the pink highlighted words before they read.

While-reading activities

- a. Bring a short video related to any robot; if possible related to Sophia itself. Or, make one of the students (possibly with robot-like dress that can be made by using paper or carton box) role play as a robot. Some features related to Sophia could be presented through the dramatic role play. You can assign this task a day before the unit starts as a flipped class.
- b. Discuss the features of a robot based on the video or the role play. You can relate to the unit with some movies where there are roles about robots. Let the students share the idea based on the movies they have watched.
- c. Ask the students to read the text on their own and ask the words they found difficult to pronounce. Introduce the words.

- d. Ask the students work in small groups to read and ask them to share the very brief summary of the lesson. Ask if the ideas on the movies matched here.
- e. Now, draw their attention to **task A**. Ask them to match the words with their meanings.

Answers:

- a. humanoid - viii. a machine or creature that looks and behaves like a human
- b. awe - iii. feelings of respect and slight fear
- c. revolution - vii. a great change in conditions, beliefs, etc.
- d. celebrity - i. a famous person
- e. enthusiast - vi. a person who is very interested in a particular activity or subject
- f. applaud - ii. to clap in approval
- g. takeover - v. an act of controlling somebody or something
- h. prototype - iv. the first design of a device or machine

- f. Help students in using these words in their sentences.
- g. Now, lead them to **task B**. Ask the students to read again and fill in the blanks with suitable words/phrases from the text above. Ask them to do this task in pairs.

Answers:

- a. greeted
- b. keynote
- c. the United Nations Development Programme (UNDP).
- d. two-and-a-half
- e. transform
- f. a revolution
- g. robots
- h. solutions

- h. Monitor the students when they work. When they finish, ask them to exchange their copies with another pairs and ask them to check the answers. Help them correct if necessary.
- i. Now, lead the students' attention to **task C**, ask them to read the text again and do the task.

Possible answers:

- a. Sophia is a humanoid robot and the world's first robot citizen.
- b. The main highlight of the conference was Sophia's keynote speech.
- c. According to Sophia, artificial intelligence can be useful in Nepal to ensure better public services, revolutionize the agriculture sector, make better use of limited resources, protect the environment and end poverty, and fight corruption and gender inequality.
- d. The audience was comprised of government officials, private sector representatives, civil servants, and tech enthusiasts, among others.
- e. Sophia spoke for three minutes.
- f. Innovative project models are being developed in Nepal by UNDP to address gender empowerment, combat gender-based violence and disaster risk reduction.

- j. Check their answers and provide feedback. The teacher may set task C as a home assignment. If it is set as a home assignment, the teacher may check the answers the next day.

Post-reading activity

- Arrange a discussion as a classwork based on the question: How can AI help to end poverty and starvation in Nepal?
- Assist the discussion, support them with some facts about AI and give feedback.

8.3 Pronunciation

This is a pronunciation exercise. Help the students to differentiate the pronunciations between given paronyms. (Provide them phonetic symbols as much as practicable).

Objective:

Pronounce the given words correctly.

Materials:

Pronunciation audio of the given words

Follow these steps:

- Write the words on the board or display them on chart paper with their phonetic symbols and meanings.
- Ask the students to look at the sound symbols and ask them to pronounce correctly. Assist them when needed.
- Now, pronounce each word and ask the students to follow.
- Ask them to practise pronouncing in pairs. Let them study their meanings.

Pronunciations and meanings of the given words:

principal /'prɪnsəpəl/ - the head of a school or an organization; also means "main" or "most important"

principle /'prɪnsəpəl/ - a fundamental truth or belief.

loose /luːs/ - not tight or firmly fixed; also means "not strict" or "not precise."

lose /luːz/ - to be deprived of something or to fail to win.

advice /əd'vaɪs/ - guidance or recommendations concerning future action.

advise /əd'vaɪz/ - to offer suggestions or opinions about what someone should do.

affect /ə'fekt/ - to produce a change or influence something.

effect /ɪ'fekt/ - a result or consequence of an action or event.

further /'fɜːðər/ - at or to a greater distance or degree; also means "additional" or "more."

farther /'fɑːðər/ - at or to a greater distance.

council /'kaʊnsəl/ - a group of people who manage or advise on something.

counsel /'kaʊnsəl/ - advice, especially given formally.

accept /ək'seɪpt/ - to agree to take or receive something.

except /ɪk'seɪpt/ - not including; other than.

ascent /ə'sent/ - the act of climbing or rising.

assent /ə'sɛnt/ - agreement or approval.

- e. Play audio in your mobile with the help of mobile dictionary (if possible).
- f. Check how students follow the teacher or the audio. Observe how they do on their own and add necessary feedback.

8.4 Speaking

This speaking task is about the language function of describing people, places, and things. They may role play the given conversation and identify the structures used there.

Objective:

Describe people, places, or things by using verbs like – looks, has, has got, wears,...

Materials:

Real life objects, slips with their brief descriptions

Follow these steps:

- a. Ask the students to act out the conversation given in **task A** where the participants are describing the place (apartment) and person (teacher).
- b. Suggest them to note how the place and person have been described. Discuss the language used there.
- c. Help them find words such as 's, has got, looks, wears, carries, used to describe.
- d. Now, take them to **task B** and tell them to have similar conversations by using the given clues.

Possible answers:

- a. Amita: How's the weather today?
Bhuvan: It's really rainy and we've had a few storms as well.
- b. Sakshi: How's your grandfather?
Rohan: He's getting better, thankfully. He's resting at home now.
- c. Meera: How's your new school?
Rahul: It's beautiful! And the best part is that it has a really big playground.
- d. Anjali: How are your studies going?
Vishal: They're going well. I've been putting in a lot of effort and getting better grades now.
- e. Ravi: Tell me about your village.
Sneha: It's lovely! It's surrounded by a green forest, and the air is so fresh and clean.

- e. Next, take them to the descriptions used in the example of **task C**, and ask them to make similar descriptions as a salesperson can do. Assist them whenever needed.

Possible responses:

a. A pressure cooker

This pressure cooker is a must-have in every kitchen. It can cook food quickly and easily,

which is perfect for busy individuals. You can cook rice, dal, vegetables, and even meat in it. There are two compartments in this pressure cooker. The top one is where you put the food to be cooked, and the bottom one is where the water is kept. It also comes with a safety valve to prevent any accidents.

An oven

This oven is a great addition to any kitchen. You can bake cakes, cookies, bread, and even roast meat in it. It has different compartments for baking and grilling. The uppermost compartment is for grilling, and the lower one is for baking. You can also adjust the temperature according to your preference.

An electric iron

This electric iron is a great help for people who don't have time to go to the dry cleaners. You can easily iron clothes at home with this appliance. It has different temperature settings for different types of fabrics, so you don't have to worry about damaging your clothes. It has a water compartment for steam ironing, and a heat-resistant handle for easy use.

- f. Monitor if the students are doing right. Help them when necessary.

8.5 Grammar I

This grammar task is about relative clauses.

Objectives

- a. Identify different relative pronouns
- b. Use the relative pronouns with appropriate clauses.

Follow these steps

- a. Start with some examples

The book that I'm reading is really interesting.

The woman who lives next door is a doctor.

The car which was parked outside had a flat tire.

The movie that we watched last night was very entertaining.

The dog whose tail is wagging seems happy.

- b. Based on the examples, manage a discussion related to relative pronouns, ask and explain how they are used.
- c. Tell them the relation of the relative pronouns: who – person, where – place, when – time, which – thing, how – process, why – reason. Tell them the clauses that come with relative pronouns are called relative clauses.

- d. Now, take them to **task A**, and ask to underline the relative clauses.

Answers:

Phungling, Taplejung

6 June 2021

Dear Sujita,

Thank you very much for the wonderful birthday gift. The vase you have gifted me is exactly what I wanted. It reminds me of the vase which my little sister broke last week. It has exactly the same patterns. In fact, this is the best china that I have ever seen. My mother, who loves flowers, arranged roses in the vase. Can you guess where I have kept it? Just outside my bedroom. Thank you once again for the lovely gift.

Love,

Punam

- e. Discuss what they underline.
- f. Instruct them to form relative clauses with relative pronouns. A couple of examples can be more suitable here.
- g. Now, lead them to **tasks B**. Ask them to do the task. Do assign it as an individual task.

Answers:

- a. Manju works for a company that sells refrigerators.
- b. The story is about a girl who goes on an adventure to find treasure.
- c. What was the name of the dog that barked all night?
- d. The police have caught the criminals who robbed the bank.
- e. Gram Bell was the man who invented the telephone.
- f. What happened to the painting that was hanging on the wall?
- g. An encyclopedia is a book that contains information about many subjects.
- h. I hate people who are always rude to others.
- i. The Earth seems to be the only planet in our solar system that can support life.
- j. A detective is a person who solves crimes by gathering clues and evidence.
- k. Can you tell me the name of the book that you were reading last night?

- h. Finally, check their answers and provide feedback. The teacher may set task B as a home assignment. If it is set as a home assignment, the teacher may check the answers the next day.

8.6 Writing I

In this writing task, students learn to write news story.

Objectives:

- a. Identify parts of news story
- b. Write a news story.

Materials:

Newspaper cut-pieces

Follow these steps:

- a. Try to relate this writing task with the application in real-life by showing newspaper cut-pieces. Introduce different parts with that real newspaper article.
- b. If one of the real news story is not available, ask the students to see the **reading I** once again and introduce the components of a news story. Discuss the basic format to write a news story.

Headline
Byline
Dateline
Introduction
Body
Conclusion

- c. Now, tell them that they have to write a news story based on the given outlines. Ask them to go through the given instructions and the supplied hints for the given task.
- d. Ask students to make a mind map and discuss them. Clarify the instructions and add some guidelines if needed.
- e. Assign this writing as homework.

<p>Sample answer:</p> <p>Nepal's Yantrika in Online Robot Display By Subrat Sigdel Kathmandu, April 26</p> <p>In a recent international online robot exhibition, Nepal's Yantrika, an advanced and human-shaped robot, has made headlines with its remarkable features.</p> <p>The robot, Yantrik was developed by a team led by Engineer Roshan Pandey from the Nepal Academy of Science and Technology (NAST). The exhibition, which was organised by Smart Society of Canada, Business Upside, USA and IEM America Corporation, showcased the best innovative technologies from America, Canada, Germany, India, and the UK.</p> <p>Yantrika has been designed to identify people who are wearing masks from those who aren't wearing one. The robot can give out masks and sanitisers. In addition, it can also measure body temperature, making it a useful tool to promote public health and safety during the ongoing pandemic. The main objective of this technology is to disseminate information regarding the importance of wearing a mask and using sanitiser to the general public.</p> <p>With Yantrika's innovative technology, Nepal can take a significant step forward in combating the spread of COVID-19. The robot's ability to identify mask-wearing individuals and provide them with necessary safety equipment is crucial in promoting public safety.</p>
--

- f. Evaluate their work and provide feedback.

8.7 Reading II: The Alternative Energy Sources

The second reading text is a text titled “The Alternative Energy sources”. Through this text, students will have the opportunity to expand their range of vocabulary and gain a lot of insights related to alternatives to safer future energy.

Objectives:

- Learn words (finite, fleets, inflatable, viability, vane, fission, bountiful, etc.)
- Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- Ask the students to preview the topic and ask what the lesson will be about. Ask if there are any alternative energy they have been using in their house or locality. Discuss solar energy, bio-gas, etc.
- Ask the students to look at the given statements. Now, ask them if they agree with the given statements: Renewable energy could reduce emissions but also create jobs and improve public health. The potential of renewable energy is immense.
- Discuss on the basis of their agreement or disagreement. Respect their logical opinions. Also share your observations.
- Ask the students to read the pink highlighted words before they go to the discussion of the text. Introduce them or let them find the meaning from context or from a dictionary.

While-reading activities

- Make the students take turns and read the text aloud in front of the class (at least one paragraph to one student). Assist them in case they get problems with reading, pronunciation and understanding.
- Now, ask the students to read the text silently and note down the main ideas of each idea numbers so that they can share it in front of the class. You can link this reading to **task C**. Ask some students to share it and discuss its status.

Task C answers:

Column A

- Idea I
- Idea II
- Idea III
- Idea IV
- Idea V
- Idea VI

Column B

- solar energy
- hydrogen energy
- energy through the fusion process
- wave energy
- energy through body movement
- altaeros energy

c. Now, draw their attention to **task A**. Ask them to do.

Answers:

- | | |
|---------------|--|
| a. fleet | iii. a group of something |
| b. inflatable | iv. capable of being filled with air |
| c. harness | vii. to control and use the force or strength of something |
| d. vane | i. a flat plane that is moved by wind |
| e. skyscraper | ii. a very tall building |
| f. fission | v. the act or process of splitting the nucleus of an atom |
| g. bountiful | vi. in large quantities |

d. Tell the answers and let them check themselves.

e. Ask the students to read text again and find the opposite words of the given words given in **task B**.

Answers:

- endless - finite
modern - traditional
covered - revealed
fragrant – odourless
bound – autonomous
inadequate – bountiful

f. Now, discuss the questions in **task D** and set this task as a home assignment or the task can be carried through Answer Jeopardy where seven questions are divided to the seven groups of students, one question to each group. Let them discuss, finalize, and present their answers. Judge or add feedback.

Task D possible answers:

- a. JAXA proved the viability for the idea of space-based solar energy by successfully transmitting microwave power from the space to the Earth's surface using a wireless power transmission system.
- b. To generate energy through our body movement, we need to use devices that can convert the kinetic energy of our movements into electrical energy.
- c. Idea III and V are similar in the sense that both involve generating energy without relying on non-renewable resources.
- d. Hydrogen can be used as the source of energy by converting it into electricity.
- e. Floating turbines seem more effective than tower-mounted turbines because they can capture stronger and more consistent wind currents at higher altitudes, where the wind is stronger and more reliable.
- f. The fusion process is environmentally friendly because it does not produce greenhouse gases or other harmful byproducts.
- g. ITER stands for International Thermonuclear Experimental Reactor.

Post-reading activity

- a. Arrange discussion as a class work. The students may need teacher's support in many places.
- b. Ask the students to think of any other alternative energy sources. Ask them to think or collect ideas about the sources.
- c. Ask them to share their ideas in the class. Encourage them to put their opinion about other possible alternatives of energy sources. Give some clues like biomass energy, tidal energy, wind energy, etc.
- d. Listen to their opinions and add needful feedback.

8.8 Listening

This is a listening task with a conversation between a father and a son about an apartment they have visited.

Objective:

Listen to the audio and do the given tasks.

Materials:

Audio file (mp3) and audio player

Follow these steps:

Pre-listening activities

- a. Ask the students to look at the picture and ask what it is. Elicit: it is a house or apartment.
- b. Then Ask what type of dwelling do you like? Take their responses.
- c. Ask their opinions about why an apartment is different from a house. Take their responses.
- d. Ask them to guess what this listening is about. Listen to their guesses. Play the audio once and discuss if their guesses are right.

While-listening activities

- a. Tell them that now they have to listen to the audio and do the **task B**. Ask them to read the questions before they listen. Ask them to be ready with a pencil so that they can do the task.
- b. Play the audio and ask them to write True or False. Move around the class and monitor what they are doing.

Answers:

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

- c. Play the audio again and ask them to do **task C**.

Possible answers:

- a. Living room is huge
- b. If I like it that much
- c. A bit expensive, far from the school and office
- d. Bedroom, kitchen, living room, and closet

e. Bathroom

d. Now, play the audio again for confirming the answers.

Post listening activity

- Ask the students if they prefer a house to an apartment. Ask them to talk in pairs.
- Let some pairs share their preferences.

8.9 Grammar II

These grammar tasks concentrate on relative clauses.

Objective

- Use relative pronouns correctly.
- Do the given tasks correctly.

Follow these steps:

- Remind the students of the discussions that were made in the **Grammar I**.
- Ask some further questions, ask some examples and lead them to **task A**. Ask the students to do it in the class. You can refer a good grammar book for students' further self-study.

Answers:

- a. where b. that c. that d. where e. where f. who
g. whom h. who i. where j. that k. which l. which

- Tell the answers and ask them for mass correction.
- Now, give the students some pairs of sentences and ask them to connect them with appropriate relative pronouns. You can do some as examples from **task B**.
- Ask the students to rewrite the pairs of sentences using the relative pronouns given in **task B**. Set this task as a home assignment.

Answers:

- Are these the keys that/which you were looking for?
- Unfortunately, we couldn't attend the wedding that/which we were invited to.
- What is the name of the hotel where your brother works?
- The party we attended last Saturday wasn't enjoyable.
- What is the name of the boy whose father is a dentist?
- Who was the man that/whom you talked to in the restaurant?
- What is the name of the shop where they sell medicine?
- Is this the man who donated all his property to a hospital?

- Do mass correction of the homework the next day. Discuss the confusion.

8.10 Writing II

This writing task is related to writing a newspaper article.

Objectives:

Write a newspaper article about Green Energy.

Follow these steps:

- a. Ask the students what they know about news articles.
- b. Differentiate the terms news story and news article.
- c. Tell them about components of a news article: headline, lead, body and conclusion.
- d. Next, as instructed in the given task, make them write a news article. Suggest them not to miss takeaway messages to the readers. Remind them that they will have to use the given prompts.
- e. Set this task as a class work or homework as per you time and focus. Assist them when needed.

Sample answer:**Green Energy**

By Simran Devkota

Green energy has become a buzzword in recent years as the world continues to search for alternatives to traditional energy sources. Green energy is derived from natural sources, including the sun, wind, and water. Unlike traditional sources, green energy is perpetual in nature, meaning it never runs out.

Currently, green energy accounts for a small percentage of global energy consumption. However, the trend is slowly changing as countries across the world shift towards renewable energy sources. The benefits of green energy are numerous, including lower greenhouse gas emissions and a reduction in air pollution.

Despite the benefits, there are still several challenges facing the widespread adoption of green energy. These include the high initial cost of installation, limited storage capabilities, and the lack of political will in some countries.

In conclusion, green energy is a viable alternative to traditional energy sources, and its adoption will bring significant benefits to both humans and nature. However, governments and individuals must work together to overcome the challenges and promote the widespread use of green energy.

- f. Do individual correction of this task if possible. Alternatively, closely check some sample copies and discuss the feedback.

8.11 Project work

This project work is related to organising a debate competition in the class entitled 'Artificial intelligence is a threat to humans'.

Objectives:

Organise the competition as a team work.

Follow these steps:

- a. Organise a class meeting and decide the date for the debate competition. Link this debate competition as a regular school co-curricular activity for whole school.
- b. Form a management team for the competition in co-ordination with headteacher and teachers.
- c. Issue a notice including the topic of the debate for all students who wish to take part: 'Artificial intelligence is a threat to humans'.
- d. Form a panel of judges for the competition. Collect the names of aspiring participants.
- e. Conduct the competition and announce the winner with the help of panel of judges. Award the prizes.
- f. Review the activity in the class after conduction. Share the learning.

8.12 Extra bit

In this section, the students will learn about components of a news story: headline, byline, dateline, lead, body, and conclusion. The students may carry the task independently for self-study. However, the teacher may assist them with more examples if needed.

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Unit 9 Work and Leisure

This unit revolves around the theme of work and leisure. The reading activities are related to the themes. Similarly, the unit has the language function of getting things done. Firstly, a short overview of the tasks in the unit is presented herewith.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Read the quotations and discuss what they mean.
2.	Reading I : The Ant and the Grasshopper	Pre-Reading questions Vocabulary (Replace the highlighted words in the sentences with the words given in the box) Put the sentences in the correct order Short-answer questions Reading the story and writing a brief summary Rank oneself on a scale (Post reading task)
3.	Pronunciation	Identify the silent letter and pronounce the given words.
4.	Speaking (making plans and expressing intentions)	Act out the given conversation Have similar conversation with the help of clues Say how to get things done in the given places
5.	Grammar I (Causative verbs)	Make as many sentences as possible Use have, get and make correctly in the sentences
6.	Writing I	Interpret the bar chart using appropriate verbs.
7.	Reading II Poem: Leisure	Pre reading questions Match the words with their meanings Short question answers Write a paragraph on spending one's leisure time
8.	Listening (Conversation between a customer and a mechanic)	and pre-listening questions Fill in the gaps with correct words Short answer-questions Role playing of a receptionist or an engineer
9.	Grammar II (Passive voice)	Study the table related to voice conversion Changing the sentences into passive voice Fill in the blanks
10.	Writing II	Write an essay on 'Work and Leisure'
11.	Project work	Make a survey in the community and convert the data related to working people, jobless and retired people into a pie chart
12.	Extra bit	Words ending in '...ism'
Total estimated time		10 Hours

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.

9.1 Getting started

This is the first task of this lesson. The task is: **Read the following quotations and discuss what you think they mean.** Follow the procedures given below to facilitate the learning activities.

Objective

Talk about the meanings of these quotations in relation to the theme of the unit.

The teacher could follow these steps.

- a. Ask students to look at these quotations. Tell them to read and find what they are related to. Indicate that they are related to the theme 'work and leisure.'
- b. Ask the students to sit in pairs and discuss the meanings of these quotations in pairs. Ask them to share their understanding in the class.
- c. Move around the class while they work in pairs. Help them in need.

Intended meanings

First quotation: All things are difficult before they are easy. (Thomas Fuller)

This quotation indicates that learning or achieving something new is difficult at first. So, it takes time to learn new things. We should be patient with our learning. With persistence and effort, it may turn to be easier over time.

Second quotation: Anytime is a good time to start a company. (Ron Conway)

This quotation means that it is never late to start something new in our life. We can begin now for changing our lives.

Third quotation: We work to earn our leisure. (Aristotle)

Work is necessary for achieving and enjoying leisure. So, work is not merely a means to an end but an integral part of a well-lived life. Work serves as a means to fulfill our needs and acquire resources for a leisurely life.

Fourth quotation: Work hard in silence; let your success be your noise. (Frank Ocean)

This quotation encourages individuals to focus on their efforts and achievements. It implies that the real success is best demonstrated through the result and performance rather than the words.

9.2 Reading I: The Ant and the Grasshopper

The first reading text in this unit is a story ‘The Ant and the Grasshopper’.

Objectives:

- a. Learn the vocabulary: Devise, giddiness, larder, gloom, hilarious, expostulations, profoundly, enticements, amendment, oblige, prosecute, vindictive, rage, etc.
- b. Read the text and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to look at the picture. Ask: What do you see in the picture? Where do you think these insects are? Take students' responses and encourage them to share their ideas about the picture. Ask a student to describe the picture to the class (make sure they don't try to answer the question when they describe it).
- b. Discuss the pre-reading questions given.
 - i. What do you think the two insects are doing?
 - ii. What do you think happens to them when winter comes?
- c. Take students' responses and tell them that they will check if they are right.

The grasshopper is dancing whereas the ant is collecting food for summer.

When the winter comes the grasshopper won't find any food, while the ant enjoys the food from its store.

- d. Ask the students if they had heard of any stories involving the ant and the grasshopper before. If yes, ask them to share it with the class.
- e. Ask the students to read the story in pairs and ask them to find what the story is about. They will read the story themselves and check their ideas about the story they have expressed earlier.
- f. Ask the students to list the highlighted words and find their meanings and use from a dictionary. Help them introduce the meanings.

While-reading activities

- a. Ask students in turn to read the text loudly and clearly so that they will develop the reading skills of fluency and accuracy. Help them with correct pronunciation when necessary.
- b. Ask the students to see **task A**. Link the task of finding the meanings of the highlighted words to solve this task. To make sure that students have understood the meanings in context, ask them to choose appropriate words from the box to replace the coloured words in the given sentences.

Answers

- a. industry b. enticements c. expostulations d. amendments e. qualm
f. hilarious

- c. Ask the students to see **task B**. Tell them that they will order the sentences as a strip game. Invite 9 of the students in front of the class and give each of them the strips of sentences. Tell them that the remaining students read the story turn by turn and the students with the strips of sentences have to stand in the order of the story.
- d. Ask the remaining students to read the story and ask the students with strips to stand in the order.
- e. Ask each of them to read the sentences in the strips and tell if the order is right. Ask all of them to write the sentences in order as a home assignment.

Answers (in order)

1. h. The Ramsays were perfectly respectable people.
2. b. Tom left his wife and his office.
3. c. When his money was spent, he borrowed it from friends and spent it on luxuries.
4. g. Tom promised to make a fresh start.
5. e. Tom bought a motor-car and some very nice jewelry.
6. a. Tom began to blackmail his brother for money.
7. d. George continued to pay for his brother's expenses.
8. i. Tom never settled down.
9. f. Tom took the help of Cronshaw to cheat his brother, and left for Monte Carlo.

- f. To further assess the reading comprehension of the students, ask them to read the text again and answer the questions in **task C**. Help them when necessary. Check their writing after they finish writing.

Answers

- a. because he was an odd member of the respectable Ramsay family.
- b. A respectable profession for Tom was to serve in a bar as well as to drive a taxi
- c. Because George was frustrated by the troubles that his brother Tom gave him.
- d. Because he wanted to enjoy himself/ He thought he was not suited for a marriage and he did not like to work.
- e. When he ran out of money, Tom managed his life in the beginning by borrowing from his friends.
- f. Tom and Cronshaw cheated George by tricking him into giving them a large sum of money.
- g. Tom bought a motor car from the money that his brother George gave him to make a fresh start. This circumstance made George realize that his brother would never settle down.
- h. The moral lesson of the story is that hard work is rewarded and laziness is punished.

Post-reading activity

- Ask students if they can summarize the story. Ask any two of them to share it in front of the class. Alternatively, you can present a model with your own summary and ask the students to write it as a home assignment. Check their writing and provide feedback the next day.
- Ask the students about the character of the ant and the grasshopper. Ask who they like more and why. Ask who is industrious and who is lazy.
- Show them the rating scale and introduce the task. Tell that they have to rate themselves whether they are towards lazy grasshopper or industrious ant. Ask them to assess themselves honestly and rate them.
- Tell them that we should develop the attribute of being industrious like the ant.

9.3 Pronunciation

This activity acquaints the students in pronouncing the word having silent letters.

Objective:

Pronounce the given words correctly.

Follow these steps:

The letter ‘l’ in the word ‘qualm’ is a silent letter. Underline the silent letter in the following words and pronounce them.

- Pronounce the words loudly so that all the students can hear you. You may play the audio from a digital dictionary as well.
- Ask the students to identify the letters which are silent in those words. Pronounce the word as many times as possible so that the students can identify the silent letters themselves.

doubt /daʊt/	- b is silent.
pneumonia /nju:'mæʊniə/	- p is silent.
receipt /ri'si:t/	- p is silent.
chalk /tʃɔ:k/	- l is silent.
feign /feɪn/	- g is silent.
bouquet /bu'keɪ/	- t is silent.
light /laɪt/	- g is silent.
resign /ri'zaɪn/	- g is silent.
gnaw /nɔ:/	- g is silent.
heir /eə(r)/	- h is silent.
buffet /'bʌfeɪ/, /'bʊfeɪ/	- t is silent.

pseudo /su:dəʊ/, /sju:dəʊ/	- p is silent.
knave /neɪv/	- k is silent.
knight /naɪt/	- k is silent.
solemn /'sɒləm/	- n is silent.
island /'aɪlənd/	- s is silent.
wriggle /'rɪɡl/	- w is silent.
built /bɪlt/	- u is silent.
archeology /,ɑ:kɪ'ɒlədʒi/	- r is silent.
neighbour /'neɪbə(r)/	- r is silent.

c. Then ask each student to pronounce the words correctly.

9.4 Speaking

This speaking activity is based on the language function of getting things done. There are three different tasks in it:

- Act out the following conversation in pairs.
- Have similar conversations using the given clues. Use 'have', and 'get'.
- Say what you can have/get done at the following places.

Objective:

Have conversations using 'get', 'have' and 'make' for getting things done.

Follow the following procedure:

A. Act out the following conversation in pairs.

- Get two volunteer students to act out the given conversations.
- Ask the whole class to underline the expressions for getting things done. Ask them to see how they are used.
- Ask the students to work in pairs and act out the conversations. Swap the roles. Discuss how the verbs are used.
- Now, clarify the concept with other examples. Name a location and have students say what they have done there:

T: *At the dentist's office*

S: *I have/get my teeth checked at the dentist's office.*

T: *At the dry cleaner's*

S: *I have/get my suits cleaned at the dry cleaner's.*

T: *At the beauty salon.*

S: *I have my hair washed/cut/dried/styled.*

- e. Give students the opportunity to ask each other questions: *Where do you usually have your hair cut? How often do you have/get your eyes checked? How often do you have/get the oil changed, etc.*

B. Have similar conversations using the given clues. Use **have and **get**.**

- a. Put the students in pairs. Ask one of the students in pairs to ask questions based on the clues and the other to respond. Move around the class and check their conversation.
b. Ask them to change the roles and practise more. Help them where necessary.

Possible questions and responses. The students can make questions using either ‘have’ or ‘get’.

- a. hair cut/at New Look Salon
A: Where do you usually have your hair cut?
B: I usually have my hair cut at New Look Salon.
- b. shoes mended/ at Modern Shoe Centre
A: Where do you usually have your shoes mended?
B: I usually have my shoes mended at Modern Shoe Centre.
- c. bicycle repaired/at A to Z Repair Centre
A: Where do you usually get your bicycle repaired?
B: I usually get my bicycle repaired at A to Z Repair Centre.
- d. dresses sewn/at Laxmi Tailor
A: Where do you usually get your dresses sewn?
B: I usually get my dresses sewn at Laxmi Tailor.
- e. eyes checked/at Bhadgaun Optical Centre
A: Where do you get your eyes checked?
B: I get my eyes checked at Bhadgaun Optical Centre.
- f. teeth scaled/at KNC Dental House
A: Where do you get your teeth scaled?
B: I usually get my teeth scaled at KNC Dental House.

- c. Move around the class and check whether they are talking right. Help them where necessary.

C. Say what you can have/get done at the following places.

- a. Do this as an individual activity. Ask the students to look at the clues. Tell them that they have to say what they can have/get done at the given places.
b. Ask them to say in groups first. Then ask some of them to share what they can have/get done at the given places to the whole class.

9.5 Grammar I

This grammar item is related to the causative verbs. There are 4 tasks in this section.

Objectives:

Use 'have', 'get' and 'make' correctly.

Follow the given procedure to the tasks given below:

Make as many sentences as you can from the table given below:

- a. Ask the students to look at **task A**. Tell them to make as many sentences as possible from the table orally first. Help them with some examples of each i.e have/get/make.

Some sample sentences:

Phoolmaya had Suman dig the field.
Phoolmaya was made to dance at the party.
Santosh was made to type the document.
I was made to smoke against my will.
They were made to play with him all the time.
Santosh gets his brother to play with him all the time.
I make Suman wash my clothes.
Biraj will have his brother write a letter tomorrow.
I had my shoes repaired last Sunday.
They were made to dance at the party.
They make suman dig the field.
Biraj has Suman to type the document.

(Students can make more sentences from the table.)

- b. Tell them to write the sentences in their exercise book. Tell them to write the sentences in a separate cluster of have/get/make. This is to write all the sentences with 'have' at first, then all the sentences with 'get' and then all the sentences with 'make'.
- c. Ask the students to see if there are the similarities of structures in the sentences.
- d. Help them derive the rules and structures. Help them reach the conclusion with other examples of your own. Give the examples in different tenses and forms i.e statement, questions, etc.

B. Fill in the gaps with the correct form of 'have', 'get' or 'make'.

- a. Ask individual students to fill in the gaps with the correct form of 'have', 'get' or 'make'.
- b. When they finish, ask students to read the sentences with their answers. Discuss why these forms are used so that they consolidate the uses of 'have/get/make'.

Answers

a. Make b. get/have c. will have d. got e. has
f. makes g. got h. had

C. Rewrite the sentences with 'have', 'get' or 'make'.

- Ask the students to look at task C. Tell them to observe the example. Ask them what tense the sentence is in. Clarify that the sentence is rewritten using 'have'. The same tense form is used while rewriting.
- Give one more model: She will ask her sister to light the lamp. She will get her sister to light the lamp./She will have her sister light the lamp./ She will make her sister light the lamp.
- Ask the students to rewrite the sentences with have, get or make. Check their answers and provide feedback. You can assign this as homework.

- She will get her sister to light the lamp./She will have her sister light the lamp./ She will make her sister light the lamp.
- I am going to get the dentist to fill my teeth./I am going to make the dentist fill my teeth./I am going to have the dentist fill my teeth.
- Will you get the barber to cut your hair? Will you have the barber cut your hair? Will you make the barber cut your hair?
- I am going to get an architect to design my house./I am going to make an architect design my house./ I will have an architect design my house.
- The girl got her mechanic to repair her moped./ The girl had her mechanic repair her moped./ The girl made her mechanic repair her moped.
- The landlady makes the gardener cut the grass. The landlady gets the gardener to cut the grass. The landlady has the gardener cut the grass.

D. Choose the best alternatives and complete the sentences.

Ask them to choose the correct alternative for each sentence in **task D**. Tell the answers to the whole class for correction.

Answers

- | | | | | | | |
|-------------|---------|-------------|-------------|-----------|-------------|-------|
| a. to carry | b. wash | c. to dance | d. to turn | e. bought | f. to watch | g. do |
| h. laugh | i. cut | j. made | k. overhaul | l. fetch | m. remember | |

9.6 Writing I

This task aims to develop the skills of interpreting charts or diagrams using appropriate verbs.

Objectives:

- Categorize the verbs describing different trends or patterns of data under appropriate headings.
- Interpret the bar chart.

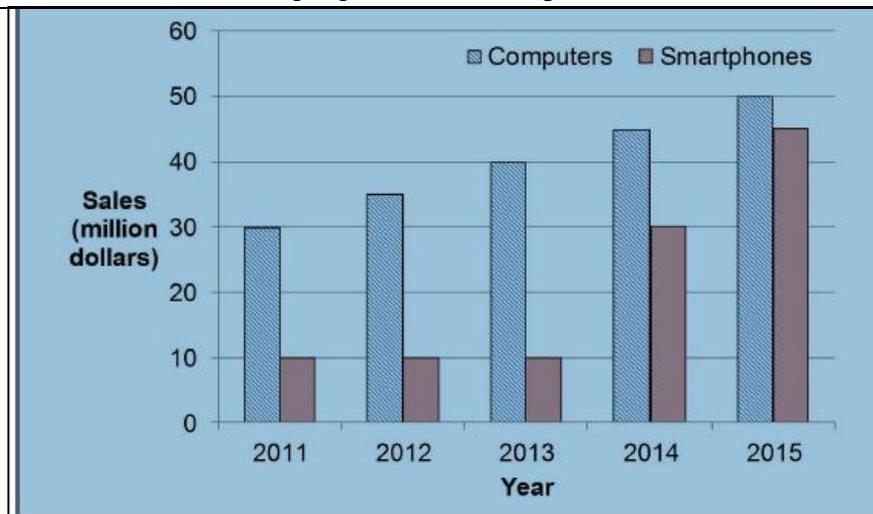
Follow the given procedure:

- Ask the students to observe the chart in **task A** and discuss the questions given: What kind of chart is this? What data does it represent? Elicit: This is a bar chart. It presents the data in different trends or patterns.

- b. Tell the students to find the meanings of the given verbs in pairs and discuss what trends or patterns they indicate.
- c. Ask the pairs to categorize the verbs under the appropriate headings.

Upward Trend	Downward Trend	Stable Trend
Climb Go up Rise Grow Increase rocket	Drop Go down Fall Decrease Decline Plummet plunge	Steady Remain constant maintain

- d. Discuss how they can be used for interpreting charts.
- e. Ask the students to see task C. Explain to students that they will learn about interpreting bar graphs in this activity. Tell students a bar graph is used to display and compare information.
- f. Provide students a study worksheet having a bar chart and its interpretation. Tell them to see the features of language used for interpretation.



The chart gives information about how much money was spent on computers and smartphones in country X between the years 2011 and 2015.

According to the chart, there were upward trends in spending on both items. Computer sales increased steadily by \$5 million each year. Smartphone sales remained level at \$10 million until 2013 and then increased dramatically, reaching \$45 million dollars in 2015. Although they are still less than the value of computer sales, they are only \$5 million behind.

People's total expenditure on these devices rose dramatically in this period. The total was \$40 million in 2011 and it rose to \$95 million in 2015.

Overall, the sales of both of these items grew, but smartphone sales grew more quickly. If these trends continue, we can expect smartphone sales to overtake computer sales in 2016 or soon after.

(https://learnenglishteens.britishcouncil.org/sites/teens/files/describing_a_bar_chart_-_text.pdf)

- g. Ask them to identify the verbs used for describing the trends (upward, downward, and stable). Explain the features of language used relating the data and the language.
- h. Ask the students to see the chart in task A and ask the students to interpret the bar chart using the appropriate verbs and expressions given below. Set this task as homework.
- i. Check their writing and provide feedback.

Sample writing

The given chart illustrates the average daily attendance of students of four different months namely, September, October, November, and December.

According to the chart, there is a noticeable decrease in attendance from September to October, as it drops from 24 to 26. There is a further decline in attendance from October to November, as it decreases to 20. The downward trend continues in December, with attendance falling to 16.

The chart also reveals a consistent decline in attendance throughout the given months. The attendance drops steadily from September to October, November, and December.

Likewise, there is a significant decrease in attendance from September to December, indicating a continuous decline in attendance over the four-month period.

Overall, the chart demonstrates a declining trend in average daily attendance over the specified months, with a substantial decrease from September to December.

9.7 Reading II

The second reading text in this unit is a poem entitled "Leisure" written by the American poet W.H. Davies.

Objectives:

- a. Read the poem and enjoy it.
- b. Learn the vocabulary: stare, boughs, wood, stream, glance, enrich, etc.
- c. Read the poem and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students what they can see in the picture? Further ask them how human life is different from the lives of animals.
- b. Take students' responses. Encourage them to give their views and opinions. Accept all their views.

We can see some horses drinking water and enjoying in nature. Human life is different

because humans are quite busier than the animals.

While-reading activities

- Recite the poem aloud to the class with the correct rhyme and rhythm. You can alternatively play the audio searching from the online sources if possible in your context. Audio from the online sources helps the students get the different tone and taste in the poem.
- Ask the students if they know about W. H. Davies. Add information to students' details if necessary.

About W. H. Davies

William Henry Davies (3 July 1871 – 26 September 1940) was a Welsh poet and writer. He spent much of his life as a tramp or hobo in the United Kingdom and the United States, yet became one of the most popular poets of his time. His poem and lyrics have a force and simplicity uncharacteristic of the poetry of most of his Georgian contemporaries

- Now, ask the students to mark the unfamiliar words from the poem. Then discuss the meanings of the words that the students have marked.
- To make sure that they have got the meanings of the vocabulary, ask them to match the words with their meanings in task A.

Answers:

- stare: iv. to look at somebody or something for a long time
- beneath: v. under somebody or something
- woods: i. an area of trees
- enrich: ii. to improve the quality of something
- glance: iii to look quickly at somebody or something

- Ask the student to read the poem and help students to interpret it in detail.
- Now assess the students' comprehension of the poem through questions in **task B**. Check their answers.

Answers

- because we have no leisure.
- They play, enjoy and stare at the beauty of nature.
- They hid their nuts in the grass.
- Beauty performs the dance which enriches the smile.
- Human life is poor, full of duties and responsibility if it is observed carefully.

Post reading activity

Ask them how they spend their leisure time. Ask some of them to share their ideas in the class. Tell them to write a paragraph about it related to task C. Set this as a home assignment. Check their writing.

9.8. Listening

This listening task is related to a conversation between a lady and a mechanic

Objective

- a. Comprehend the audio and do the tasks.

Follow this procedure:

Pre-listening activities

- a. Ask the students to look at the picture. Ask them questions such as: Who do you think they are? What are they doing? Who do you think the man on the telephone talking to? What might he be talking about?
- b. Take students' responses. Encourage them to talk about based on the picture. The responses might differ. They can guess anything.
- c. Tell the students to listen to the audio and check whether their guesses are right. Play the audio and they will listen. Take their quick response about the title of the unit.

While listening activities

- a. Ask the students to read the questions in **task B** and make an expectation of what kinds of words they might have to use in the blank spaces.
- b. After the students have gone through questions, tell the students that you are going to play the audio. Ask them to complete the sentences in pencil in the textbook itself. The questions are in the sequential order of the audio.
- c. Play the audio and make sure that each student is engaged in listening tasks.
- d. After the completion of the first play, tell them that you are going to play the audio once again. This time they will check their answer.
- e. Next, ask them to transfer their answer to an answer sheet.

Answers

- | | | | |
|---------------|--------------|-------------------|--------------------|
| a. Mrs. Hopes | b. a service | c. Friday morning | d. serious problem |
| e. charged | f. cost | g. good team | |

- f. Ask the students to read the questions in **task C** and make sure that they understand the task.
- g. Play the audio and ask the students to do the task. Move around the class and make sure that each student is engaged in listening tasks.
- d. Play the audio once again and tell them to check their answers. Play till they find the correct answers.

Answers:

- | |
|--|
| a. The lady wants to get her car serviced. |
| b. She had her car last checked about a year ago. |
| c. The mechanic has a free slot at about 9 am. |
| d. A full service normally takes about three hours. |
| e. The lady thinks that the car has a serious problem because the oil level is dropping and it might have a leakage. |
| f. The rear brake light is broken. |

Post listening activities

- a. Put the students in pairs. Tell them that they have to act out the roles of a receptionist or an engineer at a mobile phone center and a customer. Ask them to choose the roles.
- b. Tell them that they have to talk at a mobile phone centre to get one of your phones repaired.
- c. Ask them to have a conversation. Move around the class and check what they are talking about.
- d. Help when required.

9.9 Grammar II

This activity focuses on the use of active and passive voice.

Objectives

- a. Change the sentences into passive voice and vice versa.
- b. Use the correct active and passive forms

Follow these steps

- a. Bounce a ball on the floor. Then ask students to describe what happened. Tell them to start the sentence with your name (e.g., “Ms. Tika bounced a ball.”). Write the sentence on the board. Then have students identify the subject (Ms. Tika) and the verb (bounced). Now, bounce the ball again, but this time, ask students to describe what happened starting with “The ball...”. Students should say, “The ball was bounced by Ms. Tika.” Write this sentence on the board and ask them to identify the subject in this sentence (the ball) and the verb (was bounced).
- b. Discuss the changes in the sentences in terms of **subject, verb forms and focus** on meaning. Give one or two more examples and clarify the active and passive forms.
- c. Ask the students to sit in pairs and study the example sentences in **task A**.
- d. Ask them to work in pairs to underline the verbs in these examples. Ask them to find out how they are changed into passive voice in different tenses.
- e. Discuss the pattern in each tense. Give more examples and let them generalize the structure and the rules.
- f. Ask students to see **task B**. Ask if they can change these sentences into passive voice.
- g. Write two sentences in **a** and **b** on the board and ask if anyone can change these sentences in passive. Write the passive forms:
 - a. She is being helped with the housework.
 - b. A parcel was sent to him by the mail-order company./He was sent a parcel by the mail-order company.
- h. Explain how they are changed. Elicit that if there are two objects in the sentences, they can be changed into the passive voice in two ways as written on the board.
- i. Ask the students to change the remaining exercises in **task B**. Check their answers.

Answers

- a. She is being helped with the housework.
- b. He was sent a parcel by the mail-order company.
- c. I was sent an invitation by my friend.
- d. The minister has been given the letter by the secretary.
- e. He had already been fined for a parking offence by the traffic police.
- f. Elizabeth was given that beautiful ring by John.
- g. She has been given flowers by her students.
- h. The message must be given to the right person.
- i. Our students are taught English and French.
- j. Flowers were bought for the bride.
- k. The tourists were shown the sights of Pokhara by the guide
- l. She is paid an excellent salary.

j. Ask the students to do task C. Set this as a home assignment. Check their answers the next day.

is believed, will be visited, has been constructed, has not completely been finished, will be completed, can be booked, was bought, was financed, were given, will be invited

k. Do whole-class feedback. Ask them to self-study further by taking a grammar book as a reference.

9.10 Writing II

This task is related to writing an essay about ‘Work and Leisure’.

Objective:

Write an essay based on the given prompts.

Follow the given procedures

- a. Ask students what an essay is.
- b. Discuss about its format. Elicit that it must include introduction, body paragraphs and conclusion.

Generally **an introduction** to an essay has to grab the readers’ attention in just a few sentences. **Body paragraphs** form the bulk of the essay. Generally, body paragraphs support the work’s thesis and shed new light on the main topic, whether through empirical data, logical deduction, deliberate persuasion, or anecdotal evidence. They include the evidence and supporting details. The **conclusion** should convey a sense of closure alongside the larger meaning and lingering possibilities of the topic.

- c. Tell the students that they are going to write an essay entitled ‘Work and Leisure’ based on the given prompts.
- d. Divide the students in a group of three and ask them to make a mind map related to the given prompts. Ask them to enlist the points they would include while writing an essay on this topic

Differences	Similarities	Benefits	Balance
-------------	--------------	----------	---------

- e. Now, assign writing this essay as a home assignment. Check their writing and provide feedback.

Sample Essay:

Work and Leisure

Work and leisure are key parts of our lives, each with its own characteristics and importance. Although they differ in nature and purpose, they also share similarities and offer unique advantages. Maintaining a balance between the two is essential for a fulfilling and well-rounded existence.

Work, often associated with employment, is motivated by external demands and responsibilities. It involves tasks performed to earn a living and contribute to societal productivity. Leisure, on the other hand, includes activities carried out for enjoyment, relaxation, and personal fulfillment. It is driven by personal preferences and interests.

Despite their disparities, work and leisure also share some commonalities. Both require time and effort, focus and dedication, and can provide a sense of purpose and achievement. Engaging in both work and leisure activities contributes to personal growth, skill development, and social connections.

Finding a balance between work and leisure is vital for a healthy and fulfilling life. Overemphasizing work can lead to tiredness, low productivity, and unhealthy relationships. Conversely, neglecting work responsibilities for excessive leisure may result in financial instability and a lack of personal growth.

A balanced approach brings numerous benefits. It enhances overall well-being, reduces stress, improves physical and mental health, and strengthens relationships. Balancing work and leisure allows individuals to recharge, pursue hobbies, spend quality time with loved ones, and maintain a sense of fulfillment and happiness.

In conclusion, work and leisure are essential components of life that require careful balance. By acknowledging their differences, recognizing their similarities, and understanding their benefits, individuals can lead more fulfilling lives. Valuing both work and leisure enables personal growth, meaningful connections, and a sense of joy and purpose.

9.11 Project work

This project work is related to conducting a survey in the locality and collecting the data of working people, jobless and retired people. Further they create a pie chart based on the obtained data and present it in the class.

Objective

To collect the data and present it into a pie chart.

Follow the following procedure:

- a. Tell the students that this is a group task. Form a group of fours. Instruct them that they must work in collaboration with each other.
- b. Clarify the task. Tell them that they should conduct a survey in their locality to collect the data of working people, jobless people and the retired ones. Ask them to sit in the formed group and decide how they will conduct the survey. Ask them to assign the task of survey in such a way that each member must visit at least two families among ten. Let them divide the task of collecting the data themselves.
- c. Ask them to create a form for a family. This would at least include the following:

	Name of the family:	Total family members:			
S N	Name	Relation	Working status		
			Working	Jobless	Retired

- d. Ask them to collect the information within a week and compile the data so that they can convert it into a pie chart.
- e. Ask them to convert it into a pie chart. They can use computer application or excel program to convert the data into a pie chart. Ask them to label the information.
- f. Ask the groups to paste the pie chart on the classroom wall and display it. Move around and ask how they made it.

9.12 Extra Bit

This section of the unit includes some words ending in ‘-ism’. Students study the material themselves.

Unit 10
The Earth and Space

This unit is related to the 'The Earth and Space' which includes two reading tasks related to the theme. In addition to the regular tasks of pronunciation, listening, and speaking, the unit includes grammar items, prepositions and writing tasks: account writing and rules and regulations writing. The table below offers a brief overview of tasks in unit 10.

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Discussion about earth and space based on the picture
2.	Reading I A Message from Another Planet	Discussion on pre-reading questions Finding similar or opposite words of the given words. Match the words with their meanings. Write the given events in the correct order. Answer the questions Post reading question
3.	Pronunciation Pronunciation of 'ed'	Pronounce the given verbs with 'ed' and identify the difference.
4.	Speaking Locating places	Study the map, then ask and answer the location of the given places.
5.	Grammar I Prepositions: in, on, at	Fill in the blanks with prepositions 'in', 'on' or 'at'. Complete the sentences with the phrases using 'in', 'on' or 'at'.
6.	Writing I Writing an account	Write an account of an imaginary meeting with someone from another planet.
7.	Reading II: Up-hill (Poem)	Discussion on pre reading questions Match the words with their meanings. Complete the summary of the poem with suitable words or phrases. Answer the given questions. Post-reading task
8.	Listening An audio about dwarf	Look at the pictures and discuss.

	planets	Listen and complete the sentences with correct words or phrases. Listen and mark True or false Post listening question
9.	Grammar II Prepositions	Complete the sentences with correct prepositions. Choose and circle the correct prepositions.
10.	Writing II Rules and regulations writing	Write a set of rules and regulations for the visitors in a park.
11.	Project work Group presentation	Search and collect information about space tourism to make presentation.
12.	Extra bit – Account writing	Self-study task
Estimated time for the unit		9 hours

In-depth procedures for every topic and task in the classroom are outlined below. While textbooks are designed to be effectively delivered in a classroom setting, they can be customized to suit your classroom needs and circumstances. Teachers can either employ these activities provided or design their own. It is recommended to ensure that the activities are engaging, interactive, and enjoyable. It is crucial to integrate and apply formative assessment tools throughout the process.

10.1 Getting started

This is the warm-up task for the unit. There are four pictures given for discussion. The task prepares the students with some common concepts related to the theme – the earth and the space.

Objective:

To identify the given pictures and share their understanding about them.

Follow these procedures:

- Read the unit name and discuss what the content in the unit will be related.
- Ask the students to look at the pictures and say what they can see there. Relate these pictures with the theme. Let them identify pictures and discuss about them.
- Ask them to take turns and speak about each picture.

- The picture 1 is related to an astronaut who seems to be going away from earth.
- Picture 2 is the planet Saturn.
- Picture 3 is a rocket probably just launched as it is crossing the clouds.

- Picture 4 looks like a UFO.

- Ask the students to take turns and speak about some related ideas that came to their minds.
- Assist them with supporting feedback.

10.2 Reading I: A Message from Another Planet

The first reading text is an interesting story entitled “A Message from Another Planet”. It helps them learn about how a boy encountered a spaceship and a range of associated terminologies.

Objectives:

- Learn words (saucer, spaceship, vessel, flashing, couch, broadcast, appliances, etc.)
- Read the text and do the given tasks.

Follow these steps given below:

Pre-reading activities

- Ask the students: Have you ever read in books/newspapers or watched in movies anything about life on another planet? (Take references of some related movies like Avataar, PK, Koi Mil Gaya, etc.)
- Next, lead them to the pre-reading questions and have a discussion on them.

Possible answers:

- In the picture, there is a boy by a sandy bank of a river. He is dipping a fishing rod in the river.
- Yes, I do. The world is too huge and mysterious. So, it may hold many things beyond our imagination.

- Add your remarks when they put theirs.
- Ask students to read the pink highlighted words before they read the main text. Assign a word for each student and ask them to find the meaning of words. Tell them that they will have to introduce the meaning to the remaining students. Tell them that they can introduce the meanings in an appropriate way: guessing from context, flashcards, using opposites, using objects, classifying, drawing, or any other way they know.
- Discuss the pronunciation and use of these words.

While-reading activities

- Read one or two paragraphs aloud as a model reading. Ask the students to read the text aloud turn by turn.
- Make the students work in small groups to read and understand the given text.
- Assist the students in case they get problems with reading, correct pronunciation, and understanding.
- Make sure they understand the text and draw their attention to the comprehension **task A**. Ask them to find the words from the story that are opposite or similar to the words given there.

Answers:

- a. Twilight b. Bright c. Landed d. Advanced
e. Ascended f. Enormous

- e. Ask the students to go through the **task B** and match the words with their meanings.
f. Check their answers.

Answers:

- | | |
|--------------|--|
| a. saucer | vi. a small shallow round dish that a cup stands on |
| b. spaceship | i. a ship or large boat |
| c. vessel | iv. a vehicle that travels in space, carrying people |
| d. flashing | iii. short bursts of bright light |
| e. couch | ii. a long comfortable seat |
| f. broadcast | vii. to send out a programme on television or radio |
| g. appliance | v. a machine that is designed to do a particular thing in the home |

- g. Ask the students to read the text and put the events in the correct order (**task C**). Tell the order and ask them to check themselves.

Events in correct order:

- e. Suren had been fishing when he saw a bright object over the Sunkoshi River.
g. When Suren went closer to the vessel, he was pulled into it.
c. A voice welcomed him, and asked him to sit on the couch.
f. They wanted to send a message to the leader of Nepal and the world.
a. They gave Suren a tiny computer.
b. The spaceship landed back on the bank of the Sunkoshi River.
d. Suren wondered whether he had been dreaming.

- h. Now, lead the students' attention to **task D**, ask them to read the text again and do the task.

Possible answers:

- a. At first, Suren thought that the bright object might be a helicopter.
b. Suren had seen a spaceship in a film before.
c. Suren felt frightened when he was drawn inside the vessel.
d. They had known about Suren by using a long-distance listening device.
e. They manage resources on their planet by recycling all the resources.
f. Suren expressed his inability to deliver a message at first because he thought people would not listen to a poor kid like him.
g. They wanted to pass on the message that recycle collection centers should be set up in every town and city on Earth, and everything which is no longer in use should be taken there and recycled.

- h. They gave Suren a tiny computer so that he could use it as proof of his story.
- i. Yes, they will. At first, they might doubt Suren's story. However, with the tiny computer as proof, it might be more likely that people will believe him.

- i. Check their answers and provide feedback. The teacher may set task D as a home assignment. If it is set as a home assignment, the teacher may check the answers the next day.

Post-reading activity

- a. Arrange a discussion as a classwork. Based on the given question, make students speak out their opinion. Encourage them to share their views.

Sample answer:
 If I met someone from another planet, I would ask for their observations and advice on how to better take care of the Earth's environment and reduce pollution. I would also ask for their perspective on how we can improve global peace and cooperation among different nations. As for Nepal, I would ask for advice on how to tackle poverty and inequality, as well as any insights they may have on preserving Nepal's unique culture and natural heritage.

- b. Assist when the students need support and give feedback.

10.3 Pronunciation

This pronunciation task focuses the different sounds of 'ed'.

Objective:

Learn the correct pronunciation of the given words.

Materials:

Pronunciation audio of the given words

Follow these steps:

- a. Write the words on separate word cards in advance.
- b. Pronounce the words randomly or play the audio and ask the students to point to the words being pronounced. Check whether they notice the correct words.
- c. Place the word cards in a box. Ask the students to pick the words one by one. Get them to pronounce the words they have picked up. Repeat the procedure until everyone is capable of pronouncing them correctly.
- d. Finally, get them to write the words in the correct boxes.

Pronunciation of the given words:		
/t/ sound	/d/ sound	/id/ sound
walked, passed, finished, asked, jumped	opened, frightened	landed, recorded, ascended

10.4 Speaking

This speaking task is about the language function of locating places. They may see the given map and identify their right location.

Objective:

Work in pairs and take turns to ask and answer where different places are located in a map.

Materials:

- a. Location map
- b. Pocket Chart with different expressions of locating places.

Follow these steps:

- a. Present some pictures to show directions and locate where different places in the pictures are: Use the prepositions: next to opposite, between, behind, in front of, above, below etc. explain them (e.g. a picture with a turn-right sign.)
- b. Show location of a place and explain how you can reach there from a certain place in the picture. Use the words/phrases such as: Go straight....., turn left/right, you reach to, is on your right/left, etc.
- c. Now, point to the map given in the book. Ask them to read it carefully, and mark some important places. Tell where these places are.
- d. Take them to the given example and tell them to act it out in pairs.
- e. Next, lead them to the given task to make similar conversations. Switch their roles.

- | |
|---|
| <ol style="list-style-type: none">a. You are in New Road.<ol style="list-style-type: none">i. A: Where is the supermarket?
B: It's opposite the post office.ii. A: Where is the cinema hall?
B: It's between the supermarket and the stadium.
b. You are in Old Road.<ol style="list-style-type: none">i. A: Where is the fun park?
B: It's in front of the bank.ii. A: Where is the bank?
B: It's behind the fun park.
c. You are in East Road.<ol style="list-style-type: none">i. A: Where is the restaurant?
B: It's opposite the pharmacy.ii. A: Where is the Pharmacy?
B: It's opposite the restaurant.
d. You are in West Road.<ol style="list-style-type: none">i. A: Where is the post office?
B: It's opposite the police post.ii. A: Where is the hospital? |
|---|

- iii. B: It's behind the school.
 A: Where is the school?
 B: It's in front of the hospital.

f. Monitor if the students are doing it right. Suggest them for peer correction. Help them when necessary.

10.5 Grammar I

This grammar task is related to prepositions **in**, **at**, and **on**.

Objective

Use prepositions in, at, and on correctly.

Follow these steps:

a. Start with some examples where the prepositions **in**, **on** or **at** are used.

“Come to my office **at** 330 Independence Avenue.” To be exact, it's **at** the corner of Independence and 3rd Street.”

“I rode there **on** my bicycle.” However, you ride **in** a car.

I live in Kathmandu.

b. Elicit that they are used for location. Ask them to generalise the rules.

The prepositions ‘in’, ‘on’ and ‘at’ are used for location, time or position, and here, our focus is in location.

In: It indicates being inside a particular area or enclosed space.

Examples: He is in the room. She lives in the city. They are in the park.

At: It indicates a specific point or location.

Examples: She is waiting at the bus stop. The party is at my friend's house. He works at the bank.

On: It indicates a surface or a specific point in time.

Examples: The book is on the table. The picture is on the wall. The meeting is on Monday.

c. Now, lead them to **task A** and ask them to do it. You can assign it as a home task.

Answers:

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

d. Tell the answers and ask them to check. d. Now lead them to task B. Tell them that they have to use the prepositions in, on and at together with one of the words given in the box.

- e. Deal with the example. Write the example on the board and explain how the activity has to be done.

Task B answers:

- a. in bed b. at Shanti Chalchitra Hall c. in prison d. on a farm in
e. at school f. in hospital g. in the air h. at the airport

- f. Finally, check their answers and provide feedback.

10.6 Writing I

In this writing task, students learn to write an account of an imaginary moment.

Objective:

Write an account.

Follow these steps:

- Ask the students: how would you feel if you were in the place of Suren?
- Now, lead them to the instruction of the writing task. Clarify the instruction (in case of confusion) and add some guidelines. It can be given as classwork.
- Discuss the basic format of an account.
- Closely observe them when they work on. Help where needed.

Sample answer:

An Account of an Encounter with Someone from Another Planet

Meeting someone from another planet was an experience beyond my imagination. At first, I could not believe it and I was a little scared, but as we started to communicate, my fear slowly turned into excitement. The creature there was so different from any living being I had ever seen; I couldn't stop staring at him.

Despite the language barrier, we managed to communicate through gestures and drawings. We exchanged information about our worlds, and I was amazed at how different their planet was from ours. The technology and resources they possessed were beyond anything we have on Earth.

I felt privileged to have the opportunity to spend time with this being and learn about their world. It made me realize how much there is out there beyond our planet and how much we have yet to discover. I was left with surprise and curiosity, and I hope that one day we can establish a deeper connection with extraterrestrial life.

- e. Evaluate their work in front of them and give needful feedback.

10.7 Reading II: Up-hill

The second reading text is the poem “Up-hill” by Christina Rossetti. Through this text, students will have the opportunity to expand their vocabulary and gain a lot of insights related to poetry.

Objectives:

- Recite the poem.

- b. Learn words (uphill, morn, inn, wayfarer, seek, etc.).
- c. Read the poem and do the given tasks.

Follow the given procedures:

Pre-reading activities

- a. Ask the students to look at the given picture. Now, based on the picture, ask them to guess what they see in the given picture.
- b. Discuss the picture based on its features in appearance such as the people, location... and connect it to the pre-reading questions.

Possible answers:

- a. The people in the picture look like travellers/tourists.
- b. Probably, they are travelling to mountains uphill.
- c. Probably, she is asking about distance and location.

- c. Accept any other logical possible answers too. Also, share your observations.
- d. Ask the students to read the highlighted words before they go to the discussion of the poem.

While-reading activities

- a. Write the title on the board. Tell them that they are going to read a poem. Recite the poem aloud and ask the students to listen to it carefully. Alternatively, play the audio of the poem through the Internet source.
- b. Now, get the students to take turns and recite the poem aloud in front of the class. Assist them in case they get problems with reading and correct pronunciation.
- c. Deal with the vocabulary items that are unfamiliar to them.
- d. Ask them about the structure of the poem: number of stanzas (4 quatrains: stanza having 4 lines), rhyme scheme (abab cdcd efef ghgh)...
- e. Go to the discussion and interpretation of the poem. Connect interpretation to real-life situations. The speaker states her concerns regarding the resting place to the traveller.
- f. Make sure they understand the task. Some textual questions can be asked to check their understanding.
- g. Now, draw their attention to comprehension **task A**. Ask them to discuss and do it then and there.

Answers:

a. wind -	iii. to have many bends and twists
b. morn -	v. morning
c. inn -	ii. a small hotel, usually in the country
d. wayfarer -	i. person who usually travels on foot
e. seek -	iv. look for

- h. Encourage them for peer evaluation in pairs.

- i. Ask the students to read the instruction in task B, read the poem once again, and do the **task B** as a home assignment.

Answers:

The speaker is making a **journey** with her guide. She asks the guide eight different questions about **the road ahead**. The first question is if the road is all **up-hill** and if the journey will take all day. The guide replies **in the affirmative**. Next, she asks if there is a **place** to rest for the night. The guide informs the speaker that there is **an inn** which she won't miss. The speaker's fifth question is whether she will meet other travellers **on the way**. At the inn, the speaker asks if she should knock or call **fellow travellers**. The guide replies that someone will open the door. Lastly, the speaker asks if there will be a bed for her. The guide tells her that there are beds for **everyone**.

- j. Check their homework the next day.
k. Now, discuss the questions in **task C** and add this task too as a home assignment.

Possible answers:

- a. According to the guide, the road up-hill is so far away that it takes a whole day to travel there.
- b. The speaker doubts whether there will be a resting-place for the night.
- c. The wayfarers have travelled the road before.
- d. The speaker's seventh question is whether she will find comfort when she is tired and weak.
- e. The speaker says, "they will not keep you standing at the door". In this line, 'they' may refer to fellow travellers.

- l. Next day, do individual corrections of this task if possible.

Post-reading activity

- a. Arrange discussion as class work.
- b. Now, make the students discuss the given question and put their opinion about an interesting road they have recently travelled. Encourage them to put their opinion on the basis of their real-life experience.
- c. Listen to their opinions and add needful feedback. Ask them to write a short description of it.

10.8 Listening

This is a listening task where the students listen to an audio about the planet, Pluto and Eris which are known as planets of the dwarf planet club.

Objective:

Listen to the audio and do the given tasks.

Materials: Audio file (mp3) and audio player

Follow these steps:

Pre-listening activities

- a. Ask the students to look at the picture. Ask them what they think it is. Take their responses.
Elicit: It is Pluto.
- b. Lead them to pre-listening questions and make them talk about the number of planets, their names and whether they consider Pluto as a planet.
- c. Ask to guess what the listening task is about and why they think so. Take their responses.

While-listening activities

- a. Make the students remain ready for the listening practices by taking a pen or pencil and a blank page where they can take notes while listening. Play the audio and ask them whether their guesses are right. Elicit that it is about the planet, Pluto and Eris which are known as planets of the dwarf planet club.
- b. Ask the students to read the sentences given in **task B** and be ready to do the task.
- c. Play the audio and ask them to do the task.
- d. Play the audio again and ask the students to check their answers.

Answers:

a. planet b. rock c. earth d. discovered e. dwarf

- e. Now, ask the students to see **task C** and do the task. For this time, tell them that you will play the audio once and will check whether they can answer these questions right.
- f. Play the audio. Make students tick under True or False. When playing is over, take their exercise book and check to mark. You can record this for one internal assessment task.

Answers:

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

Post-listening activity

- a. Ask the students: Why is Pluto a not planet? Make them discuss.
- b. Give them clues for discussion: too small in size, smaller than the moon, rocky and icy. It is taken as a part of the Kuiper belt that is a ring of icy objects around the outer edge of the solar system.

10.9 Grammar II

This grammar task is about prepositions.

Objective:

Choose the correct prepositions to complete the sentences.

Follow these steps:

- a. Lead them to **task A** and B. Tell them that they have to use the correct prepositions in the blanks.

- b. Ask them if they can choose the correct prepositions. Set both the tasks as classwork. When they finish, ask the answers from the students and discuss why these prepositions are used there.

Task A answers:

a. to b. for c. with d. to e. of
f. from g. for h. with i. up j. by

- c. Indicate that most of them are prepositional phrases. Ask the students to see a good dictionary or grammar book to find a list of common prepositional phrases. Ask them to make a list which will be very beneficial for appropriate prepositions.
- d. Tell them to do **task B** as well.

Task B answers:

a. on, at, in b. in c. at, to d. to e. at, of
f. for, to g. at h. at, on

- a. Do mass correction of the classwork and discuss where necessary.

10.10 Writing II

This writing task is about writing rules and regulations.

Objective:

Write rules and regulations.

Follow these steps:

- a. Ask the students to remember if they have seen any rules and regulations written in any public place. For example: libraries, public transportation, theatres...
- b. Present a sample of the rules in any place. Discuss the basics of rule writing; layout, structures, etc.

Sample:

Attendance in school is compulsory. Students are not allowed to stay absent without prior information. Absence from school must be supported by a medical certificate. Excuse from school may be granted on compassionate grounds and on a case-by-case basis. Absence without valid reason will be deemed as truancy.

- c. Focus on the use of language: is/are (not) allowed to,strictly prohibited/forbidden to, can/cannot is/are required/expected to, must/must not , etc. Give some samples and ask others to use in their own sentences for the language of rules and regulations.
- d. Tell them to write the rules in points/bullets.
- e. Next, as instructed in the given task, make them write a set of rules and regulations.
- f. Set this task as class work. Assist them when needed.

Sample answer:

Rules and Regulations for Visitors in the Park:

- a. Smoking is strictly prohibited in the park.

- b. Visitors are not allowed to bring alcohol into the park.
- c. It is forbidden to litter in the park. All visitors must dispose of their waste in the designated bins.
- d. Pets are welcome in the park, but they must be kept on a leash at all times.
- e. Visitors can enjoy a picnic in the park but are expected to clean up after use.
- f. Visitors are not allowed to play loud music or make excessive noise that may disturb others.
- g. Climbing trees or damaging any plant is strictly prohibited.
- h. Children must be supervised by an adult at all times.
- i. Visitors must not feed the wildlife in the park.
- j. Cycling is allowed in the park, but cyclists are required to follow the designated paths and must not exceed the speed limit.

g. Do individual correction of this task if possible. Alternatively, closely check some sample copies and suggest them for peer correction now.

10.11 Project work

- a. Group students in fours. Ask them to search and collect information about space tourism.
- b. Tell them to collect information from the internet or any other sources. Tell them to note down individually first and prepare a short presentation after discussion. Encourage them to participate in the classroom discussion and presentation.
- c. Allocate one week time for the accomplishment of all the tasks including the presentation. Tell them to choose a team leader and he/she will carry out the presentation.
- d. Finally, share your observations and feedback.

10.12 Extra bit

In this section, the students will learn something about account writing. The students may carry the task independently for self-study. However, the teacher may assist them with more examples if needed.

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Unit 11 Gadgets and Instruments

This unit is related to the theme of gadgets and instruments, especially about the various types of gadgets and their uses in daily life. The unit also highlights the instructional procedures of operating certain gadgets and instruments. Similarly, the language function of the unit is about giving instruction. The reading and listening activities carry the theme and language function of the unit while the speaking activities are based on the language function of the unit, i.e, giving instructions.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and describe the process of making black tea.
2.	Reading I Instructions: Save your Smartphone	Pre-reading questions Match the words with their correct meanings. True/false statements Short-answer questions Post reading question
3.	Pronunciation	Consult a dictionary and find out the pronunciation of the given words.
4.	Speaking Giving instructions	Act out the given conversation Ask questions and give instructions. Describe the process of making pizza based on the pictures.
5.	Grammar I Reported speech	Study the given input. Change the statements into indirect speech.
6.	Writing I Recipe writing	Write a recipe to cook a favourite dish at home.
7.	Reading II Description: Weather Instruments	Pre-reading questions Complete the sentences with the correct words. Choose the correct answers.

		Short-answer questions Post reading question
8.	Listening Recipe instructions	Pre-listening questions based on pictures Listen and tick the correct answer. Listen and complete the sentences. Post-listening question
9.	Grammar II Reported speech	Change into indirect speech Choose the correct alternatives to complete the sentences.
10.	Writing II Newspaper article	Write a newspaper article expressing your views on the impact of science and technology.
11.	Project work	Write a set of instructions to connect earbuds to Bluetooth-enabled devices.
12.	Extra bit	Transitive and intransitive verbs
Total estimated time		9 Hours

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

11.1 Getting started

This is the first task of the unit. This task leads the students towards the theme and language function of the unit.

Objectives:

- a. Identify the instruments of the picture.
- b. Describe the process of making black tea.

Follow the given procedures.

- a. First ask the students to look at the pictures. Tell them that the pictures show the process of making tea.
- b. Ask them to identify the instruments and ingredients used in making tea.
- c. Ask one of the students to describe the step shown in the first picture. Remind her/him to use imperative verb forms while describing the step or giving instructions. Tell her/him to use ordinal words such as First, First of all, At first, etc.

- d. Then ask the student to describe the step shown in the second picture.
- e. Likewise ask three other students to describe the remaining three steps of making tea.
- f. Help students to make the correct descriptions wherever necessary.

Answer

1. First, take a cup of water in a kettle and put some tea powder and sugar in it.
2. Turn on the stove and boil the tea.
3. Keep the flame low and let it boil for another 1-2 minutes.
4. Then turn off the stove.
5. Finally, strain the tea and serve it hot.

11.2 Reading I: Save your Smartphone

The first reading text in this unit is a set of instructions entitled “Save your Smartphone”

Objectives:

- a. Learn the vocabulary: gadget, prolong, essential, fade, gunk render, generate, etc.
- b. Read the text and do the comprehension tasks.

Follow the procedures given below:

Pre-reading activities

- a. Ask the students to look at the picture and ask the questions:
- b. Ask the following questions to students in turn.
 - i. What is the girl in the picture doing?
 - ii. What is the danger of doing it?
 - iii. What precautions should one take while using a phone?
- c. Encourage students to speak correctly and help them if necessary.

Answers

- a. The girl is charging her telephone and using it at the same time.
- b. The risk/danger of it is that we may get an electric shock. It may overheat and cause an explosion.
- c. We should not charge and use it at the same time. We should keep it away from us while sleeping. We should avoid long conversations, etc.

While-reading activities

- a. The reading is a set of instructions “Save your Smartphone.” First, ask the students if they have a smartphone at home. Ask them how they use it and what things they avoid while using it. This will lead them more into the text.
- b. Now, tell them that they are going to read a text about the tips to use smartphones safely. Ask them to read the text in pairs and ask them to summarise each paragraph in one or two sentences. Ask them to find the meanings of the highlighted words in context they are used. If they are unable to guess the meanings, help them.

- c. Ask the students to see task A. Ask them to find the words/ phrases from the text for the meanings given in **task A**. Let them do the task in the same pairs.
- d. When the students finish the task, tell the answers to the students so that they can check their answers themselves.

Answers

- | | |
|------------------|--|
| a. prolong | v. to make something last longer |
| b. essential | vii. extremely important |
| c. fading | i. being less bright |
| d. generate | ii. to produce |
| e. gunk | iii. any sticky or dirty substance |
| f. render | iv. to cause something to be in a particular condition |
| g. notifications | vi. notices |

- e. Then lead the student to **Task B**. Ask the students to read the statements in the task and to re-read the essay. Then, ask them to write whether the given statements are true or false. Monitor their engagement in the task. Tell the students the right answers and ask them to check whether they have the same answers. They should make necessary corrections if they have wrong answers.

Answers

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

- f. Now, turn to **task C**. Ask the students to read the questions and then read the text once more. After that, ask them to write the answers in their notebooks. Monitor their writing and help them when necessary. You may assign this task as homework to the students and check their works in the next class. Make necessary corrections in their answers.

Possible answers

- a. Three uses of smartphones in everyday life: i. They help to stay connected with family and friends. ii. They keep us up to date with important schedules iii. They help us in buying groceries.
- b. We should care for our phones for their prolonged lifespan and data security.
- c. because it might catch a fire.
- d. by keeping them away from other devices.
- e. by disinfecting it with an antimicrobial spray and wipe it with a soft cloth.

Post-reading activity

In this activity ask the students, in turn, to tell the class what gadgets they have at home and how they should take care of those gadgets. Encourage the students to speak about the gadgets and their safety measures. Help them speak using the correct language function.

Sample Answer

I use my laptop, smartphone, desktop computer, iPad, etc. in my home. I clean these devices by disinfecting with antimicrobial spray and wipe them with soft clothes. I don't charge my devices up to a hundred percent. I have also set strong passwords to secure the data of my devices. This is how I care for my gadgets

11.3 Pronunciation

In this activity students need to learn pronouncing the given words by consulting a dictionary.

Objective:

Pronounce the given words correctly.

Follow these steps:

- First, introduce the words to the students. Ask if they are familiar with the words. If they are not familiar with any of the words, you may discuss their meanings.
- Ask the students to work in pairs and find the words in a dictionary and notice how their transcription is written. You can use a digital dictionary and display an example of it.
- After the students have found the phonemic transcriptions, ask them to pronounce the words or play their pronunciation through the digital dictionary.
- Ask the students, in turn, to pronounce the words given in the task. If necessary, pronounce the words yourself and ask them to follow after you.
- You can alternatively play the pronunciation from a digital dictionary.
- Ask the students to repeat after you or the audio.
- Then ask the students, in turn, to pronounce the words one by one. Repeat this until they are able to correctly pronounce the words.

Phonemic transcription of the words

impossible: /ɪm'pɑ:səbəl/

battery: /'bætəri/

zero: /'zi:rəʊ/

either: /'i:ðər/

temperature: /'tɛmpərətʃər/

germ: /dʒɜ:m/

cloth: /klɒθ/

burglar: /'bɜ:rglər/

control: /kən'trəʊl/

appear: /ə'piər/

11.4 Speaking

This speaking activity is based on the language function of the unit, i.e., giving instructions. There are three different tasks in it: Read and act out the conversation, ask questions and give instructions, and look at the picture and the given instructions to make pizza.

Objectives:

- Ask for information and give instructions to do a task.

b. Look at the picture and describe the steps/ give instructions.

Follow the given procedure:

- a. Divide the students into pairs. Assign each of them a role of conversations in **task A**. After they act out, ask them to note the sentence structures used in the dialogue.
- b. Ask them the use of such sentence structures. Help them induce the uses of such sentence structures.
- c. After that, divide students into new pairs and ask them to have conversations for the situations given in **Task B**, one asking questions how to do the things mentioned in the task, and the other giving instructions to do it. Remind the students to use the imperative sentences while answering the questions.
- d. Ask the students to work in pairs. First, let them work on writing questions and answers. After that, ask them to speak out the questions and the answers.

Answers

a. Take a photo

A: Excuse me, how can I take a photo with my smartphone?

B: First open the camera app. Once the camera app is open, frame your shot by pointing the camera at the subject you want to capture. When you're ready, tap the shutter button on the screen to take the photo.

b. Recharge a phone

A: Excuse me, how can I recharge my phone?

B: To recharge your phone, first find the charging port on your phone. Then, take the charging cable and connect one end to the charging port on your phone. Next, plug the other end of the cable into a power source, such as a wall outlet or a USB port on your computer. Your phone will start charging automatically.

c. Send an email

A: Excuse me, how can I send an email?

B: To send an email, open your email application or website. Click on the "Compose" or "New Email" button to start a new email. Then, enter the recipient's email address in the "To" field. Write your message in the body of the email. You can also add a subject line if needed. Finally, click on the "Send" button to send your email.

Print a Word document

A: Excuse me, how can I print a Word document?

B: I can help you with that! First, open the Word document that you want to print. Go to the "File" menu and select "Print" from the options. In the print settings, you can choose the printer you want to use and adjust any print preferences if necessary. Once you've set your preferences, click on the "Print" button to start printing the document.

e. Replace a light bulb

A: Excuse me, how can I replace a light bulb?

B: To replace first, take the new bulb, making sure it's the correct wattage and type for your fixture, and insert it into the socket. Twist it clockwise until it's securely in place. Finally, turn on the light switch to test the new bulb.

f. Send a text

A: Excuse me, how can I send a text message?

B: First, send a text message, open your messaging app on your phone. Tap on the "Compose" or "New Message" button, Then, enter the recipient's phone number or select a contact from your address book. Type your message in the text field. Once you're done, tap the send button, usually represented by an arrow or paper airplane icon, to send the text message.

- e. Divide the students into pairs. Now, ask the students to study the pictures in task C. Tell them that they show the steps of making a pizza. Assign each pair a picture to work on. Tell them to choose the correct instructions from the list given below the pictures. Later on ask the student from each pair to read out the instructions they have prepared. Listen to the instructions prepared by the students. Give them necessary suggestions to speak correctly.

Answers

1. First, put an apron on.
2. Next, wash your hands.
3. After that, knead the dough.
4. Then, roll the dough.
5. Next, spread sauce on the dough.
6. Afterwards, sprinkle grated cheese over the sauce.
7. Next, add desired toppings.
8. After that, bake the pizza in the oven.
9. Once baked, remove the pizza from the oven.
10. Next, cut the pizza into slices.
11. Finally, serve the delicious pizza.

Remember to maintain proper hygiene throughout the process by washing hands regularly. Enjoy your homemade pizza!

11.5 Grammar I

This grammar activity is related to the change of direct speech into indirect one.

Objective:

Change sentences from direct speech to indirect speech.

Follow the given procedure:

- a. Tell the students they are going to learn about direct and indirect speech.
- b. Ask questions to students about what they already know about direct and indirect speech.
- c. Now, ask them to read the sentences in task A and notice how they have changed into indirect speech.
- d. Ask them to make a list of components of sentences that have changed from direct speech to indirect speech. Also ask them to change how they have changed.
- e. Induce the rules of changes of sentences from direct speech to indirect speech. Elicit the changes in reporting verbs, tenses and time adverbials.
- e. Now, lead them to task B in the textbook. Ask the students, in turn, to change the given sentences into indirect speech.
- f. Ask the other students to notice the transformation their friend has made. Make necessary corrections when students make mistakes.

Answers

- a. She said that he worked in a bank.
- b. She told me that they had gone out last night.
- c. She said that she was coming.
- d. She told me that she had been waiting for the bus when he arrived.
- e. She said that she had never been there before.
- f. She told me that she hadn't gone to the party.
- g. He asked me to help him do his homework.
- h. The doctor advised the patient to take bed rest for a week.
- i. The commander ordered his soldiers to march further.

11.6 Writing I

This writing skill is related to writing instructions, particularly for preparing a recipe to cook a food item at home.

Objective:

- a. Write instructions using appropriate sentence structure.
- b. Write a cooking recipe of a food at home.

Follow the given procedure

- a. First ask one or two students in the class what their favourite food item is and if they have ever tried to cook it at home. Take their responses. Answers vary.
- b. Ask them to tell what ingredients are required to cook this food. Let them list the ingredients.

- c. After that ask them how this food is cooked. Ask them to try to tell the cooking procedure of the dish in the forms of instructions mentioning each step. Help the students to describe the procedure whenever necessary. For this, let them make a draft first.
- d. Tell the students this kind of instructional procedure of making a food item or dish is called a recipe. They have to write a recipe based on these prompts.
- e. Now, ask the rest of the students to think of the ingredients and cooking procedure of their favourite dish. They should include the ingredients required and the cooking procedure. Alternatively, assign this task as homework and check the writing of the students the next day. Provide necessary feedback to their writing.

Sample Answer:

Cooking Recipe for Rice Pudding

Ingredients

- 1 cup of white rice
- 4 cups of milk
- 4 teaspoon of sugar
- 1 teaspoon of vanilla extract
- 1/4 teaspoon of ground cinnamon
- Optional toppings: raisins, nuts, or grated nutmeg

Procedure

1. First, wash the rice thoroughly in cold water. Drain it and set it aside.
2. Then Boil the milk in a saucepan and put the rice in it stirring occasionally to prevent the rice from sticking to the bottom.
3. Once the mixture starts boiling, reduce the heat to low and let it simmer gently for about 30- 40 minutes. Stir occasionally to prevent skin from forming on the surface. After 30- 40 minutes, the rice should be tender and the mixture should have thickened.
4. Remove the saucepan from the heat and stir in the vanilla extract. Let it cool for a few minutes.
5. If desired, you can add raisins, nuts, or grated nutmeg to the pudding for extra flavor and texture. Stir them gently.
6. Now, transfer the rice pudding to individual serving bowls or a large serving dish. Sprinkle some ground cinnamon on top for added flavor and garnish.
You can serve the rice pudding warm or chilled, according to your preference.

11.7 Reading II: Weather Instruments

The second reading text in this unit is a descriptive essay on weather instruments. The text includes the introduction of some weather instruments such as barometer, thermometer, anemometer, wind vane and their uses.

Objectives:

- a. Read the text and learn the vocabulary: blessed, meteorology, sensor, parameter, aneroid, humidity, cockerel, precipitation, etc.
- b. Comprehend the text and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Tell the students that they are going to read a text about the instruments to measure weather conditions. Ask the students to say some words which they know about weather conditions. Add to their vocabulary if necessary.
- b. Now, ask them to look at the pictures/ symbols of weather conditions and describe them using the correct words from the list.
- c. Familiarize them with the vocabulary of weather such as sunny, cloudy, rainy, stormy, partly cloudy, etc.
- d. Now ask them to put correct numbers (a-f) under each symbol under each weather symbol. Then ask one or two students to tell the words representing these symbols.

Answer

- Picture /symbol 1 (first from the left to right in the first row) – sunny
- Picture/ symbol 2 (second from the left to right in the first row)- partially cloudy
- Picture / Symbol 3 (third from the left to right in the first row)- rainy
- Picture/ symbol 4 (first from the left to right in the second row) – cloudy
- Picture/ symbol 5 (second from the left to right in the second row) – snowy
- Picture/ symbol 6 (third from the left to right in the second row) – stormy

While-reading activities

- a. Ask one or two students to read the text aloud. Help the students pronounce the words and sentences correctly whenever necessary.
- b. Then ask the students to mark the unfamiliar words in the text.
- c. Discuss the vocabulary. Include the words that the students have marked as unfamiliar words. Now, you can ask the students to consult a dictionary to find the meanings. But the teacher should help them to find the meanings in context.
- d. After that, lead them to the vocabulary task in A. Ask the students to read each question in the task and to find a correct word in the text to fill in the blanks. After they have completed the

task, ask a student to tell her/his answers. Ask the rest of the students whether they also have the same answer. Make corrections in their answers if necessary.

- e. Ask students other questions as well to check their comprehension of the text.

Answers

a. stations b. thermometer c. wrapped d. humidity e. weathercock

- f. To check the students' comprehension of the text lead them to **task B**. Ask them to read the questions first and to read the text once again. Then ask them to choose the right answer from the options given. Check their work after they have completed and provide necessary feedback.

Answers

a. ii. through their physical senses
b. i. digital
c. iii. atmospheric pressure
d. ii. galvanometer
e. ii. anemometer

- g. Now, ask the students to read the questions in **task C** before reading the text once again. Ask them to write the answers to the questions in short. Alternatively, assign the task as homework and check the work the next day and provide necessary feedback.

Answers

a. Alcohol-filled thermometers are mostly used to measure temperatures below -35 degrees Celsius.
b. A barometer is used to measure atmospheric pressure.
c. The two kinds of hygrometers are dry and wet bulb hygrometers and mechanical hygrometers.
d. An anemometer gives information about the weather by measuring the speed of the wind, which can indicate the approach of a storm or the presence of strong winds.
e. The device used to measure the changes in weather conditions wind vane.
f. A rain gauge should be placed at an open place without any obstacle to collect an accurate amount of precipitation.

Post-reading activities

In this activity students are supposed to tell the various ways to predict the weather conditions.

- a. Ask the students how they generally predict about how the weather will be like in the next 24 hours. Their answers may vary. Choose some students to share their ideas and add to their answers.

Sample Answer

TV and radio: I sometimes tune into local TV or radio stations to get the latest weather updates. Many news stations have dedicated weather reporters who provide up-to-the-

minute forecasts and alerts.

Weather apps: I usually check the weather on my phone using a weather app. There are many apps available that provide hourly, daily, and weekly forecasts for any location.

Weather websites: If I'm using my computer, I'll often check the weather on a website like Weather.com or AccuWeather.com. These sites offer detailed weather information, including radar maps, satellite images, and current conditions.

Social media: Social media platforms like Twitter and Facebook can be useful for getting real-time updates on weather events. Many meteorologists and weather enthusiasts post updates and photos of current conditions, as well as forecasts for the coming days.

11.8 Listening

This listening skill is based on the language function of the unit, i.e, giving instruction. The listening audio includes a conversation between a father and daughter who are sharing a cooking recipe of their favourite item cookies.

Objectives:

- a. Follow and understand a conversation between two speakers.
- b. Comprehend the audio and do the comprehension tasks.
- c. Develop the ability to recall and retain information from spoken English.

Follow these steps:

Pre-listening activities

- a. This is a warm up activity. Instruct the students to look at the picture and ask some of them questions in turn: i. Who do you think the man in the picture is? Or, What is the profession of the man in the picture? ii. What do you think he is doing? etc. Encourage the students to tell the right answer. If they fail, help them with the right answer.
- b. Now, ask them to look at the second picture. Then ask these questions to the other students: i. What do you see in the picture? ii. What process do they show?, etc.

Answers:

- i. The man in the picture is a chef. He is probably cooking his favorite food item.
- ii. The second picture shows the process of cooking cookies.

While listening activities

- a. Tell the students that they are going to listen to the audio which includes a conversation between a father and a daughter who share their cooking recipe of cookies. Play the audio so that the students will be familiarized with the audio context.
- b. Ask them to go through the questions in **Task B.** before they listen to the audio the second time.
- c. Play the audio and ask them to tick the right answer of each question.

- d. Monitor their engagement in the listening activity and play the audio the next time so that they can check and confirm their answers. You can play the audio more times so that they can find the answers themselves and develop the listening skills.

Answers:

- a. ii. at a family member's home.
- b. i. He makes them by following a healthy recipe
- c. i. baking powder
- d. ii. at 315 degrees.
- e. i. Fun Cookies for Teenagers

- g. Now, ask the students to read the questions in **Task C**. Ask them to make some kind of expectation/ guessing of answers before they listen.
- h. Play the audio and ask the students to fill in the blanks with the correct words as they listen. Monitor students' involvement in the task.
- i. Play the audio once again so that they can confirm their answers.

Answers:

- a. preheat b. ingredients c. pinch d. entire

- j. Now, lead the students to **task D**. Ask the students, in turn, if they watch cooking shows on television. Also ask them to give reasons for their choice.

Sample Answer:

I enjoy watching cooking shows on television because I find them entertaining and informative. These shows feature skilled chefs demonstrating their techniques and sharing their knowledge about different cuisines and cooking styles. Watching cooking shows can also be a great way to learn new recipes and cooking tips that you can try at home.

11.9 Grammar II

This grammar task is related to reported speech. This activity is the continuation of the grammar tasks from **Grammar I** in this unit. However, in this section students will learn to change the imperative sentences into indirect speech.

Objectives:

- a. Change the imperative sentences from direct speech to indirect speech.
- b. Identify the features of direct and indirect speech and make choose the correct alternatives.

Follow these steps:

- a. Ask a student to recall the rules of changing statements from direct speech to indirect speech.
- b. Tell the students that they are going to learn to change imperative sentences into indirect speech.
- c. Ask the students to give some examples of imperative sentences. Add more examples of your own to students' examples.

- d. Introduce the functions of imperative sentences and the reported verbs such as request, command, order, advise, suggest, based on the functions of the sentences.
- e. Write an imperative sentence in direct speech and show the example of its change into indirect speech.

- a. *He said to me, "Please, give me a pencil."*
He requested me to give him a pencil.
- b. *The manager said to the employee, "Do your work right."*
The manager ordered the employee to do his work right.
- c. *She said to him, "Do not touch the hot water."*
She warned him not to touch the hot water.
- d. *The doctor said to him, "Avoid unhealthy foods."*
The doctor advised him to avoid unhealthy foods.

- f. Let them study changes in the examples and ask the students to induce meanings. Write more examples with more varieties and ask the students to derive rules from each of them. If necessary, explain the rules of change.
- g. Now, ask the students to change the sentences in **task A**. When they have finished, ask them to confirm the answers in pairs after discussion. Now, tell the answers and let them confirm again. Discuss how they are changed.

Answers

- a. He forbade me to use his camera.
- b. The doctor advised me to give up smoking.
- c. The electrician cautioned me not to touch the wire.
- d. The student requested if I could explain number four.
- e. She told Mrs. Shrestha not to worry about it.
- f. He instructed me/us to finish the job in an hour.
- g. Amrita requested me to help her.

- h. Now, lead the students to task B. Tell the students that this task contains both statements and imperative sentences.
- i. Ask the students to read the questions a-g and identify the types of sentences and make the choice of alternatives on the basis of the types of sentences.
- j. When the students have finished, ask some students to tell their answers in turn. Provide necessary feedback to their answers. Discuss how they are changed.

Answers:

- a. had seen
- b. she can't stay there anymore
- c. the Earth revolves round the Sun
- d. he had done his homework
- e. ordered
- f. to spend
- g. to smoke

11.10 Writing II

This task is related to newspaper article writing.

Objectives:

- a. Identify the components of a newspaper article.
- b Write a newspaper article with the correct format and layout.

Follow these steps:

- a. Bring a digital or print newspaper to the class. Display it to the students and ask the students to identify the different parts of it. Help the students to correctly identify the parts such as its headline, byline, body and the tail. Introduce them with an article.
- b. Tell them that they are going to write a newspaper article on the impact of the development of science and technology.
- c. First, ask them to brainstorm the ideas on the topic of their article. Then ask them to organize the ideas into the format of the article as shown in the example.
- d. Assign the rest of the task for homework. Check their works the next day and provide necessary feedback.

Sample Answer

Balancing the Pros and Cons of Science and Technology

By Sumit Humagain

The past 20 years have been marked by significant developments in science and technology. While these developments have brought about numerous benefits, they have also led to some negative consequences. In this article, we will explore the impact of science and technology on our lives.

On the positive side, advances in science and technology have revolutionized the way we communicate, work, and live. We can now easily communicate with people from all around the world, conduct business transactions online, and access a wealth of information on the internet. Medical technology has also improved significantly, leading to better treatment options and increased life expectancy.

However, there are also negative consequences that come with the rapid pace of technological development. One major issue is the impact on the environment. The use of fossil fuels and the production of electronic devices have contributed significantly to environmental pollution and climate change. Additionally, the rise of automation and artificial intelligence has led to concerns about job loss and the widening income gap.

Furthermore, the widespread use of social media and technology has also had a negative impact on mental health. The constant need to stay connected and the pressure to present a

perfect image online has led to increased anxiety and depression in some individuals.

In conclusion, the impact of science and technology has been both positive and negative. It is crucial for us to acknowledge the negative consequences and work towards finding solutions to mitigate them while enjoying the benefits that science and technology offer. As we move forward, it is important to strike a balance between progress and sustainability, and to ensure that technology is used for the greater good.

11.11 Project work

This project work is related to writing instructions to “connect earbuds to Bluetooth-enabled devices. Since the students are already familiarized with instruction giving and writing, they are expected to carry out this task more independently.

Objective:

Write the instructional procedure to connect earbuds to Bluetooth-enabled devices

Follow these steps:

- a. Show the students the picture of ear buds as in the task. Ask them to explore the internet and how to connect to Bluetooth enabled devices such as the smartphone. Tell them that they can simply Google it and find the procedure. If they cannot access the internet, they can ask somebody in their family or community who has been using this sort of device.
- b. Tell them that they have to do the process in the form of instructions.
- c. Divide the students into different groups based on the size of your classroom. Then ask them to work in a team to collect the procedure and to present them in a chart paper in an attractive way. Tell them to include the picture of each step.
- d. Allow students working time of two to three days. When they submit the work, check their work, give your feedback and you can even grade them.

11.12 Extra Bit

This section contains the task that gives students additional information in the unit. The extra bit in this unit gives information about transitive and intransitive verbs. The students can study the material by themselves; however, the teachers can help them by bringing more examples on the topic.

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Unit 12

People and Places

This unit revolves around the theme of people and places. People and Places are intricately intertwined, as it is the people who inhabit a particular place that shape its culture, history, and overall atmosphere, making the place unique and reflective of its inhabitants' values, traditions, and interactions. The readings and tasks are interrelated to the themes. Similarly, it has the language function of giving directions. Firstly, a short overview of the tasks in the unit is presented herewith.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Identifying and discussion about the pictures related places and people
2.	Reading I Paulo Coelho	Pre-Reading questions Choosing the correct words for completing sentences Put the events in the correct order Short-answer questions Giving reasons for selecting Paulo Coelho's book
3.	Speaking (Giving Directions)	Act out the given conversation Giving directions in the given situation
4.	Grammar I (Articles)	Articles (a, an, the)
5.	Writing I (Book review)	Writing a book review
6.	Reading II Poem: Madam and Her Madam	Pre reading questions Match the words with their meanings Short question answers Discussion kinds of discrimination in our locality
7.	Pronunciation	Pronunciation of homonyms
8.	Listening	Pictures and pre-listening questions True/False Short question answers Giving directions to get the head teacher's office from the classroom
9.	Grammar II (Articles)	Use of articles in the blank space
10.	Writing II (Biography)	Writing a biography
11.	Project work	Finding information about one of the popular personalities and sharing with friends
12.	Extra bit	Idiom
Total estimated time		8 Hours

This table presents the general overview of topics and tasks of the textbook 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.

12.1 Getting started

This is the first task of this lesson. This task prepares the students for the unit. Follow the procedures given below to facilitate the learning activities.

Objectives:

- a. Identify the places and say how we can reach there.
- b. Identify the people and say what they are famous for.

The teacher could follow these steps.

A. Where are these places? How would you get there? Discuss.

- a. Ask students to look at the given pictures. Ask them where these places are. Elicit: The place in the first picture is Kagbeni, Mustang. The place in the second picture is Shey Phoksundo Lake, Dolpa. The place in the third picture is Pathibhara, Taplejung.

Kagbeni is a village located in the Valley of Kali Gandaki River in Mustang district. It is the only “Gateway to upper Mustang”. Kagbeni is known as one of the oldest villages in the Himalayas which is very popular because of its natural beauty, culture, tradition, and landscape. Kagbeni lies in the Baragung Muktikshetra Rural Municipality of Mustang district in Gandaki province of western Nepal.

Nepal's deepest and second largest lake, **Phoksundo Lake**, lies in Dolpa district. It is considered the most beautiful destination in the Dolpa district.

Pathibhara is one of the most famous temples in Nepal, located on the hill of Taplejung. It is also considered one of the holy places for the Nepalese people. Worshippers from different parts of Nepal and India visit the temple during special occasions, as it is believed that a pilgrimage to the temple ensures the fulfillment of the pilgrims' wishes.

- b. Ask them to work in pairs. Tell them to search or discuss how they could go there from their place. Ask the pairs to say how we can get there. The students' replies vary according to their location and availability of means of transportation.
- c. Lead the discussion towards the use of the language used for giving directions i.e. Take a flight to Bhadrapur. Then take a bus or van to Phungling, district headquarter. Take a van up

to Thulo Phedi. Then, have a trek to Pathivara temple. It will take Hours to reach there, etc. Elicit that the theme focuses on language function for giving direction.

B. Identify the following people and say what they are famous for.

- a. Ask the students to see the people, discuss in the same pair and identify the people first. Elicit: The man in the first picture is singer Bhaktaraj Acharya. The people in the second picture are Dipak Bista and Ayesha Shakya. The woman in the third picture is Pushpa Basnet.
- b. Tell them to discuss what they are famous for or ask them to search about. Tell them to share when they find it. If they can't find what they are famous for, help them.

The first picture is of Bhaktaraj Acharya. He is a Nepali singer and music-composer. He is widely known as one of the greatest singers of all time in Nepal. He is also commonly referred to as Bhajan Shiromani.

Dipak Bista and Ayesha Shakya are taekwondo players. They have participated in different national and international events in taekwondo.

The third picture is of Pushpa Basnet. She is a social worker working for strengthening the rights of children living behind the prison with their parents. Her effort was recognized by national and international media. She won CNN Heroes Award in 2012. She also won the 'CNN Super Hero Award' in 2016.

- c. Tell the students that this theme is related to the theme 'People and Places'. So, it deals with giving directions and descriptions of people as well.

12.2 Reading I: Paulo Coelho

The first reading text in this unit is a biography 'Paulo Coelho'.

Objectives:

- a. Learn the vocabulary: dreamed, discouraged, torture, abandon, radically, phenomenon, perceive, instability, investigation, invasion, embroider, reincarnate, excerpts, prestigious, inspiring, devoid, etc.
- b. Read the text and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Start with pre-reading questions: How much do you love reading? What is the name of the last book you read? Take responses from the students. Ask about the theme or subject matter of the book you read last. The answers vary.
- b. Ask the students: Who is your favourite writer? Ask them to share something interesting about him or her.
- c. Praise students' responses. Encourage them to share their ideas.
- d. Ask who they think the person in the picture is. Give clues to elicit: Paulo Coelho.

- e. Ask the students to list the highlighted words. Call them to a word game called: ‘My word’. For this, each student in the class takes the responsibility for thoroughly learning a few words – then teach them to peers.
- f. Assign each student 2-3 words (my words) from the lesson or equal as per students in the class. Ensure that it includes the highlighted vocabularies.
- g. Tell them that they are the ‘word expert’ for those vocabularies. Tell them to search the meanings and ask them to construct a card for each vocabulary using the word’s definition, part of speech and an illustration, etc.
- h. After a “word expert” is finished with his or her cards, the student presents her cards to a classmate and they exchange cards so that all students in the class know the meaning of the words.
- i. To check their understanding, ask them to do **task A**. First tell them that they will complete the table below with different word class of these words.

Noun	Verb	Adjective
embroidery	embroider	embroidered
torture	torture	tortuous, tortured
attraction	attract	attractive
inspiration	inspire	inspiring
investigation	investigate	investigative

- j. Now ask them to complete the sentences with the words from the table.

Answers

a. inspiring b. torture(d) c. embroider d. investigation e. attracting

While-reading activities

- a. Read the text at a normal speed and ask the students to listen carefully.
- b. Ask students in turn to read the text loudly and clearly so that they will develop the reading skills of fluency and accuracy.
- d. Ask them to work in groups of four. Ask them to read the text and enlist the major information on the following headings:

Paulo Coelho

1. Life events: Born, marriage, death
 2. Child and adult life
 3. His major works and publication
 4. Awards
- e. Ask the groups to share.

- f. Ask them to see **task B**. Tell the students that they will work in the same group to order the sentences in task B as a strip game. Prepare the strip cards as per the number of groups. Each group will get a bundle of strips of the sentences a-h in **task B**.
- g. Provide the strips to all groups and tell them that they have to work in groups to order the events in the strips as per the lesson. Tell them that when they finish ordering, the group will shout ‘Bingo’
- h. Record the first 3 bingo groups. Ask the first group to say the sentences in the chronological order. If the group manages to do it correctly, declare the group as a winner. If the group is wrong, ask the second bingo group to tell in the chronological order and declare it as a winner. If the second group is unable, then do the same process for the third bingo group and so on till the events are chronologically ordered.

Answers (in order)

1. g. Coelho wanted to become a writer.
2. d. He stayed in a mental hospital.
3. b. He was enrolled in a law school.
4. f. He left school and lived the life of hippie.
5. a. He travelled to Santiago de Compostela which inspired him to write *The Pilgrimage*.
6. h. Coelho wrote the allegorical novel *The Alchemist*.
7. c. He got married to the artist, Christina Oiticica.
8. e. Coelho established the Paulo Coelho Institute.

- i. To further assess the reading comprehension of the students, ask them to answer the questions in **task C**. Help them when necessary. Check their writing after they finish writing.

Answers

- a. because they wanted him to be a lawyer.
- b. A pilgrimage to Santiago de Compostela which inspired him to write *The Pilgrimage*
- c. because it became a worldwide phenomenon being the most translated book in the world with the sale of 35 million copies
- d. Most of his books are autobiographical in nature and deal with spiritually and faith, societal impacts on individuals and love.
- e. Any two evidences: i. His books are translated in many languages, ii. He is the world's most widely read author, iii. He has received several prestigious awards
- f. His books merely promote vague spirituality devoid of rigour.
- g. The two books which focus on Coelho’s travels are Aleph and Hippie.

Post-reading activity

- a. Ask students which of Paulo Coelho's books they would like to read. Ask them to give reasons.
- b. Take students' responses. The reasons students give would vary. Some might say it is the best seller, some might say that they like autobiographies, and so on.

12.3 Speaking

This speaking activity is based on the language function of giving directions. There are two different tasks in it: A. Read and act out the given conversation about directions. Then have similar conversations in pairs, to get to some places on the map. B. Work in pairs. Give directions in the following situations.

Objectives:

- a. Have conversations to get to some places on a map.
- b. Give directions in the given situations.

Follow the following procedure in the tasks given below:

A. Read and act out the given conversation about directions. Then have similar conversations in pairs, to get to some places on the map.

- a. Get two volunteer students to act out the given conversation.
- b. Ask the whole class to underline the expressions for giving directions. Elicit that these expressions are used for directions: Go straight on, and then turn left at the crossroads. It's about 100 metres on your left.
- c. Now, show the maps in the textbook and model how you can reach one of the given places i.e Go straight. Pass the first crossroad till you get to the roundabout. You see the Grocery store on your right.
- d. Put the students in pairs and tell them that they have to have a similar conversation in which one will ask how to get to all the places in the map and the other will give directions. They will change their roles when once done.

Sample conversation:

A: Excuse me, how can I get to the hospital?

B: Go straight till you reach the roundabout. Take the first turn on your left. Move 100 metres ahead along the second street. You will get the hospital on your right.

The students are to be made to ask for all the places in the map and the member in the pair will give directions for all the places.

- e. Move around the class and see how they are having conversations. Help wherever required.

B. Work in pairs. Give directions in the following situations.

- a. Put the students in pairs. Ask one of the students in pairs to ask questions to go to the places in the clues and the other to respond. Move around the class and check their conversation.
- b. Ask them to change the roles and practise more. Help them where necessary. The answers vary according to the place they are having conversation.

The students give directions:

- a. to get to the school library
- b. go to a nearby bank in the area
- c. to come to your house
- d. to meet the headteacher in her office
- e. to go to the stationery shop

12.4 Grammar I

This grammar item is related to the use of articles (a, an, the). There are 2 tasks in this section.

Objective:

Use 'a', 'an', 'the' correctly.

Follow the given procedure:

- a. Ask the students to look at **task A**. Tell them to mark **a**, **an** and **the** in the story.
- b. Ask them how and with whom they are used. Elicit: They are used before a noun. Point to each use and ask whether they are singular or plural. Explain that **a** and **an** are used before a singular countable noun. Also emphasize that the use of articles (a, an) depends on sounds, ask the students to pronounce the words carefully to know the beginning sound. Tell them that if the word has begun with a consonant sound, use 'a' and if the word has begun with a vowel sound, use 'an' before the noun. 'The' is used when it is defined/specified as particular.

We use 'a' before a singular noun that starts with a consonant sound.

We use 'an' before a singular noun that starts with a vowel sound.

We use 'the' before a noun (either singular or plural) that is defined or specified.

- c. Provide other examples and clarify the use of **a**, **an**, **the**.
- d. Tell them to see **task B** and ask them to complete the sentences using the correct articles.

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

- e. Ask one of the students to read the sentences. Correct him/her with feedback and discussion. Ask others to correct themselves based on the feedback.

12.5 Writing I

This task aims to develop the skills of writing a book review.

Objective:

Write a book review of a book read recently.

Follow the given procedure:

- a. Tell the students to observe the picture and ask what it is. Take their responses and elicit: It's a book by Paulo Coelho.
- b. Ask them what type of text in the box is. Elicit: It's a book review.
- c. Tell the student to read the review and ask them to note down the features of its language.
- d. Ask them to share. They might say: It's about the book. It briefly reviews the content, style, presentation and other features in the book.
- e. Now, ask them if they have read some other book reviews and discuss what is to be included in the review. Come to the conclusion that it generally includes the introductory part (title, author, year of publication, characters, and genre), review of the content/subject matter, style, presentation, other features and concluding viewpoint of the reviewer in terms of readers' perspective in general.
- f. Ask the students to make a mind map for the book review they have to write. They will make the mind map in terms of the conclusions they have made earlier when analysed the given book review.
- g. Ask the students to write a book review of the book they have recently read. Set this task as homework.
- h. Check their writing and provide feedback.

12.6 Reading II: Madam and Her Madam

The second reading text in this unit is a poem entitled "Madam and Her Madam" written by the American poet Langston Hughes.

Objectives:

- a. Learn the vocabulary: mean, get through, scrub, pack-horse, dogged, etc.
- b. Read the poem and do the comprehension tasks.

Follow these steps:**Pre-reading activities**

- a. Ask the students what they can see in the picture. Take their responses.
- b. Deal with pre-reading questions: What are the two women doing? What do you think the relationship is between the two women? Elicit: A woman is sitting and having a drink and another woman is working in the kitchen. Their relationship seems to be the mistress and the servant.

While-reading activities

- a. Recite the poem aloud to the class with the correct rhyme and rhythm. You can alternatively play the audio searching from the online sources if possible in your context. Audio from the online sources helps the students get the different tone and taste in the poem.

- b. Ask the students if they know about Langston Hughes. Add information to students' details if necessary.

About Langston Hughes

James Mercer Langston Hughes is an American poet, social activist, novelist, playwright, and columnist from Joplin, Missouri. His poetry and fiction portrayed the lives of the working-class blacks in America, lives he portrayed as full of struggle, joy, laughter, and music.

- b. Now, ask the students to mark the unfamiliar words from the poem. Then discuss the meanings of the words that the students have marked.
- c. To make sure that they have got the meanings of the vocabulary, ask them to match the words with their meanings in task A.

Answers:

- a. mean: iv. unkind
b. get through: vi. to manage to do or complete something
c. dinner: vii. the main meal of the day
d. break down: iii. to cease to function; collapse
e. pack horse: ii a horse that is used to carry heavy loads
f. Madam: v. a formal and polite way of speaking to a woman
g. dogged: i. not giving up easily

- d. Ask the student to read the poem and help students to interpret it in detail.

Summary of the poem

This poem "Madam and her Madam" is told in the voice of a woman who works as a maid, cook, and nanny for a woman who is not mean but makes excessive demands of her.

It utilizes irony to convey the delicate conflict between a wealthy white woman and the black woman, Alberta, she uses to complete the many tasks of the household. Hughes employs the voice of a black woman in this poem, using first person narration to allow the reader inside the inner struggle of the plight of many black women of this era.

The poem begins by noting that Alberta, doesn't work for a mean woman; likely the wealthy woman is oblivious to the amount of work it takes to complete the tasks she assigns. She has never had to do the work herself. Cleaning a twelve-room house at the time the poem was set, before the civil rights era, also indicates a great deal of wealth; this would have been an extremely large house for this time period. The speaker is tasked with cooking all meals for the family and for taking care of all the children. She takes care of all the laundry of each family member (without a washer) and is even responsible for making sure

the dog is walked to get enough exercise.

It is too much.

The speaker breaks. She finally confronts her white employer about the workload but is careful to do it with a sense of humor, asking if she is trying to make a "workhorse" out of her. Written far before the civil rights era, the speaker is aware that she could face danger if she utilizes an improper tone.

The tone of the white woman is a dramatic dismissal. She "cries" that she loves Alberta but offers no further assistance for her work. And of course she *is* thankful for Alberta; after all, it is through Alberta's work that she is able to enjoy a life of great leisure.

In the end, we hear the speaker's voice as she tells her employer,
But I'll be dogged
If I love you!

One has to imagine that these lines were delivered with the same tone of humor because an outright confrontation would not have been a wise delivery. She thus conveys her frustration and makes her employer aware of her need for additional employees or a reduction in the workload by using the same dramatic, yet ironically honest, tone, mimicking her employer.

f. Now assess the students' comprehension of the poem through questions in **task B**. Check their answers.

Possible Answers:

- a. No, she wasn't really mean. The speaker says it to describe her hard work in an ironic manner.
- b. The list includes a number of works: cleaning the house, preparing breakfast, dinner, supper, taking care of children, washing and ironing clothes, scrubbing, walking the dog, etc.
- c. Lots of work/heavy workload.
- d. Madam responded in such a way that she denied the charge and professed her love for the maid.

Post reading activity

Ask the students if such discriminations prevail in our society. Ask the students to work in groups, discuss the types of discriminations that are in existence in our society. Ask them to enlist and share in the class.

12.7 Pronunciation

This activity acquaints the students in pronouncing the word with silent letters.

Objective:

Pronounce the given homonyms correctly.

Follow these steps for the task:

Find the following homonyms in a dictionary and write their different meanings. Note how they are pronounced.

- Write the word 'can' on the board and ask what the meaning of 'can' is. Write the meanings as:
Can: (v) i. 'be able to'
(n) ii. a metal container in which food and drink is sold
- Ask the students what they would call for a word that is spelt like another word (or pronounced like it) but that has a different meaning. Elicit: Homonyms
- Tell them that the words given in the pronunciation section are homonyms. Ask them to write different meanings of the given words from a dictionary along with their pronunciation. Set this as homework.
- Ask one of them to share the meanings and also ask him/her to pronounce the words.
- Help in pronouncing the words if they are not able to do.

Words	Pronunciation	Meanings
address	/ə'dres/	1. (n.) details of where somebody lives or works and where letters, etc. can be sent 2. v. (formal) to think about a problem or a situation and decide how you are going to deal with it
band	/bænd/	1. n. a small group of musicians who play popular music together, often with a singer or singers 2. [v. usually passive] to put a band of a different colour or material around something
Bat	/bæt/	1. n. a piece of wood with a handle, made in various shapes and sizes, and used for hitting the ball in games such as baseball, cricket and table tennis 2. v. [intransitive, transitive] bat (something) to hit a ball with a bat, especially in a game of baseball or cricket

current	/'kʌrənt/	1. Adj. [only before noun] happening now; of the present time 2. n. the movement of water in the sea or a river; the movement of air in a particular direction
express	/ɪk'spres/	1. v. to show or make known a feeling, an opinion, etc. by words, looks or actions 2. adj. travelling very fast; operating very quickly
fair	/feə(r)/	1. Adj. acceptable and appropriate in a particular situation 2. n. a type of entertainment in a field or park at which people can ride on large machines and play games to win prizes
kind	/kaɪnd/	1. n. a group of people or things that are the same in some way; a particular variety or type 2. adj. caring about others; gentle, friendly and generous
lie	/laɪ/	1. v. (of a person or an animal) to be or put yourself in a flat position so that you are not standing or sitting 2. n. a statement made by somebody knowing that it is not true
match	/mætʃ/	1. n. countable] a sports event where people or teams compete against each other 2. v. to find somebody/something that goes together with or is connected with another person or thing
pound	/paʊnd/	1. n. the unit of money in the UK, worth 100 pence 2. v. to hit something/somebody hard many times, especially in a way that makes a lot of noise
ring	/rɪŋ/	1. n. a piece of jewellery that you wear on your finger, consisting of a round band of gold, silver, etc., sometimes decorated with precious stones 2. v. ring somebody/something (with something) to surround somebody/something
right	/raɪt/	1. Adj. true or correct as a fact 2. n. the right side or direction 3. v. right something to correct something that is wrong or not in its normal state
rock	/rɒk/	1. n. the hard solid material that forms part of the surface of the earth and some other planets 2. v. to move gently backwards and forwards or from side to side; to make somebody/something move in this way
spring	/sprɪŋ/	1. n. the season between winter and summer when plants begin to grow

		2. v. jump/move suddenly
tender	/'tendə(r)/	1. Adj. kind, gentle and loving 2. v. to make a formal offer to supply goods or do work at a stated price 3. n. a formal offer to supply goods or do work at a stated price

12.8. Listening

This listening task is related to a conversation between a lady and a man who gives directions for the city.

Objective:

Comprehend the audio and do the tasks.

Follow this procedure:

Pre-listening activities

- Ask the students to look at the picture. Ask them questions such as: Where do you think the three people are? What do you think the man with the map is asking for? What do you think the lady is doing?
- Take students' responses. Encourage them to talk about based on the picture.

Possible answers

- The three people are on the way to somewhere. The man with the map is asking for the directions. The lady is giving direction to the man with the map.

While listening activities

- Ask the students to read the questions in **task B** and tell them that they have to write True or False based on the audio they listen.
- Play the audio and ask the students to do the task. Make sure that each student is engaged in listening tasks.
- After the completion of the first play, tell them that you are going to play the audio once again. This time they will check their answer.

Answers

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

- Ask the students to read the questions in **task C** and make sure that they understand the task.
- Play the audio and ask the students to do the task. Move around the class and make sure that each student is engaged in listening tasks.
- Play the audio once again and tell them to check their answers. Play till they find the correct answers.

Answers

- To take a bus to the museum

- b. to get a feel for the city
- c. on the corner
- d. go over the junction, keep going straight and will see a bus stop
- e. always ask someone else

Post listening activities

- a. Ask if any of them can give directions to a new friend in your school to get to the head teacher's office from your classroom.
- b. Ask him/her to give the directions. Ask other students if she/he is right. Help when required.

12.9 Grammar II

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

Objectives

Use 'a', 'an' and 'the' correctly.

Follow these steps

- a. Ask the students to do the task, as this has already been dealt sufficiently. You can assign this as a home assignment. Check their answers.

Answers

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

- b. Do whole class feedback. Ask them to self-study further by taking a grammar book as a reference.

12.10 Writing II

This task is related to writing a biography of a Nepali National Poet, Madhav Prasad Ghimire, based on the outline given below.

Objective:

Write a biography of a Nepali National Poet, Madhav Prasad Ghimire, based on the outline given below.

Follow the given procedures:

- a. Ask students to read the outlines given. Deal with difficult words.
- b. Discuss about the format and language used in this case. Explain that they have to form the sentences in past tenses based on the clues given.
- c. Tell them that they must include all the information about birth, childhood, career, works, awards and honours, personal life, death in the biography.
- d. Ask them to write a biography. Set this as an individual home assignment. Check their work the next day.

Sample answer:

Madhav Prasad Ghimire

Madhav Prasad Ghimire, the renowned Nepali National Poet, was born on 23 September 1919 in Pustun, Lamjung. After his mother's demise, he was raised by his father and grandfather, where he learned the Panchanga and later pursued his education in Duradanda, Lamjung, and Kathmandu, specializing in Sanskrit. He also studied in Banaras, India.

His writing journey began in Lamjung, where he started as a writer for Bhashanubad Parishad and later became an editor for The Gorkhapatra. Ghimire's notable works include "Gauri" (epic), "Malati Mangale," "Manjari," "Indrakumari," "Rastra Nirmata," "Kinnar-Kinnari" (lyrical anthology), "Charu Charcha" (essay collection), "Aafno Bansuri Aafnai Geet," "Himal Pari Himal Wari," "Aswathama," and "Rajheswari and Shakuntala" (epic).

Throughout his career, Ghimire received numerous awards and honors, including the Distinguished Academy Medal-Shree Prasiddha Praval Gorkha Dakshinabahu, Bhanubhakta Award, Tribhuvan Pragya Puraskar, Padmashree Sadhana Samman Puraskar, and Sajha Award.

In his personal life, Ghimire had six daughters and two sons from two marriages. Sadly, he passed away on 18 August 2020 at the age of 100 in Lainchaur, Kathmandu, and was cremated with state honors, leaving behind a remarkable legacy in Nepali literature

12.11 Project work

This project work is related to finding the important details of a popular personality and sharing it with their friends.

Objective

To collect important details of a popular personality and present in the class

Follow the following procedure:

- a. Tell the students that this is a group task. Form a group of fours. Instruct them that they must work in collaboration with each other.

- b. Clarify the task. Tell them that they should find the information about any one of the popular personalities in their locality and note down important details of his/her life. For this, ask them to visit the person themselves or they ask for information from seniors.
- c. Ask them to prepare an attractive presentation on a chart paper. They can use his/her photo, other visuals or other graphics. Assign this project work for a week. Help them when required.
- d. Let the group share their presentation. Rank the task and keep a record. This can be used as an internal assignment task too.

12.12 Extra Bit

This section of the unit includes an introduction to idiom with some examples. Students study the material themselves.

-O-

Unit 13

Organization Profile and Authority

This unit is based on the theme of organization profile and authority. There are national and international organizations in every country. They are responsible for providing people with essential services, such as education, healthcare, and transportation. They also play a role in shaping our culture and society. In this unit, students will learn about the different types of organizations, their authority, and the roles they play in our lives. The unit will provide insight on benefits and challenges of working with organizations. By the end of this unit, students will have a better understanding of how organizations work and how you can get involved in making a difference in your community.

The Reading texts of this unit are based on the theme of the unit while listening and speaking activities focus on the language function, i.e. describing purpose and function.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Study the logos of the organization and discuss why they are established.
2.	Reading I Profile: Asian Development Bank (ADB)	Pre-Reading questions Vocabulary (Crossword Puzzle) Fill in the gap with correct words from the text. Short-answer questions Post reading question
3.	Pronunciation	Pronounce the given words in British and American English.
4.	Speaking Describing Purpose and Function	Act out the given conversations in pairs. Work in pairs and have conversations using the clues. Say the names of the objects and their functions.
5.	Grammar I Connectives: because, because of, so that, to, for, although, in spite of	Make as many sentences as possible from the table. Complete the sentences with the correct connectives.
6.	Writing I Advertisement	Study the given advertisement and design advertisements for the given items.

7.	Reading II Letter of Congratulations	Pre reading questions Find words in the text and complete the sentences. Short answer questions Post reading question
8.	Listening Conversation between father and daughter	Pre-listening questions (Look and answer) Listen and tick or cross the items Multiple choice questions Short answer questions Post-listening question
9.	Grammar II Connectives	Join the sentences with the correct connectives.
9.	Writing II Message of congratulations	Study the sample and write a message of congratulations.
10.	Project work	Prepare a profile of an international organization.
11.	Extra bit	Plural of words ending in 'f' or 'fe'
Total estimated time		9 Hours

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

13.1 Getting started

This is the first task of the unit. This task leads the students towards the theme of the unit, i.e., organization profile and authority

Objectives:

- a. Identify the names the logos of the organizations
- b. Say why these organizations were established in Nepal.

Follow the given procedures.

- a. Show the students the given logos and tell them that they represent some international organizations which are in Nepal as well. Ask them the following questions.
 - i. Have you seen these logos ever before?
 - ii. Where did you see them?
 - iii. What organizations do they represent?
 - iv. What services are these organizations providing in Nepal?, etc.

- b. Listen to the answers of the students. As per the requirement, help them to identify the name of the organizations and the purposes of their establishment in Nepal or add to the information that the students provide.

Answers

a. The first picture (logo) represents the National Human Rights Commission, Nepal. The NHRC was established in 2000 as a statutory body under the Human Rights Commission Act 1997 (2053 BS). The Interim Constitution of Nepal 2007 (2063 BS) made the NHRC a constitutional body.

The purpose of the NHRC is to protect and promote human rights in Nepal. The Commission has a broad mandate to investigate and inquire into human rights violations, to review the implementation of human rights laws and policies, and to educate the public about human rights. The NHRC also has the power to make recommendations to the government on how to improve the human rights situation in Nepal.

b. The second logo represents South Asian Association for Regional Cooperation (SAARC). SAARC is a regional intergovernmental organization of eight countries in South Asia. It was established in 1985 with the signing of the SAARC Charter in Dhaka, Bangladesh. The headquarters of SAARC is located in Kathmandu, Nepal. The objectives of SAARC are to promote economic cooperation, social progress, cultural development, and collective security among its member states.

c. The Third picture (logo) represents the World Health Organization (WHO). The World Health Organization (WHO) is a specialized agency of the United Nations that is concerned with international public health. It was established in 1948. Its headquarter is in Geneva, Switzerland. The WHO's mission is to "lead the world in the fight against disease and ensure the health and well-being of all peoples."

13.2 Reading I: Asian Development Bank Institute (ADBI)

The first reading text in this unit is a profile entitled "Asian Development Bank Institute (ADBI)".

Objectives:

- a. Learn the vocabulary: think tank, independent, strategies, strategic, emerging, perspectives, enhance, strive, insight, intellectual, likeminded, collaboration, implications, distinguished, seminars, inputs, consensus, forum, conference, etc.
- b. Read the text and do the comprehension tasks.

Follow the procedures given below:

Pre-reading activity

- a. Ask for students' prior knowledge about this institution. Ask them the following questions.
 - i. What does ADBI stand for?
 - ii. What kind of organization is it?
 - iii. Is it established in Nepal as well?
 - iv. What kind of work does this organization do?, etc.
- b. Listen to the students and add to their points. Explain to the students what kind of organization is Asian Development Bank Institute is and what work it does around the world.

The given reading text is an organization profile of ADBI. ADBI is a think tank based in Tokyo, Japan. It was established in 1997 to help build capacity, skills, and knowledge related to poverty reduction and other areas that support long-term growth and competitiveness in developing Asia and the Pacific. ADBI's objectives are to identify effective development strategies, improve the capacity for sound development, and disseminate its knowledge widely.

While-reading activities

- a. Ask students to see the highlighted words in the text. Ask if they understand these words in the context they are used in the text. Then discuss the meanings of words in context. You can choose suitable activities for your classroom and discuss the vocabulary in context.
- b. Put students in pairs, and then have them read one paragraph at a time silently. When they finish, ask them to take turns summarizing or paraphrasing the paragraph they have just read. Do this for the whole lesson so that they get the good reading comprehension skill on the lesson.
- c. Ask one or two of the students to summarize the whole lesson to the class.
- d. Tell students to see the puzzle and work individually to fill in the puzzle on the basis of the given clues in **task A**. Monitor students' engagement in their work. When the students finish the puzzle, check their work and make corrections if necessary.

Answers

ACROSS

2.FORUM 3.STRATEGY 4.IMPLEMENTATION 6.CONSENSUS
 7.CONFERENCE 8.PERSPECTIVE

DOWN

1.COLLABORATION 3.SYMPOSIUM 5. PROPOSAL

- e. Now, lead the students to **task B**. Ask the students to read the questions, and to read the text once again. Instruct them to work individually to complete the sentences with the suitable words/ phrases from the text. Remind the students to follow the order of the questions while trying to find the answer to them in the text. When they have finished, ask the students, in turn, to read and tell their answers. Ask the rest of the students to check their answers. Review their answers and make corrections if necessary. You can assign this task as homework.

Answers

- a. ADBI
- b. strategic advantage
- c. intellectual input
- d. priority sectors
- e. extensive

f. Now, turn to **task C**. Ask the 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 the students and check their works in the next class. Make necessary corrections in their answers.

Answers

- a. ADBI stands for Asian Development Bank Institute.
- b. ADBI is supported by an independent Advisory Council whose members serve for two years.
- c. Two objectives of ADBI are:
 - i. To identify effective development strategies
 - ii. and improve the capacity for sound development of agencies and organizations engaged in development work in ADB's developing member countries (DMCs).
- d. ADBI runs its programmes in collaboration with international, regional institutes and agencies.
- e. ADBI's research programmes contribute to development policy debate and help to identify effective development strategies and improve the capacity for sound development in the region.
- f. The forms of ADBI's capacity-building and training programs include policy dialogues, course-based training, and e-learning.
- g. ADBI distributes its research results and outputs through multiple channels, including media, publications, webpage, and social media.

Post-reading activity

In this activity ask the students to tell about an international organization in Nepal like ADBI.

- a. Divide the students into small groups. Ask them to think of an international organization working in Nepal similar to ADBI. Ask them to find the following information about the organization.
 - i. Name of the organization
 - ii. The works it is carrying out in Nepal.
- b. Let the students have a discussion for some time then ask a representative student from each group to tell about the organization on the basis of the information they have collected.

Sample profile:

The United Nations Development Programme (UNDP) is a United Nations agency that

works to eradicate poverty, reduce inequality, and build resilience. UNDP has been working in Nepal since 1952, and has supported a wide range of development initiatives, including:

Poverty reduction: UNDP has helped to improve access to education, healthcare, and other essential services for poor people in Nepal.

Disaster risk reduction: UNDP has helped Nepal to build resilience to natural disasters, such as earthquakes and floods.

Good governance: UNDP has supported efforts to strengthen democratic institutions and promote good governance in Nepal.

Gender equality: UNDP has worked to promote gender equality and empower women in Nepal.

Environment: UNDP has helped Nepal to protect its environment and promote sustainable development.

UNDP's work in Nepal has had a significant impact on the lives of people in the country. For example, UNDP helped to reduce poverty by over 20% between 2000 and 2015. UNDP also helped to improve access to education for over 1 million children in Nepal.

13.3 Pronunciation

This activity focuses on developing students' awareness of the pronunciation differences between British and American English. By consulting a dictionary and identifying the pronunciation of selected words, students will enhance their understanding of the variations in vowel sounds, word stress, and other pronunciation features between the two accents.

Objectives:

- Consult a dictionary to identify and compare the pronunciation of selected words in British and American English.
- Recognize and produce the correct pronunciation for each accent.

Follow these steps:

- Briefly discuss the concept of British and American English pronunciation variations.
- Ask the students to read the words given in the task and instruct them to use dictionaries to identify the pronunciation of each word in both British and American English.
- Play the pronunciation of the words in both accents through a digital dictionary and ask the students if their identification was correct. If necessary, ask them to repeat after the audio play.

Phonemic transcription of the words in both accents

Word	American Pronunciation	British Pronunciation
knowledge	/ˈnɑlɪdʒ/	/ˈnɒlɪdʒ/
poverty	/ˈpɒvərti/	/ˈpɒvəti/
government	/ˈɡʌvərmənt/	/ˈɡʌvənmənt/

officer	/ˈɒfɪsər/	/ˈɒfɪsə/
responsibility	/rɪˌspɒnsəˈbɪləti/	/rɪˌspɒnsəˈbɪləti/
advantage	/ədˈvæntɪdʒ/	/ədˈvɑːntɪdʒ/
expert	/ˈɛkspərt/	/ˈɛkspɜːt/
conference	/ˈkɒnfərəns/	/ˈkɒnf(ə)rəns/
topic	/ˈtɒpɪk/	/ˈtɒpɪk/
economic	/ˌiːkəˈnɒmɪk/	/ˌiːkəˈnɒmɪk/

13.4 Speaking

This speaking lesson is based on the language function of the unit, i.e., describing purpose and function. It aims to develop students' speaking skills through pair conversations and describing objects and their uses. The lesson focuses on practising functional language and enhancing students' ability to communicate effectively.

Objective:

Describe the function and purpose of the different objects using the correct language structure.

Follow the given procedure:

- Begin the lesson by engaging students in a short discussion about everyday objects and their uses. Encourage students to share their ideas and opinions. Explain the correct way to talk about the purpose/ uses of things and objects.
- Next, Divide students into pairs. Provide Conversation I in **task A** as a model and have students act it out in pairs. Monitor their conversations and provide feedback on pronunciation, fluency, and accuracy.
- Repeat the process with Conversation II, ensuring students switch roles for each conversation.
- Instruct pairs to create similar conversations using the given clues. Monitor and provide support as needed, focusing on fluency and accuracy.
- Now, ask the students to mark the sentences used for describing purpose and functions in the given conversation samples. Elicit the language usage with more examples.
- Now, ask students in the same pairs to have similar conversations using the clues given in **task B**.

Sample conversations

A calculator

A: What is a calculator used for?

B: A calculator is used for making calculations.

A radio

A: What do we use a radio for?

B: We use a radio to listen to news, songs, and other programs.

A camera

A: What do we use a camera for?

B: We use a camera for taking photos.

A mobile phone

A: What do we use a mobile phone for?

B: We use a mobile phone to make calls, send text messages, and access the internet.

A printer

A: What do we use a printer for?

B: We use a printer for printing documents.

A refrigerator

A: What do we use a refrigerator for?

B: We use a refrigerator to keep food fresh.

Here are some additional conversations that you can have using the same objects:

- g. Move around the class and monitor students if they are doing right. Support when required.
- h. Assign the same pairs to work on pictures in **task C**. Ask them to identify the object, then make a question about its use and answer using the correct language structure. Let them prepare for some time and have the conversation. Listen to their conversations; provide support as needed, focusing on accuracy and language usage.

Sample conversations:

Watch

A: What is a watch used for?

B: A watch is used for telling time.

Scissors

A: What are scissors used for?

B: Scissors are used for cutting things.

Broom

A: What is a broom used for?

B: A broom is used for sweeping.

Hammer

A: What is a hammer used for?

B: A hammer is used for hitting things.

Sickle

A: What is a sickle used for?

B: A sickle is used to harvesting crops.

Bucket

A: What is a bucket used for?

B: A bucket is used to carry water.

Staple machine

A: What is a staple machine used for?

B: A staple machine is used to staple papers.

Pan

A: What is a pan used for?

B: A pan is used for cooking food.

Cupboard

A: What is a cupboard used for?

B: A cupboard is used for storing things.

13.5 Grammar I

This grammar activity focuses on using different kinds of connectives to express purpose, reason and contrast. Students will practise constructing sentences using the given phrases and apply the understanding of the connectives such as because, because of, so that, to, for, although, and in spite of.

Objectives:

- a. Use connectives such as because, because of, so that, to, for, although, and in spite of correctly in sentence construction.

b. Apply appropriate connectives to express purpose, reason, and contrast in sentences.

Follow the given procedure:

- a. Begin with the discussion and explanation of the objective of this grammar lesson. Then ask the students to read the table in task A and construct sentences from it as shown in the example.
- b. Monitor their engagement in the work and support them to create meaningful sentences.
- c. Ask the students to share their sentences in turn. Discuss how different connectives have been used in the sentences they have formed. Explain, briefly, the uses of 'to', 'in order to', 'is for' and 'is meant for' based on the sentences formed from the table.

Sentences from the table

- a. A rice cooker is meant for cooking.
- b. A washing machine is for washing clothes.
- c. She's got a driving license to drive a car.
- d. Mahanta took Maths in order to be an engineer.
- e. Mina went to university to be a lecturer.
- f. A rice cooker is meant for cooking rice.
- g. A washing machine is for washing clothes effectively.
- h. She's got a driving license in order to drive a bus.
- i. Mahanta took Maths to pursue a career as an engineer.
- j. Mina went to university to become a lecturer.

- d. Now, lead the students to **task B**. Tell them that they will learn the uses of 'because, because of, so that, to, for, although, in spite of'.
- e. Write the following sentences on the board. Discuss the uses of 'because, because of, so that, although, in spite of'.

They cancelled the journey **because of** the rain. They cancelled the journey **because** it rained heavily. We hurried indoors **because** it was raining. I was late **because of** the traffic.

He was very fast **in spite of** being terribly overweight. They arrived late **despite** leaving in plenty of time.

Everyone enjoyed the trip to the final **although** we lost the match! **Though** it was rainy,

we put on our jackets and went for a walk I still feel hungry even though I had a big lunch.

(Talk about the uses of though and even though as well so that they will be clear of their usage.)

- f. Now, instruct them to fill in the blanks with the suitable conjunctions: because, because of, so that, to, for, although, in spite of. Remind them to read the sentences carefully to determine the most appropriate conjunction for each context. Monitor their progress and provide assistance when necessary.
- e. Check their work and provide necessary feedback.

Answers:

- a. Although it rained heavily, we played the football match.
- b. We couldn't enjoy the trekking much because of the snowfall.
- c. In spite of all our efforts, we couldn't run the programme smoothly.
- d. Deepak went back to the village so that he could enjoy a pleasant life there.
- e. He went to the hospital to see a doctor.
- f. I bought an envelope for sending a letter.
- g. I could not attend my classes yesterday because I was feeling unwell.
- h. Suprima accepted the job despite the salary, which was quite low.
- i. I could not get to sleep because of the noise.
- j. I managed to get to sleep although there was a lot of noise.

13.6 Writing I

In this writing section, students will have the opportunity to practise their writing skills by designing advertisements for different items. By studying existing advertisements and creating their own, students will develop their ability to create catchy headlines, incorporate relevant pictures or illustrations, highlight key features, and offer warranties to make their advertisements more appealing.

Objectives:

- a. To practice writing skills by designing advertisements for various items.
- b. To develop the ability to create effective headlines, incorporate relevant visuals, highlight key features, and offer warranties in advertisements.

Follow the given procedures.

- a. Warm up and introduce the students the topic of the writing item, i.e., writing. Highlight the importance of effective advertising and its role in capturing the attention of potential customers.

- b. Ask them to read the advertisement in **task A** individually. Encourage students to analyze the advertisement, paying attention to the headline, picture/illustration, featured aspects, and any warranty or special offer mentioned. Facilitate a class discussion to explore the effectiveness of the advertisement and the techniques used.
- c. Now, Introduce the prompts for designing similar advertisements for calculators, mobile phones, and watches. Discuss the characteristics and target audience of each item to help students understand how to tailor their advertisements.
- d. Instruct students to brainstorm and create their advertisements for each item, considering the headline, picture/illustration, key features, and warranty/offers. Encourage creativity and remind students to make their advertisements appealing and persuasive.

Sample Advertisement

Enhance Your Mathematical Mastery with the Super Calc X-2000!



Features:

- Advanced Functions
- User-Friendly Interface
- Durable
- Dual Power Options

Offer:

Purchase the SuperCalc X-2000 now and receive a FREE protective carrying case to keep your calculator safe and secure!

Warranty:

Rest easy with our 2-year comprehensive warranty. We stand by the quality and durability

of the SuperCalc X-2000, providing you with peace of mind.

Limited stock available. Prices and offers are subject to change without prior notice.

13.7 Reading II

The second reading text in this unit is a formal letter of congratulations to Mrs. Rai on her appointment as the Chief Editor of The Nepali Times.

Objectives:

- Read the text and learn the vocabulary: impressive, justifiably, unbiased, standard, endeavours and hesitate
- Enhance reading comprehension skills by answering questions based on a given text.

Follow these steps:

Pre-reading activities

- Engage students in a brief discussion about occasions when people are usually congratulated.
- Encourage students to share personal experiences or examples of situations where they have been congratulated.

Possible answers

People are usually congratulated on occasions such as birthdays, graduations, weddings, job promotions, achievements, newborn babies, anniversaries, retirements, and special accomplishments.

While-reading activities

- Ask the students to preview the text and identify what type of text it is. Then, tell them to scan the text and ask them to find out why it is written. Elicit: This is a formal letter of congratulations to Mrs. Rai on her appointment as the Chief Editor of The Nepali Times.
- Then, introduce the highlighted words and other words that are unfamiliar to them. Introduce them from the context in the text. Focus on meaning, form and pronunciation.
- To check the students' understanding of the vocabulary, ask them to read the questions in **task A** and work individually to find the correct word in the text, and complete the sentences.
- Review their answers and make corrections if necessary.

Answers

a. impressive b. unbiased c. standard d. endeavour e. justifiable

- Now, turn to **task B**. Ask the 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 the students and check their works in the next class. Make necessary corrections in their answers.

Answers:

- a. Anil Gurung lives in Changuarayan, Bhakatpur.
- b. Anil Gurung is writing this letter to congratulate Mrs. Rai on her recent appointment as the Chief Editor of The Nepal Times.
- c. Mrs Rai's new position as Chief Editor is an opportunity for her because she has the chance to set the standard for future chief editors to follow.
- d. Anil Gurung expects Mrs Rai to do a fine job in her role as Chief Editor and to continue setting a fine example for others to follow.
- e. Anil Gurung can be considered a helpful person because he offers his assistance to Mrs. Rai if she needs it.
- f. They could be colleagues, friends, or acquaintance

Post-reading activity

In this task ask the students to share their experiences of congratulating people. Encourage them to share their experiences by asking questions such as: i. Whom did you congratulate? ii. What was the occasion for congratulation? iii. How did you congratulate: orally or in written form?

13.8 Listening

This listening skill is based on the language function of the unit. The activities are designed to help students learn about the different ways people think about the weather. The activity includes a short dialogue between a father and daughter about buying some school supplies for the daughter.

Objectives

- a. Follow and understand a conversation between two speakers.
- b. Comprehend the audio and do the comprehension tasks.
- c. Develop the ability to recall and retain information from spoken English.

Follow these steps.

- a. **Task A** is a warm up activity. Instruct the students to look at the picture in **task A** and to answer these questions in turn: What do you see in the picture? Who do you think the people are? Where are they? What are they talking about? etc.
- b. If the students are unable to retain the correct information from the text, help them as per the necessity:

We can see a man and a girl in the picture. They are probably father and daughter. They might be talking about school supplies the girl requires.

- c. Now, ask the students to read the statements in **task B**. Explain that they will listen to an audio clip and that they need to complete a task related to the dialogue.
- d. Play the audio clip once for students to listen attentively. Give students enough time to complete the task individually. Remind them to listen carefully for the items mentioned in the dialogue and mark the appropriate options on the task sheet.

- e. Discuss the answers as a class, allowing students to share their responses.
- f. Replay the audio clip for students to listen again and verify their answers.

Answers	
a. eraser:	X
b. car	X
c. palm pilot	√
d. laptop	√
e. calculator	√
f. ice cream	X
g. ruler	X

- g. Now, ask students to listen to the audio clip again and choose the correct alternative in **task C**. Ask them to work individually. Meanwhile, monitor their engagement in the task. Play the audio until all the students have attempted all the questions right.

Answer
a. The girl needs some supplies for..... i. her school
b. The father has already got her a ii. pencil and eraser
c. Calculators and computers areequipment. iii. hi-tech
d. The girl's father didn't have a laptop and palm pilot when he was in ii. middle school
e. The father suggests that his daughter iii. can use his calculator
f. He suspects that his daughter is ii. going to play video games in the class
g. How much does the calculator cost, according to the daughter? iii. 99 dollars

- h. Now, turn to **task D**. Ask the students to go through the questions before they listen to the audio.
- j. Play the audio and ask the students to take a note of the answers of the questions.
- k. Monitor their engagement in the listening activity and play the audio until the students are able to answer all the questions. Remind the students that they should answer the questions only within four words.

1. Ask some students to tell their answers in turn and make necessary corrections in their answers as per the requirement.

Answers:

- a. For her demanding classes b. he car c. clean up her room
d. now/ Right now e. mom

13.9 Grammar II

This grammar lesson focuses on joining sentences using the connectives of reason, purpose and contrast. Since this activity is the continuation of the activities in Grammar I, students are expected to have been familiar with the topic.

Objective

Join sentences using appropriate connectives (despite, even though, in order to, though, in spite of, because, although, so that) to express contrast, purpose, reason, and concession.

Follow these steps:

- a. Begin by reviewing the uses of connectives previously discussed in Grammar I. Give clear explanations and provide examples for connectives of reason, purpose and contrast.
- b. Explain the correct placement of the connectives while joining two sentences.
- c. Guide the students through joining the sentences using the appropriate connective given in the brackets.
- d. Ask the students to work individually to join the sentences. Monitor their engagement in their work and help them join the sentences correctly. After they have finished, ask the students to read out their answers in turn. Make corrections in her/his answers if required. Ask the other students to make corrections accordingly.

Answers:

- a. I couldn't sleep despite being tired.
b. Even though they have little money, they are living happily.
c. He went to the tap in order to bring a pail of water.
d. I enjoyed the film, though the story was not very good.
e. In spite of living in the same colony, we hardly meet each other.
f. I was not wet because I had an umbrella.
g. Although the food was not very tasty, I ate all of it.
h. He went to the bank so that he could cash the cheque.

13.10 Writing II

In this writing activity, students will have the opportunity to practise writing messages of congratulations. They will learn how to express congratulations in a formal and appropriate manner, using the correct language and tone.

Objective:

Write a formal message of congratulation using appropriate tone, language and format.

Follow these steps:

- a. Begin by reviewing the concept of congratulations and why it is important to express congratulations to others. Show examples of messages of congratulations in different contexts to illustrate their purpose and structure.
- b. Ask the students to read the message of congratulations given in **task A**. Discuss the key components of the message, such as the recipient, the reason for congratulations, and the use of formal language.
- c. Now, ask them to write a letter of congratulations to their neighbour who has received a full scholarship to complete his/her studies. They can take the model of the message of congratulations in Reading II for their writing.
- d. Let them brainstorm and prepare notes and then write the letter. Monitor their engagement in writing and provide necessary feedback. You can also assign the task as homework and check it the next day with necessary feedback and correction.

Sample letter of congratulations

Surayavinayak, 4 Bhaktapur
10 May 2023

Dear Mr. Sharma

I am writing to extend my heartfelt congratulations to you on receiving a full scholarship to pursue your studies. This remarkable achievement is truly deserving of celebration, and I am certain that your family, friends, and neighbors share in the joy and pride of your accomplishment.

Securing a full scholarship is an evidence of your dedication, hard work, and exceptional abilities. It is a well-deserved recognition of your academic achievements and potential. This opportunity to further your education will undoubtedly pave the way for a promising future filled with endless possibilities.

As you embark on this educational journey, I have no doubt that you will excel and make

the most of this invaluable opportunity. Your commitment to your studies and passion for learning will serve as an inspiration to others around you. I am confident that you will make a significant impact in your chosen field and contribute positively to society.

I wish you the very best of luck in all your future endeavors. May this scholarship open doors to new knowledge, experiences, and personal growth. Remember that hard work, perseverance, and determination are the keys to success, and I have every confidence that you possess these qualities in abundance.

Please know that I am here to support you in any way I can. Should you ever require assistance or guidance, do not hesitate to reach out. Your achievements bring great pride to our community, and I am honored to have such a talented and accomplished neighbor.

Once again, congratulations on this well-deserved accomplishment. I extend my warmest wishes for a bright and successful future. May you continue to inspire others with your dedication and passion!

With sincere congratulations and best regards,
Siddhartha

- e. Now, lead them to **task C**. In these tasks students should write a formal message of congratulations to their uncle/aunt who has been elected as the Mayor/ chairpersons of the municipality/ village municipality.
- f. Let them brainstorm and prepare notes and then write the letter. Monitor their engagement in writing and provide necessary feedback.

Congratulations!

We would like to extend our heartfelt congratulations to our uncle Mr. Subodh Tripathi on his recent election as the Mayor of Bhanu Municipality, Tanahun. This is truly a remarkable achievement and a testament to their dedication, leadership, and commitment to serving our community.

As the newly elected Mayor, you have assumed the responsibility of leading our municipality towards progress and development. We are confident that their visionary leadership and extensive experience will bring about positive changes and advancements in various aspects of our community.

We express our gratitude for your dedication to public service and their willingness to take on this important role. We have full confidence in their abilities to lead with integrity, transparency, and fairness. Your leadership will undoubtedly inspire others and set a

positive example for future leaders in our municipality.

Once again, congratulations on this well-deserved achievement. May your tenure as the Mayor be filled with success, fulfillment, and countless accomplishments!

Suyog Tripathi and Family members

Bhanu-10, Tanahun

13.11 Project work

In this project work students are engaged in groups to prepare a profile of an international organization working in Nepal.

Objective:

Engage in group work and prepare a short profile of an international organization.

Follow these steps:

- a. Divide the students into groups of 5-6 students. Ask them to find some international organizations working in Nepal. Ask them to choose one that they like the most.
- b. Instruct them to research and gather relevant information about the organization's mission, history, activities, and impact in Nepal.
- c. Then guide them to create a short profile by organizing the collected information into sections like introduction, history, mission, activities, impact, partnerships, and future plans, etc. Ask them to include relevant pictures and illustrations to enhance the profile.
- d. Allow them days to research, data collection and preparation of the profile.
- f. When the students finally finish their work, ask them to present their profile to the class; and provide each profile your feedback.

13.12 Extra Bit

This section contains the task that gives students additional information in the unit. This particular extra bit Plurals that end in 'f' or 'fe'. The students can study by themselves; however, the teachers can help them if required.

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Unit 14
History and Civilisation

The readings in unit fourteen carry the theme of history and civilisation. History is a subject of study that deals with events that have happened in the past. A civilisation is a human society with its own social organization and culture. These two aspects are important in terms of, learning, development and advancement of society. So, the theme is included in the curriculum. Apart from the readings, there are other regular tasks of pronunciation, listening, speaking, grammar, writing, project works and extra sections in the unit. The table provided below offers a brief overview of various tasks in unit 14.

Unit overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the picture and talk about history and civilisation.
2.	Reading I The Maya Empire	pre-reading questions Match the words with their meanings. Fill in the crossword puzzle. Choose the correct answers. Match the paragraph numbers with respective information. Prepare a mind map on why the study of history is important to us.
3.	Pronunciation Stress	Pronounce the given words and find their stress.
4.	Speaking Past habitual actions	Talk about changes using used to/din't use to.... . Narrate the story rearranging the pictures.
5.	Grammar I Past habitual actions	Make sentences using used to . Rewrite sentences using used to/didn't use to .
6.	Writing I Story writing	Read the story and give a title to it. Develop a readable stories based on the given outlines.
7.	Reading II The History of Money	Pre-reading questions Find the words from the text with the given meanings. Complete the table with the correct information. Short answer questions

		Post-reading question
8.	Listening Recitation of the poem “I Remember”	Answer the pre-listening questions. Listen and complete the sentences with correct words/phrases. Listen to the audio and choose the correct answers. Recalling the most favourite memory from your childhood.
9.	Grammar II Past tense	Notice the tenses used. Complete the sentences with correct past form of the verb. Find the mistakes in the story and correct them.
10.	Writing II Essay	Write an essay on 'The Importance of History'.
11.	Project work Information about ancestors	Collect and share information about their ancestors in the class.
12.	Extra bit – semicolon	Self-study task
Estimated time for the unit		10 hours

Detailed activities for every topic and task of the unit are outlined below. Teachers can either employ these activities provided or design their own. It is recommended to ensure that the activities are engaging, interactive, and enjoyable. It is crucial to integrate evaluation throughout the process.

14.1 Getting started

This is the warm-up task for the unit. The students will be prepared with some common concepts related to the theme – history and civilisation.

Objective:

To identify the pictures of human evolution.

Follow these steps:

- Draw attention of the students to the unit title and ask what the readings in the units might be. Ask further about the background of the theme: History and Civilisation.
- Take students ideas and opinion. Conclude with your views.
- Ask the students to look at the picture in pairs and discuss what they can see there. Ask them to look at the terms as well. Ask them to share their ideas based on the picture and clues.

The picture shows how our ancestors evolved over time. It began long long ago when

humans and chimpanzees diverged from a common ancestor. Since then, humans have undergone numerous evolutionary changes, including physical development and the ability to use tools, which have enabled us to become the dominant species on the planet. These terms refer to different stages of human evolutions.

- d. Assist them with supporting feedback.

14.2 Reading I: The Maya Empire

The first reading text is a text named “The Maya Empire”. It helps them learn some interesting information about Mayan civilisation and a range of associated terminologies.

Objectives:

- a. Learn words (hieroglyph, succession, exhausted, alliances, drought, invasion, excavation.....)
- b. Read the text and do the given tasks.

Follow the activities given below:

Pre-reading activities

- a. Ask the students: What have you known about human civilisation?
- b. Ask if they have heard about Mesopotamian, Egyptian, Greek, roman, Chinese, or any other civilisation.
- c. Next, lead them to the pre-reading questions and have discussion on them.

Possible answers:

a. There are four pictures in the text. The first picture is an Aztec calendar stone/disk. The stone contains several mythological as well as astrological figures and symbols. This calendar stone was in use to track the major dates and festivals.

The second picture depicts Mayan hieroglyph alphabets. Mayan writing is considered to be complex with about 800 alphabets including hieroglyphic and phonetic symbols.

The third one is of the Mayan pyramid and the last one is of the central plaza of Tikal, Guatemala.

b. All these things were developed and used by people from Mayan civilisation.

- d. Add your opinion to make them understand the concept.
- e. Ask students to read the highlighted words before they read. Introduce them in context.

While-reading activities

- a. Bring pictures, cut-pieces related to Maya Empire and discuss what they are. Instead you can discuss the picture in the book first and elicit what they are based on the text.

- b. Make the students work in small groups to read, discuss, and understand the given text. Assist the students in case they get problems with reading, pronunciation, and understanding. Ask the groups to share their understanding about the text.
- c. Draw their attention to the comprehension **task A**. Ask them to match the words with their meanings.

Answers:

- | | |
|------------------|---|
| a. drought | v. a long period of time when there is little or no rain |
| b. excel | iii. to be very good at doing something |
| c. hieroglyph | ii. a picture representing a word, syllable or sound |
| d. dominant | vii. more important, powerful or easy to notice than other things |
| e. concentration | vi. a lot of something in one place |
| f. invasion | i. an instance of a large number of people or things arriving somewhere |
| g. excavation | iv. digging ground to look for old buried buildings or objects |

- d. Tell the answers and ask them to check their answers.
- e. Now, lead them to **task B**. Ask them to find the words in the text to fill the crossword puzzle.

Answers:

A C R O S S

2. S U C C E S S O R 4. D O W N F A L L 5. T H O R O U G H 6. A L L I A N C E

D O W N

1. C H A O S 3. E L A B O R A T E 7. E X H A U S T

- f. Monitor the students when they work and check their answers through mass correction techniques.
- g. Lead the students' attention to **task C**, ask them to read the text again and do the task.

Answers:

- a. ii. ninth century AD
- b. i. They were concentrated in a particular area.
- c. iii. the stone cities
- d. ii. The Classic Period
- e. i. nature
- f. iii. foreign invasion

- h. Now, lead them to the **task D**. Ask them to read again and match the paragraph numbers with respective information. Set this as homework.

Answers:

- a. I - occupation of the earliest Maya society
- b. II - number of people in the Maya civilisation
- c. III - achievement by the Maya civilisation in different sectors
- d. IV - places where the Mayans lived
- e. V - categories of the places where the Mayans lived

- f. VI - spirituality of the Mayan people
- g. VII - fights with the neighbouring states as the possible cause of downfall
- h. VIII - time when the downfall of the Maya Civilisation started

- i. Check their answers and discuss how they could match such paragraphs or title the paragraphs.

Post-reading activity

- a. Arrange a discussion as a classwork based on the question: Why is the study of history important to us? Ask them to make a mind map with discussion in pairs. Ask some pairs to share it in the whole class.

Some hints:

By studying history, we can gain insights into our past and use this knowledge to shape our present and future. It helps us understand how societies and cultures have developed over time and how they have impacted our current world. We can learn from past mistakes, recognize patterns and trends, and make better decisions for ourselves and society. Additionally, studying history can build a sense of cultural identity, and help us appreciate and preserve our cultural heritage.

- b. Assist when the students need support and give feedback.

14.3 Pronunciation

This pronunciation task helps the students to pronounce the given words and identify where the stress falls in each given word.

Objective:

Pronounce the given words and identify where the stress falls in the given words.

Materials: Pronunciation audio of the given words

Follow these steps:

- a. Pronounce the words and students will listen to them.
- b. Pronounce the words and ask students to repeat them. Repeat till they internalise the pronunciation.
- c. Ask the students to identify the number of syllable and the syllable on which stress falls.
- d. Ask them to practise in pairs. They can take turns and listen to each other.

Pronunciations and stress:

succe'ssion: /sək'seɪʃn/ suc-CESSION (stress on the second syllable)

exca'vation: /,ɛkskə'veɪʃn/ ex-ca-VA-tion (stress on the third syllable)

in'scription: /ɪn'skrɪpʃn/ in-SCRIP-tion (stress on the second syllable)

concen'tration: /ˌkɒnsn'treɪʃn/ con-cen-TRA-tion (stress on the third syllable)

ex'cel: /ɪk'sel/ ex-CEL (stress on the second syllable)

'architecture: /'ɑ:kɪtektʃə(r)/ AR-chi-tec-ture (stress on the first syllable)

'cultural: /'kʌltʃərəl/ CUL-tural (stress on the first syllable)

ex'hausted: /ɪg'zɔ:stɪd/ ex-HAUS-ted (stress on the second syllable)

14.4 Speaking

This speaking task is about the language function of past habitual actions. They observe the pictures and find the changes that were seen in the course of ten years.

Objective:

Describe past habitual actions by using: used to/didn't use to.

Follow these steps:

- Ask the students to look at the pictures given in **task A** where they can see how a village changed into a crowded town. Let them find the changes.
- Suggest them to note how the place and things used to be there and how they are now.
- Help them find as many expressions as possible.

Some possible sentences:

There used to be a few houses but now there are too many houses.

There used to be a muddy road but now there is a fine road.

There used to be agricultural land everywhere but now there is no agricultural land.

The hills used to be bare but now they are filled with houses.

There didn't use to be any theatre but now there is one.

There didn't use to be any big buildings but now there are.

- Now, take them to **task B**. Ask them to see the pictures and number them in correct order. When they arrange the order, ask them to narrate the activities there in the form of a short story in pairs.

Possible responses:

Need of cooperation

Once upon a time, there was a narrow bridge over a flowing river. One day, two goats happened to meet in the middle of the bridge. As the bridge was too narrow, only one goat could pass at a time. One of the goats decided to lay down and let the other goat cross over first. Without any hesitation, the second goat passed over the first and they both managed to cross the bridge without any incident.

Soon, there came two angry sheep. Neither of the sheep was cooperative. They started to fight with each other. As their fight turned fierce, they began to push each other

aggressively and ended up falling off the bridge and into the river. Sadly, both angry sheep didn't survive the fall and drowned in the river.

This story teaches us the importance of cooperation and peaceful coexistence. It reminds us that we should always try to find a peaceful solution to our problems and avoid unnecessary conflict.

- e. Monitor if the students are doing right. Help them and provide feedback. Ask some of the pairs to share it in front of the whole class.

14.5 Grammar I

This grammar task is about past habitual actions.

Objectives

- Differentiate the past and present activities
- Use 'used to' to talk about past habitual actions.

Follow these steps:

- Connect this grammar task with the immediate previous speaking task. Like we compared two pictures there, ask them to see what Samita said five years ago and what she says now.
- Now, make some sentences like in the example and suggest them to make similar sentences from the expressions 'Five years ago' and 'Today' in **task A**.

Possible sentences:

- She used to travel a lot but she doesn't go away much these days.
- She used to play the piano but she hasn't played it for years now.
- She used to be very lazy but she works very hard these days.
- She didn't use to like cheese but she eats a lot of cheese now.
- She used to have a dog but her dog died two years ago.
- She used to be a hotel receptionist but she works in a bookshop now.
- She used to have lots of friends but she doesn't know many people these days.
- She never used to read newspapers but she reads a newspaper everyday now.
- She didn't use to drink tea but she likes tea now and says, "tea's great!".
- She used to go to a lot of parties but she hasn't been to a party for ages.

- Ask some students share the sentences, discuss and let others check themselves
- Now, lead them to **tasks B**. Ask the students to rewrite the given sentences using 'used to' or 'didn't use to'.

Answers:

- I used to live with my parents.
- Did you use to swim in the river every summer?
- He never used to smoke.
- I used to play tennis at school.

- e. Villagers used to walk for hours to reach the nearest health post.
- f. There used to be a dense forest around the village.
- g. What did you use to do in your childhood?
- h. I didn't use to write stories.
- i. Did people use to travel by airplanes?
- j. Where did you use to go to deposit your money?

e. Finally, check their answers and provide feedback. The teacher may set task B as a home assignment. If it is set as a home assignment, the teacher may check the answers the next day.

14.6 Writing I

In this writing task, students learn to write short skeleton stories.

Objectives:

- a. Identify parts of skeleton story.
- b. Write skeleton stories.

Follow these steps:

- a. Ask the students to read the story in **task A** and note how the story has been developed.
- b. Make them discuss and think about a suitable title. “The Fox and the Stork: A Tale of Trickery and Revenge” can be a possible one among many others.
- c. Now, discuss about the components of a story based on the story in **task A**.

Title
 Characters
 Setting
 Introduction of the event
 Development of the event
 Ending/resolution
 Message

- d. Ask them to go through the given instructions in the task B and assist to clarify. Discuss how they will have to develop readable stories based on the given outlines.
- e. Ask them to develop readable stories based on the given outlines.
- f. Closely observe them when they work writing short stories out of the given skeletons. Making them work in small groups could be a good alternative way.

Sample answers:

a. The King and the Spider

Once upon a time, there was a powerful king who had many enemies. He went to war with them six times, but each time he was defeated. Feeling discouraged and ashamed, he hid himself in a cave to avoid his enemies.

One day, as he sat in the cave, he saw a spider trying to climb the wall. The spider tried six

times but failed each time. On the seventh attempt, the spider succeeded in climbing the wall. The king realized that the spider's perseverance and determination had paid him off, and he learned a valuable lesson from it.

The king gathered his courage, attacked his enemies, and this time he succeeded. The moral of the story is that we should never give up because of failure and always keep trying until we succeed.

b. The Two Friends and the Bear

Once, there lived two friends. One was cleverer and selfish than the other. One day, the two friends were walking in the forest when they stumbled upon a bear. Seeing that, the clever one climbed a nearby tree, while the other lay down on the ground, pretending to be dead.

The bear approached the second friend and sniffed around him. Probably, he thought him to be dead and went away. When the bear was out of sight, the first friend climbed down.

He reached the friend and asked what the bear had whispered in his ear. The second friend replied, "Beware of friends who run away in danger."

The moral of the story is that true friends always stick together, especially in times of danger whereas a selfish person may run to his own benefits.

g. Evaluate their work in front of them and give needful feedback.

14.7 Reading II: The History of Money

The second reading text is a text titled "The History of Money". Through this text, students will have the opportunity to expand their vocabulary and gain a lot of insights related to the history of money.

Objectives:

- a. Learn words (barter, cowrie shells, wampum, coastal, limestone, reign, etc.)
- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to share their opinion on questions like "what do you do with money?"
- b. Draw their attention to the given pictures and ask them to recognize the given currencies.
- c. Discuss on: what would have happened if there was no money?
- d. Encourage the students to share their opinions. Also share your observations.

Possible answers:

- a. Picture one: one thousand Nepali rupee, picture two: Nepali coin of Rs. 2, picture three: 100 American Dollar
- b. If we didn't have money, all our economic systems would be much more complicated.
..... (Answers would vary.)

While-reading activities

- a. Ask the students to read the text on their own. Ask them to mark the words which are unfamiliar to them. Ask the students work in pairs and discuss the meanings of the marked words in context. They can use a dictionary for finding the meaning of the words.
- b. To check students' understanding of meanings in context, ask them to find the words/ phrases from the text for the meanings given in **task A**.

Answers:

- a. Reign
- b. Precede
- c. Regulate
- d. Carelessly
- e. Frame
- f. Legacy
- g. Fiat
- h. Sovereign
- i. Intrinsic

- c. Ask the students to read the instruction in **task B** and do the task as a classwork. The students will read the text and do complete the table with the correct information.

Answers:

1200 BCE	Cowrie shells used as money
2000 BCE	Use of metal for money
997–1022 CE	First paper money used in China during the reign of Emperor Zhenzong
1821 CE	Introduced gold standard
21st century	The rise of digital currencies, such as Bitcoin

- d. Check their answers.
- e. Now, discuss the questions in **task C** and let the students find the answers from the text in pairs. Ask the pairs to share the answers and discuss. Now, assign the writing task as a home assignment.

Possible answers:

- a. Before the invention of money, people used to trade goods through a barter system, which involved exchanging one type of goods for another.
- b. In the past, temples were used as banks where people could deposit their valuables, such as gold, silver, and precious stones, for safekeeping.
- c. The benefit of using cowrie shells as money was that they were readily available in uniform size and could be found in large quantities along the coasts of the Indian and Pacific Oceans.
- d. Turkey invented bimetallic coins, which were made of gold and silver and had a different

design on each side.

- e. The leaders in international finance introduced the gold standard in currency because they believed that a fixed exchange rate based on the value of gold would stabilize international trade.
- f. In the 21st century, various forms of money are being used, including cash, credit cards, debit cards, mobile payments, and cryptocurrencies such as Bitcoin.

- f. Check their answers the next day.

Post-reading activity

- a. Ask the students to work in pairs. Discuss the question: How might people trade in the next twenty years? What form of money might be used?
- b. Ask them to make a mind map and ask some of the pairs to share it in the class.
- c. Encourage them to put their opinion. Give some hints: It is difficult to predict exactly how people will trade in the future, but it is clear that technology will play a major role in shaping the way we exchange value. Increasing use of digital currencies such as Bitcoin and other cryptocurrencies; advancement in adoption of cashless payment systems may help some predictions.
- d. Listen to their opinions and add needful feedback.

14.8 Listening

This listening task is a recitation of the poem “I Remember I Remember” by Thomas Hood.

Objective:

Listen to the audio and do the given tasks.

Materials:

Audio file (mp3) and audio player

Follow these steps:

Pre-listening activity

- a. Arrange discussion on pre-listening questions. Ask the students to share three most memorable things about their early childhood days. Also ask if they wished to be a child again. Ask them to share the reasons.
- b. Encourage them to share their opinions.
- c. Ask them what might be the content of the audio in the lesson. Ask them to guess. Play the audio and let them find the context of the listening lesson.

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 complete the sentences with the correct words/phrases.

- d. Monitor their engagement in the listening activity and play the audio until the students are able to answer all the questions.

Answers:

- a. was born
- b. peeping in
- c. soon/early
- d. red and white
- e. his birthday
- f. farther off

- e. Play the audio again and tell them to do the task C. Ask them to choose the correct answer.

Possible answers:

- a. i. the lilacs
- b. iii. laburnum
- c. like the swallow
- d. ii. tulip
- e. iii. light
- f. ii. they almost touched the sky
- g. iii. he is filled with absolute happiness

- f. Play the audio again so that students will check their answers. Go around the class and check whether all the students are doing it right.

Post listening activity

- a. Ask the students to recall their most favourite childhood memory. Ask some of the students to share their memory.
- b. Respect their opinions and give some supportive feedback.

14.9 Grammar II

These grammar tasks concentrate on simple past, past continuous, and past perfect.

Objective

- a. Use past tense (simple past, past continuous, and past perfect) correctly.
- b. Do the given tasks correctly.

Follow these steps:

- a. Start with some examples; write some sentences in simple past, past continuous and past perfect tense. Alternatively, ask the students to study the sentences in **task A**. Tell them to identify the past tenses. Ask them to generalise the rules of general uses of simple past, past continuous, and past perfect.

Answers:

- a. Past continuous: "While I was studying". Simple past: "Karen phoned me three times".
- b. Past continuous: "They were playing football". Simple past: "the storm started".
- c. Past continuous: "While she was working in India". Simple past: "she began to learn Hindi".
- d. Past perfect: "I had finished the shopping". Simple past: "I met Manoj".
- e. Past perfect: "Most people had already left". Simple past: "we got to the party".
- f. Past perfect
- g. Past perfect: "He had already read the book". Simple past: "I gave it to his sister".
- h. Past perfect
- i. Past continuous
- j. Simple past

- k. Give brief introduction to the mentioned tenses:

Simple past is used to talk about completed actions in the past. The verb is in the past tense (v2 form). Example: "I walked to the store yesterday."

Past continuous is used to talk about actions that were in progress at a specific time in the past. It is formed with the be-verb in the past tense (was/were) and the present participle (v4) of the main verb. Example: "I was walking to the store when it started to rain."

Past perfect is used to talk about an action that happened before another past action. It is formed with the auxiliary verb "had" and the past participle (v3) of the main verb. Example: "I had walked to the store before it started to rain."

- l. Derive the structures from the given examples and talk about it i.e. past simple: subject + v2 + object. Past continuous: subject + was/were+ v4 + object. Past perfect: subject + had+ v3 + object.
- m. Ask them to give some more examples and lead them to **task B**. Ask them to do the task as a class work. Check the answers and provide feedback.

Answers:

- a. was waiting b. were you doing c. Did you go d. was dancing
- e. were you doing f. fell g. was h. wanted
- i. was doing j. was working

- n. Ask the students to find the mistakes in the story given in **task C** and correct the verb forms throughout.

Answers (answers have been underlined):

This happened to me when I was in India. I used to go to my office by train. On this particular evening, I hurried to my station but when I reached there, the train had already gone. I bought a newspaper and a packet of biscuits and sat on the bench. While I was

reading, a man came and sat down opposite me. There was nothing special about him, except that he was very tall. I was still reading when my eyes caught a very strange sight. The man reached over the table, opened my packet of biscuits, took one, dipped it into his coffee and popped it into his mouth. I couldn't believe my eyes. But I didn't want to make a fuss, so I ignored it. I just took a biscuit myself and went back to the newspaper. While I was pretending to be very interested in the news, the man took a second biscuit. After a couple of minutes I casually put a biscuit in my mouth and decided to leave. I was ready to go when the man stood up and hurriedly left. I folded my newspaper and stood up. And there on the table, where my newspaper had been, was my packet of biscuits.

- o. Do mass correction of the homework the next day and give explanation to any confusion.

14.10 Writing II

In this writing task, students learn to write an essay on 'The Importance of History'.

Objective:

Write an essay on 'The Importance of History'.

Follow these steps:

- Ask the students to recall what they had learnt about essay writing. Remind them again about components of an: introduction, body and conclusion.
- Ask the students to discuss in pairs and make a mind map about what to include in the essay.
- Next, as instructed in the given task, make them write an essay.
- Set this task as homework. Assist them when needed.

Sample Points/contents:

The Importance of History

History is the study of past events, particularly in human affairs. It is the study of life in society in the past, in all its aspect, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. It is an inquiry into the inevitable changes in human affairs in the past and the ways these changes affect, influence or determine the patterns of life in the society.

History is crucial for students to learn because it helps us understand the past, present, and make better decisions for the future. It provides a context for understanding the present and teaches us how our political, social, and economic systems developed. By studying history, we develop critical thinking and analysis skills, allowing us to distinguish between fact and opinion and draw our own conclusions about historical events.

Additionally, history teaches us empathy and understanding, giving us a greater appreciation for diversity and tolerance. By studying the experiences of people from different times and places, we can see the world through the eyes of others, which is essential for building relationships and resolving conflicts.

Finally, history helps us learn from our mistakes. By studying the past, we can see where we went wrong and avoid repeating the same mistakes in the future. For example, by studying the causes of World War II, we can understand the dangers of nationalism and the importance of international cooperation.

In conclusion, history is an essential subject that teaches us how to think critically, empathize with others, and learn from our mistakes. Without an understanding of history, we would have an incomplete picture of the world around us and be doomed to repeat the same mistakes over and over again.

- e. Do individual correction of this task and provide feedback.

14.11 Project work

This project work is related to exploring about their ancestors. This also helps them in developing the skills of note-taking.

Objective

To note down the main points related to their ancestors.

Follow the following procedure:

- a. Tell the students that this is an individual project task to collect the information about their own ancestors.
- b. Clarify the task. Tell them that they should ask their parents, grandparents, family members or friends about their ancestors and note down the main points to share it to their friends in the class.
- c. Discuss in the class and identify the main things they have to explore about their ancestors. Be informed what to be explored. They would at least include the following information: main origin, *gotra/thar* variations, movement for the settlement, spread, population, their religion and deities major cultural practices, festivals, languages, etc.
- d. Ask them to explore the information within a week and note down the main points to share with their friends.
- e. Ask them to share in the class. Tell them that we should appreciate our ancestral history and should be well informed.

14.12 Extra bit

In this section, the students will learn about using semicolons (;). This is a self-study task. However, the teacher may assist them with more examples if needed.

Unit 15
People and Lifestyle

Unit fifteen is based on the theme: People and Lifestyle. It has two reading tasks related to the theme. In addition to the regular tasks of pronunciation, listening, and speaking, the unit includes grammar topics: present perfect and present perfect continuous; writing tasks: diary writing and essay writing. The table below offers a brief overview of tasks in unit 15.

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and talk about the differences.
2.	Reading I The Diary of A Young Girl	Discussion on pre-reading questions Find the words from the text for the given meanings. Match the words with their synonyms. Answer the questions. Write True or false or NG against each statements. Post reading task
3.	Pronunciation Homophones	Pronounce the given homophones. Find meanings of the homophones
4.	Speaking How long...since/for	Read and act out the given conversation. Ask questions with 'How long..' and answer them with 'since' and 'for'.
5.	Grammar I Present perfect and present perfect continuous	Complete the sentences with present perfect or present perfect continuous forms of the given verbs.
6.	Writing I Diary writing	Keep a diary for a week.
7.	Reading II The Rautes	Discussion on pre reading questions Find the words from the text and solve the crossword puzzle. Identify whether the given statements are True or False. Answer the given questions. Discuss how cultures and traditions affect people's lifestyles.

8.	Listening An audio about happiness in Bhutan	Look at the pictures and guess what they represent. Listen and answer the questions Post-listening task
9.	Grammar II Use of since and for	Study the conversation Rewrite the sentences using 'since' and 'for'
10.	Writing II Essay	Write an essay on the effect of junk foods on children.
11.	Project work Survey and report	Conduct a survey of one of the ethnic communities and prepare a short report.
12.	Extra bit – phobia and mania	Phobia and mania
Estimated time for the unit		9 hours

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

15.1 Getting started

This is the warm-up task for the unit. There are two pairs of pictures given for discussion. Each pair is related to the same field. The task prepares the students with some common concepts related to the theme – people and lifestyle.

Objective:

To identify differences in the given pairs of pictures and talk about them.

Follow these steps:

- Ask the students to look at the unit topic and ask what they think the unit represent.
- Take their responses. Tell your opinion and also tell that this unit is related to the theme people and life style.
- Put the students in pairs and ask them to find the differences in those pairs of sentences. Ask them to evaluate how educational and agricultural practices/lifestyles have changed in the course of time. Ask them to talk about the differences with the classmates.
- Ask some pairs to share that in the class.

Major points of difference:

- Picture 1 & 2 (first pair):** traditional/teacher centric/textbook based classroom vs modern/student centric/IT assisted classroom

- **Picture 3 & 4 (second pair):** traditional/manual farming vs modern/technology assisted farming

- Ask the students to speak about something they have observed in educational and agricultural practices around them.
- Assist them with supporting feedback.

15.2 Reading I: The Diary of a Young Girl

The first reading text is a text entitled “The Diary of a Young Girl”. It helps them learn about diary writing in general as well as an entry of diary from Anne Frank in particular.

Objectives:

- Learn words (musings, listless, brooding, stiff-backed, throng, confide, plop, plunge, decree, etc.)
- Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- Ask the students: Have you read the book ‘The Diary of A Young Girl’? If yes, ask them the name of the writer.
- Next, lead them to the pictures in the pre-reading task and then to the given questions.
- Many students may not recognize the person in the picture, encouraging them to guess the possible answers.

Possible answers to the pre-reading questions:

- The name of the girl is Anne Frank.
 - Frank’s diary with her life experience during the Holocaust made her popular.
- Add your remarks when they put theirs.
 - Ask the students to preview the text layout and elicit that this is a diary entry. Discuss its features and language in short.

While-reading activities

- Ask the students to read the text in pairs and ask them to find the meanings of the highlighted words through the context they are used in the sentences. Tell them to use a dictionary if they needed.
- Now ask the students to do **task A** and **task B** in the same pairs. Ask them to exchange the copies to the next pairs and tell them to check their answers.

Task A answers:

- | | | | | |
|------------|-----------------|-------------|-----------|-------------|
| a. musings | b. stiff-backed | c. brooding | d. throng | e. resort |
| f. confide | g. liable | h. plunge | i. plop | j. jot down |

Task B answers:

a. listless	v. lethargic
b. adoring	iii. loving
c. decree	i. announcement
d. adorable	iv. attractive
e. anxiety	vi. worry
f. capitulation	vii. surrender
g. solemn	ii. serious

- c. Now, read the lesson aloud in front of the class and ask the students to listen it attentively. If possible, play audio or video related to Anne Frank or the particular chapter of the book.
- d. Discuss what the diary is written about. Discuss how we can write a diary entry.
- e. Now, draw the students' attention to **task C**, ask them to read the text again individually and answer the questions.

Possible answers:

- a. Writing a diary is a strange thing to the writer because she has never written anything before, and she believes that neither she nor anyone else will be interested in it.
- b. The first reason for her to keep the diary is her need to get things off her chest and express her thoughts and feelings.
- c. The writer is unhappy despite having a loving family because she feels that she doesn't have a true friend.
- d. Kitty is the name the writer gives to her diary. She imagines the diary to be her friend.
- e. Margot and her sister did not go to Holland together because Margot went to Holland first in December, while the writer followed in February.
- f. The writer didn't have a birthday celebration in 1940 because the fighting had just ended in Holland, and there wasn't much to celebrate.
- g. The writer's uncle escaped from Germany because their relatives in Germany were suffering under Hitler's anti-Jewish laws.

- f. Check their answers and provide feedback.
- g. Lead them to **task E** and ask them to identify whether these statement are **True, False** or **Not Given**.

a. T	b. F	c. NG	d. F	e. F	f. NG	g. T
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- h. Tell the answers and discuss.

Post-reading activity

- a. Ask the students why a diary entry helps in understanding someone's lifestyles. Take students opinion. Encourage them to share their views saying that their difference does not mean wrong answer.

Sample answer:

A diary maintains personal records of an individual's life, capturing their routines,

interactions, and reflections on various aspects of their lifestyle. So, it can help in understanding someone's lifestyle by providing insights into their daily activities, thoughts, emotions, and experiences.

Through a diary entry, one can gain knowledge about the person's daily schedule, such as their work or school routines, leisure activities, and social interactions. It can reveal their interests, hobbies, and the people they spend time with, giving a glimpse into their social life and relationships. In all, a diary entry serves as a personal narrative that offers a comprehensive view of someone's lifestyle.

15.3 Pronunciation

This pronunciation task is about pronunciations and meanings of 12 pairs of homophones.

Objective:

Pronounce the given homophones correctly and learn their meanings.

Instructional Materials:

Audio of the given homophones

Follow these steps:

- Ask the students to read the given pairs homophones, and say them to see if they know the meanings of them all.
- Read the words one by one, and ask them to pay attention to each word's pronunciation. Play audio if possible.
- Make them take turns and read the words loudly in front of the class. Assist them when needed.

cell /sel/ - A small compartment or unit, often referring to a biological cell or a prison cell.

sell /sel/ - To exchange goods or services for money.

knead /ni:d/ - To work or manipulate dough or a similar substance by pressing, folding, and stretching it with the hands.

need /ni:d/ - To require or desire something, to lack or be in want of something.

coarse /kɔ:s/ - Rough or rough-textured, lacking refinement or delicacy.

course /kɔ:s/ - A path or route taken, a series of educational lessons or studies, or a direction of action.

their /ðeə(r)/ - Possessive pronoun, indicating belonging to or associated with a group of people or things previously mentioned.

there /ðeə(r)/ - Adverb indicating a place or location, or used to introduce a sentence or clause.

doe /dəʊ/ - A female deer.

dough /dəʊ/ - A mixture of flour, water, and other ingredients used for baking bread or pastry.

fare /feə(r)/ - The cost of transportation, a range of food or drink options available, or how someone is doing or getting along.

fair /feə(r)/ - Just or impartial, pleasing or attractive, or an event or exhibition.

heal /hi:l/ - To restore to health or wholeness, or to alleviate or resolve a problem or conflict.

heel /hi:l/ - The back part of the foot below the ankle, or the bottom rear part of a shoe.

wait /weɪt/ - To stay in one place until a particular time or event, to delay or be patient.
weight /weɪt/ - The amount or measure of heaviness of an object or person.
deer /dɪə(r)/ - A type of grazing animal, typically found in the wild.
dear /dɪə(r)/ - Beloved or loved, used to address someone in an affectionate or formal manner.
site /saɪt/ - A location or place, often referring to a specific area for a particular purpose.
sight /saɪt/ - The ability to see, or something that is seen.
waist /weɪst/ - The part of the body between the ribs and the hips.
waste /weɪst/ - To use or consume carelessly or excessively, or material that is discarded or not used effectively.
night /naɪt/ - The period of darkness between sunset and sunrise.
knight /naɪt/- A historical figure of honor and chivalry, often associated with medieval times.

- d. Check how students follow the teacher or the audio. Observe how they do on their own and add necessary feedback.

15.4 Speaking

This speaking task is related to talking about past action with present significance.

Objective:

Talk about past action with present significance using 'for' and 'since' correctly.

Materials:

Chart paper differentiating use of 'for' and 'since'

Follow these steps:

- Ask the students randomly questions like: How long have they been studying English/ in grade 9/in that school?
- Observe how they reply, better write some of them on the board, circle the part if there is any error.
- Tell them to act out the conversation given in **task A** in pairs.
- Now, draw their attention to the use of 'for' and 'since' in the sentences in **task A**. Elicit that we often use 'for' and 'since' when talking about time.
- Show the following table in the chart paper and ask them to read and generalise the use.

For: a period from start to end	Since: a point from then to now
for 40 minutes	since 10 am
for two days	since Monday
for 9 months	since September
for 3 years	since 2001
for 2 centuries	since 1999
for a long time	since I left school
for ever	since the beginning of time

used in all tenses	used in perfect tenses
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- f. Ask them to form sentences based on these phrases. Ask them to form questions with 'How long(in present perfect or present perfect continuous)...?' Elicit: 'for+ period of time'/ 'since+ point of time
- g. Lead them to **task B** and ask them to make similar conversation in pairs. Help them when needed.

Task B possible answers:

- a. A: How long has Sumit been doing his homework?
B: Sumit has been doing his homework for 2 hours.
- b. A: How long has Deepa been reading a novel?
B: Deepa has been reading a novel since last Monday.
- c. A: How long has Dhanu been waiting for a bus?
B: Dhanu has been waiting for a bus for hours.
- d. A: How long has Siddhartha been watching a movie?
B: Siddhartha has been watching a movie since 5 o'clock.
- e. A: How long has Deepak been living in Japan?
B: Deepak has been living in Japan since 2010.
- f. A: How long has it been raining?
B: It has been raining for a long time.
- g. A: How long has Sonali been painting the house?
B: Sonali has been painting the house since this morning.
- h. A: How long has she not been eating any junk food?
B: She has not been eating any junk food for several months.
- i. A: How long has Raman been ploughing the field?
B: Raman has been ploughing the field since 10 o'clock.
- j. A: How long has the telephone been ringing?
B: The telephone has been ringing for a few minutes.

- h. Monitor if the students are doing right. Help them when necessary.

15.5 Grammar I

This grammar task is related to present perfect and present perfect continuous tense.

Objectives

- a. Identify present perfect and present perfect continuous tense.
- b. Use the verbs in correct tense (particularly, present perfect and present perfect continuous tense in case of this task).

Instructional materials

Chart paper with some examples

Follow these steps

- a. Display the chart and tell them to read out the examples written there.

I've known Krishna for seven years.

She's been living here for three years.

He's been working at our office since 2018.

Have you read the book yet?

She's been doing her homework since 9 o'clock,

- b. Ask them to try to identify the tenses for the given sentences. Discuss briefly the uses of present perfect and present perfect continuous tenses. Ask them to extract the structures out of the given examples, help where needed. You can refer them to study in a good grammar book.
- c. Now, lead them to **task A**. Ask them to complete the sentences with the present perfect or present perfect continuous form of the verbs given in the box.

Answers:

- | | | |
|----------------------------|-----------------------|--------------------------|
| a. have been playing | b. have been watching | c. has just been raining |
| d. have just been watering | e. have cleaned | f. have you been doing |
| g. Have you been waiting | | |

- d. Tell the answers and ask them to check. Discuss the confusions.
- e. Now, lead them to **task B**. Ask them to use either present perfect or present perfect continuous tense.

Answers:

- | | | |
|----------------------|------------------------|------------------------|
| a. have you known | b. have you been doing | c. has Charles visited |
| d. has been learning | e. have been watching | f. never eats |
| g. haven't seen | h. has been writing | |

- f. Check their answers.

15.6 Writing I

In this writing task, students learn to write diary entries for a week.

Objective:

Write diary entries.

Follow these steps:

- Remind the students that the **reading I** is a diary entry of Anne Frank.
- Ask them to look at the text to know how she has written her diary entry.
- Lead the discussion to the steps of writing a diary entry and discuss further about the basic format.

Steps for writing a diary entry

- a. Choose a Time and Place,
- b. Date your Entry,
- c. Begin with a Greeting: such as "Dear Diary"
- d. Reflect on your Day: Write about your thoughts, feelings, and experiences from the day. Consider the significant events.
- e. Provide Details
- f. Express your Emotions: Share your thoughts and emotions openly. Write about what made you happy, sad, excited, or worried during the day.
- g. Conclude with Closing Remarks: Wrap up your diary entry with closing remarks or a summary of your overall feelings about the day. You can also include any hopes or goals for the future.

- d. Now, ask them to read the given instruction and make a mind map of the task.
- e. Ask them to write a diary entry for a week. Ask them to include the activities they did during these days. Also ask them to express their views and attitudes about a particular incident on each day. Assign this as homework or classwork.

Sample answer:

Day 1: Today, I started my diary. In the morning, I woke up early and went for a morning walk. It was a great way to start the day and clear my mind. Afterward, I spent the day working online. I had a productive day, completing several tasks and attending virtual sessions. In the evening, I cooked a delicious dinner and enjoyed it while watching my favorite TV show. Overall, it was a satisfying day, and I feel accomplished.

Day 2: Today was a busy day. I had a lot of errands to run, including grocery shopping. It took up most of my morning, but it felt good to check off those tasks from my to-do list. In the afternoon, I met up with a friend for a coffee and we had a great time catching up. However, a minor incident occurred when I accidentally spilled my coffee on the table. I felt embarrassed, but my friend and I laughed it off. It taught me the importance of being careful and not rushing through things.

Day 3: Today was a relaxing day. I took some time for self-care and did some washing and bathing. In the afternoon, I decided to start a new book that I've been meaning to read. It was a captivating story, and I got lost in its pages. It gave me a fresh perspective and inspired me to make positive changes.

Day 4: Today was a challenging day at school. I had a presentation in my class. It was a stressful situation, but I remained calm and presented my best. It was a valuable lesson in managing difficult circumstances and maintaining calmness.

Day 5: Today was a day filled with creativity. I spent the morning painting and experimenting with different art techniques. It was a healing experience and allowed me to express my emotions through colors and brushstrokes. In the

evening, I attended an online art class, which was inspiring and helped me refine my skills. The instructor's guidance and feedback motivated me to continue pursuing my passion for art.

Day 6: Today was a day of exploration. I decided to visit a local museum and immerse myself in the world of art and history. It was fascinating to learn about different cultures and artistic movements. I found myself captivated by a particular artwork that conveyed deep emotions and symbolism. It reminded me of the power of art to evoke emotions and connect people.

Day 7: Today marked the end of my diary for the week. It was a reflective day where I looked back on the past week's experiences. Keeping this diary has been a rewarding practice, allowing me to record my thoughts and emotions. It helped me gain insights into my daily activities and encouraged self-reflection. I plan to continue this diary journey. It has become an important tool for self-expression and self-discovery.

f. Check their copies and provide feedback.

15.7 Reading II: Rautes

The second reading text is about one nomadic ethnic group of people in Nepal known as “Rautes”. Through this text, students will have the opportunity to expand their vocabulary and gain a lot of insights related to Rautes and unique lifestyle.

Objectives:

- a. Learn words (indigenous, nomadic, sanctuary, acculturation, hierarchy, roaming, rearing, etc.)
- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to share their understanding about ethnic groups in Nepal.
- b. Ask them if they know anything about Rautes. Rautes though declining in number, are very popular in Nepal. So, most of the students could have heard.

While-reading activities

- a. Ask the students to scan the text on their own. Ask them if they understood anything about Rautes more than that of pre-reading discussion.
- b. Ask them to see the highlighted words. Assign students one or two highlighted or unfamiliar words according to the number of students. Tell them that they have to find the meanings first and then they have to introduce the words to other students in the class in a number of ways so that others would know the meanings of the words.
- c. Ask them to find the meanings of these words and the way they would like to introduce. They can draw pictures or act out, mime, give gesture or use other ways for introducing meanings.

- d. Now, draw their attention to the comprehension **task A**. Ask them to do the cross word puzzle.

Answers:

Across:

2. Nomadic 3. Widespread 6. Patriarchal 7. Extending 8. Indigenous

Down:

1. Commendable 4. Remarkable 5. Prominent

- e. Tell the answers and let them check themselves.
- f. Read the text with correct pronunciation and at an appropriate speed. Ask the students to listen and point the lines. Alternatively, read and record the text in your mobile phone and make the students listen to the audio and follow the lines on the page of the book.
- g. Ask the students to read the text aloud with correct pronunciation and at an appropriate speed. This helps them with reading accurately and fluently.
- h. Divide the students into small groups, give each group a certain number of paragraphs for reading and finding major information there and share that with the class. Assist them in case they get problems with reading, pronunciation and understanding.
- i. Ask the students to read the instruction in **task B** and do the task as a classwork.

Answers:

- a. False (they do not settle in any place permanently.)
- b. True
- c. True
- d. True
- e. False

- j. Now, divide the students in five groups, assign one question for each group, make them discuss the questions in **task C**, and present the answer to the class.

Possible answers:

- a. The common belief about the history of the Rautes is that they fled from the state in the past and never returned.
- b. Rautes earn their living through various means such as crafting wooden utensils, hunting monkeys, trading their products in the market, and collecting food grains.
- c. Raute children spend their days playing with natural objects and roaming around the settlement. They are not assigned major household responsibilities until the age of 10-14.
- d. The Rautes have good knowledge of the forest and its ecosystem because it is part of their lifestyle and job to search for medicinal herbs, firewood, and vegetables in the jungle.
- e. The task division between male and female Rautes may not be seen as fair from a modern perspective, as it follows a patriarchal social hierarchy.

- f. The hunting skills of the Rautes are special because they utilize a rare technique where a group of 8-30 young and middle-aged Rautes go hunting together with nets, rather than using guns or bows and arrows.
- g. The Rautes celebrate festivals such as Saune Sankranti, Dashain, Tihar, Chaite Dashain, and Maghe Sankranti.
- h. From the Rautes, modern people can learn about the importance of preserving cultural traditions and maintaining diversity in a rapidly globalizing world.

k. Call the group leader in front of the class and ask them to read out their answers. Add feedback in the meantime. Ask all the students to write the task as homework.

Post-reading activity

a. Arrange discussion in the class. Make the students discuss the given question: How do cultures and traditions affect people's lifestyles?

Cultures and traditions shape lifestyles by influencing identities, social norms, values, rituals, food choices, language, and artistic expressions. They provide a sense of belonging, define acceptable behavior, and guide decision-making. Cultural practices and traditions structure daily routines, mark important events, and foster a connection to heritage. While cultures evolve, they continue to impact how individuals live and interact within their communities, contributing to the diversity and richness of human experiences.

b. Listen to their opinions and add needful feedback.

15.8 Listening

This listening task has an audio related to happiness in Bhutan.

Objective:

a. Listen to the audio and do the given tasks.

Materials:

Audio file (mp3) and audio player

Follow these steps:

Pre-listening activities

a. Ask the students to look at the picture and discuss the questions given in the pre-listening task.

Picture 1: the flag of Bhutan
Picture 2: cultural costume of Bhutan called Gho and Kira

b. Ask them to relate them to flags and some cultural dresses of Nepal.

c. Make the students remain ready for the listening tasks by taking a pen or pencil and a blank page where they can take notes while listening.

While-listening activities

- a. Draw the attention of the students to the audio giving the clues from the questions and pictures given in the task A. Play the audio so that they will get some information and context about the audio.
- b. Ask them to read the instructions in **task B**. Play the audio and ask them to answer the questions. Move around the class and monitor the students if they are doing right.

Answers:

- a. 2008
- b. Gross Domestic Product
- c. 2015
- d. 91
- e. By the balance between their financial and mental values.

- c. Play the audio again so that they will check their answers themselves. Never supply the answers.

Post-listening activities

- a. Ask the students: What is the rank of Nepal in the World Happiness Index this year?
- b. Ask them to search and find the answer to this question as a home assignment. Tell them to use websites or internet sources to find the factual data. Tell them that this will have to find the rank of this year, not of the previous years.
- c. Ask them to share the answer and discuss. The answer may vary year to year. (Nepal ranks 78th in the world happiness report 2023).

15.9 Grammar II

This grammar task is about the use of 'since' and 'for.'

Objectives

- a. Identify point of time and period of time.
- b. Use 'since' and 'for' correctly.

Follow these steps:

- a. Lead them to **task A**. Tell to them to read and observe the use of present perfect in the responses. Support them with additional information where necessary. This is just the revision activity.
- b. Write some sentences that use 'since' and 'for' on the board and ask the students to identify point of time and period of time. Tell them the rule that 'since' is used with point of time and 'for' with period of time. You can use the same table of examples presented before introducing **speaking A** in this lesson.

- c. Next is the turn of **task B**. Suggest them to read the given example and observe the use of present perfect tense and 'since' in the sentence.
- d. Now, ask them to rewrite the given sentences using 'for' and 'since' using the clues in the brackets.

Task B answers:

- a. Pawan has lived in Tanahun since he was born.
- b. Subin has been unemployed since last January.
- c. Subash has had a fever for the last few days.
- d. I have wanted to go to Lumbini since I was in grade five.
- e. My brother has been studying engineering for three years.
- f. I have been working in Bhanu Municipality since last year.
- g. My cousin has been in the army since he was eighteen.
- h. They have been waiting for the bus for half an hour.
- i. Krish has been doing his homework for two hours.
- j. Pramila has been going to dance classes for a month.

- e. Check the answers. Discuss the confusions.

15.10 Writing II

In this writing task, students learn to write an essay related to the effects of junk food on children.

Objective:

Write an essay on the effects junk foods have on children.

Materials:

Pictures and cut-pieces related to junk food and possible health hazards.

Follow these steps:

- a. Draw students' attention towards rampant use of junk food on pictures and cut-outs you have collected. Ask them to share their habits related to junk food.
- b. Ask the students to discuss and make a list of possible effects of junk food on children.
- c. Draw their attention to the given instructions and clarify the instruction (in case of confusion).
- d. Ask them to observe the given clues and do the writing task. It can be given as homework or a classwork. Remind them about the basic format of an essay that had been previously discussed.

Sample answer/points:

Junk foods are those food and drinks that are low in nutrients (e.g. vitamins, minerals and fibre) and high in kilojoules, saturated fat, added sugar and/or added salt. Junk foods are not good for health and body. They can have a good taste to eat but they lack sufficient nutritive components. Snacks, instant noodles, Kurkure, chips, processed meat, sugary drinks, fast foods, etc. are some examples of junk foods. Children and young people can be attracted to these foods because of their appealing look and taste.

Junk food, with its enticing flavors and convenience, has become a regular part of children's snacks. Several factors, including aggressive advertising campaigns targeting young audiences and a lack of education about the harmful effects of consuming such foods. However, the consequences of junk food consumption on children's health are far from any good.

The negative impact of junk food on children's health is alarming. Regular consumption of these foods can lead to a range of health issues, including frequent headaches, an increased risk of heart attacks, dental problems due to excessive sugar intake, high blood pressure, obesity, and elevated cholesterol levels. These health problems not only affect the child's physical well-being but can also have long-term implications on their overall quality of life. Furthermore, the economic aspects of junk food consumption should not be overlooked. Junk food is often cheaper and more readily available than healthier alternatives. However, the short-term savings come at a cost. Families end up spending more on healthcare expenses, as treating diet-related illnesses can be financially burdensome.

In conclusion, the prevalence of junk food in children's diets, driven by advertising and a lack of education, has significant negative consequences. The damaging effects on health, burden on the economy, and poor academic achievement all highlight the urgent need for promoting healthier dietary choices and educating children and parents about the risks associated with excessive junk food consumption.

- e. Check their answers and provide feedback.

15.11 Project work: a survey and report writing

In this project work students are engaged in groups to conduct a brief survey and prepare a short report about one of the ethnic communities of their locality.

Objective:

Conduct a brief survey and prepare a short report about one of the ethnic communities of their locality.

Follow these steps:

- a. Form small groups of fours for this task. Tell them that they have to conduct a brief survey and prepare a short report about one of the ethnic communities of their locality.
- b. Clarify the instructions and clarify what is a survey and how it is to be done. Discuss the aspects they have to explore in the survey: Introduction – population and history- settlement areas- lifestyles- culture and festivals, etc.

- c. Develop a questionnaire for finding information on these aspects.
- d. Ask them to collect information based on the questionnaire and write a report based on the information on the above mentioned aspects.
- e. Ask them to share the report and provide feedback. Encourage them for active participation in pre-survey preparation, during-survey tasks and post-survey presentation.

15.12 Extra bit

In this section, the students will learn something about phobia and mania. This is the self-study task. However, the teacher may assist them with needful inputs and additional resources for further reading.

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Unit 16 Games and Sports

This unit is related to the theme of games and sports. Games and sports are activities that involve both physical and mental skills and practices. They not only entertain us but also help us for our physical fitness, mental development, social interaction, emotional well-being, etc. The unit has two reading tasks related to the theme. In addition to the regular tasks of pronunciation, listening, and speaking, the unit includes grammar topics: question tag and negation; writing tasks: news story and paragraph writing. The table below offers a brief overview of tasks in unit 16.

Unit overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Identify the sports and talk about them based on the pictures.
2.	Reading I Wimbledon	Pre-reading questions and pictures Match the words in column A with their meanings in column B. State whether the given statements are True or False. Short answer questions Post reading question
3.	Pronunciation: Poem recitation	Recite the poem with correct pronunciation
4.	Speaking Expressing ability and inability	Study the example sentences expressing ability. Ask and answer whether they can or can't do these actions. Know your friend's ability and sharing in the class.
5.	Grammar I Question tag	Find question tags in the given text. Add correct question tags to the given statements.
6.	Writing I News story	Write a news story using the outline given below.
7.	Reading II Sports	Pre reading questions Complete the sentences with the given words. Choose the correct answers. Answer the given questions.

		Post-reading question
8.	Listening A radio news bulletin	Picture and pre-listening questions Listen and match the places or clubs and news. Listen and answer the questions. Listen to the news and make a list of headlines.
9.	Grammar II Negation	Match affirmative with their negative forms. Change the given sentences into negative ones.
10.	Writing II paraphrasing	Study the sample and paraphrase the first paragraph.
11.	Project work Sports week schedule	Make a sports week schedule.
12.	Extra bit – paraphrasing	Paraphrasing
Estimated time for the unit		9 hours

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

16.1 Getting started

This section in the textbook has a warm-up task for the unit: Look at the pictures and identify the sports. Then, talk about them in pairs using ‘can, can’t, be able to’. There are six pictures given for discussion. The task prepares the students with some common concepts related to the theme – games and sports along with the use of the language function: expressing ability..

Objective:

To identify the given pictures and talk about ability and inability related to them.

Follow these steps:

- Draw attention of the students to the pictures and set ground for discussion on the theme: Games and Sports.
- Ask the students to look at the pictures and identify the sports in the picture. Ask them if they can play these games. Ask them to use the words 'can', 'can't' and 'be able to'. Take their responses.
- Ask them to take turns and talk about each picture by using **can, can't, be able to**. Ask a student in a pair to ask questions related to the sports in the pictures using 'can' and the other

to reply them. Swap the roles. There might be a variety of questions and responses. They will practise expressing ability.

Name of the sports in the pictures:

Picture 1: Rugby, **Picture 2:** hockey, **Picture 3:** Kabaddi, **Picture 4:** basketball, **Picture 5:** athletics/running, **Picture 6:** cycling

Sample Conversation

A: Can you play Rugby?

B: No, I can't play Rugby. Only trained and dedicated people can play Rugby. Can you play it, then?

A: No, I can't. I can play hockey. It's a game played with a stick. You can't play hockey without a hockey stick.

B: I can play Kabaddi. It's common game we used to play in our childhood days.

A: Can we play Kabaddi indoors?

B: Yes, we can. It can be played indoors and outdoors.

A: Are you able to play basketball?

B: Yes, of course. I can play it. Can you cycle?

A: No, I can't do cycling. Instead I can run very well.

B: Is it? But I can't run very fast.

(Conversations may vary in each pairs.)

- d. Ask the students to take turns and speak about some related abilities and inabilities associated with these sports.
- e. Assist them with supporting feedback.

16.2 Reading I: Wimbledon

The first reading text is a text entitled “Wimbledon”. It helps them learn about world famous tennis tournaments and a range of associated terminologies and do the tasks.

Objectives:

- a. Learn words (tournament, prestigious, grand slam, ballot, championship, gilt, salver, stunning, etc.)
- b. Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students what they knew about lawn tennis and international tournaments related to it. (Give examples like Wimbledon, French tennis,...)

- b. Ask the students if they knew the famous international players.
- c. Next, lead them to the pictures in the pre-reading task and then to the given questions.
- d. Encourage them to be involved in the discussion.

Possible answers to the pre-reading questions:

- a. The name of the sport is lawn tennis.
- b. The names of the players in the first picture are Novak Djokovic and Roger Federer.

Novak Djokovic and Roger Federer are both tennis legends who have left an indelible mark on the sport. Djokovic, a Serbian professional tennis player, whose relentless consistency and mental toughness have helped him claim numerous Grand Slam titles, while Federer, a Swiss tennis legend, whose elegant style, versatility, and incredible shot-making ability have made him a fan favorite and one of the most successful players in tennis history.

The second picture is related to **Simona Halep and Serena Williams**. Simona Halep is a Romanian tennis player known for her exceptional speed, precision, and tactical prowess, which have propelled her to the top of the women's game, including winning two Grand Slam titles. Serena Williams is an American tennis icon widely considered one of the greatest female players of all time, with her powerful game, fierce competitiveness, and an astonishing 23 Grand Slam titles to her name.

(Many students may not recognize them well, teacher will give some information and make ground for the discussion)

- e. Add your remarks when they put theirs.

While-reading activities

- a. Read the text with correct pronunciation and ask the students to listen and point to the lines.
- b. Ask them to see the highlighted words. First pronounce the words and ask them to repeat it.
- c. Now, tell them that they will play a vocabulary game called 'My word' for learning the vocabularies. For this, each student in the class takes the responsibility for thoroughly learning a few words – then teach them to peers.
- d. Assign each student 2-3 words (my words) from the lesson or equal as per students in the class. Ensure that it includes the highlighted vocabularies.
- e. Tell them that they are the ‘word expert’ for those vocabularies. Tell them to search the meanings and ask them to construct a card for each vocabulary using the word’s definition, part of speech and an illustration, etc.
- f. After a “word expert” is finished with his or her cards, the student presents her cards to a classmate and they exchange cards so that all students in the class know the meaning of the words.
- g. Ask the students to see **task A** and match the words with their meanings. Check their answers.

Answers:

a. prestigious -	vi. respected and admired as very important
b. substantially -	iv. considerably
c. gilt -	i. a thin layer of gold
d. inscription -	vii. words written in front of a book or cut in stone or metal
e. salver -	ii. a large plate, usually made of metal
f. mythology -	v. study of myths
g. stunning -	iii. extremely attractive or impressive

h. Now, put the students in pairs and ask them to read the text and summarise each sub-topics. Ask some of the pairs to share the summary of each unit in turn. Assist the students in case they get problems with reading and understanding.

i. Now, lead them to **task B** and do the task in the same pairs. Check their answers.

Task B answers:

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

j. Now, draw the students' attention to **task C**, ask them to read the text again and do the task.

Possible answers:

- a. Wimbledon is different from other Grand Slam tournaments because it is the only major still played on traditional grass, while the others are played on hard court or clay court.
- b. The four Grand Slam tennis tournaments are the Australian Open, the French Open, Wimbledon, and the US Open.
- c. The five main events of Wimbledon are gentlemen's singles, ladies' singles, gentlemen's doubles, ladies' doubles, and mixed doubles.
- d. If tennis fans don't win a ticket in the public ballot, they can queue up overnight to get seats on match day. There are a certain number of seats allocated for the queuing system.
- e. Wimbledon Centre Court was fitted with a retractable roof to help substantially reduce the loss of playing time caused by bad weather.
- f. The inscription on the Gentlemen's Singles trophy is 'All England Lawn Tennis Club Single Handed Championship of the World.'
- g. Novak Djokovic won the Gentlemen's Singles in 2019, while Simona Halep won the Ladies' Singles in 2019.

k. Check their answers and provide feedback. The teacher may set task C as a home assignment. If it is set as a home assignment, the teacher may check the answers the next day.

Post-reading activity

a. Arrange a discussion as a classwork. Ask the question to the whole class: Why is it important to have tournaments for wheel chair users?

- b. Ask the students to give their their opinion about the importance of tournaments for wheelchair users. Encourage them to share their views saying that their difference does not mean wrong answer.

Sample answer:

It is important to have tournaments for wheelchair users because it promotes inclusion and diversity in sports and helps to break down barriers and misconceptions about people with disabilities. These tournaments also provide an opportunity for wheelchair users to showcase their athletic abilities, and inspire others to pursue sports and physical activity regardless of their physical limitations. Additionally, these tournaments can also help to improve the overall physical and mental health of wheelchair users by providing a means for them to stay active and engage in social interactions with other players.

- c. Assist when the students need support and give feedback.

16.3 Pronunciation

This pronunciation task presents a recitation of a poem related to English pronunciation.

Objective:

Recite the given poem with correct pronunciation.

Instructional Materials: Audio of the given poem

Follow these steps:

- a. Call for the student's attention to the given poem.
- b. Ask them to read the poem once, and tell them to mark the words which they find difficult to pronounce.
- c. Ask them to pay attention when the teacher reads the words or plays audio. You can find the audios on the Youtube or any other internet sources. Assist them when needed.
- d. Make them take turns and recite the poem in front of the class. Assist them when needed.
- e. Play the audio multiple times as per the need.
- f. Check how students follow the teacher or the audio. Observe how they do on their own and add necessary feedback.

16.4 Speaking

This speaking task is about the language function of expressing ability.

Objective:

- a. Use can or can't to express ability.

Materials: Pictures with different actions and activities and word cards

Follow these steps:

- a. Ask the students random questions like: Can you climb a tree? Can you play the violin?, etc.

- b. Take their responses. Ask them what 'can' and 'can't' in their responses express. Elicit: 'can' and 'cannot' in their responses express the ability.
- c. Tell them to read the examples in **task A**. Ask them to elicit the expression of ability. Tell them to pay attention of 'can/cannot/be able to'.
- d. Now, show them the pictures you brought and make them work in pairs to ask and answer about their ability and inability. Ask them to use 'can' in the questions and 'can/cannot/be able to' in their responses.
- e. Take them to the pictures in **task B** and explain the example sentences. Then, ask them to practice similar conversation in pairs. Help them when needed.

Possible answers:

- a. A: Can you ride a horse?
B: Yes, I can ride a horse. (But I can't make it run.)
- b. A: Can you swim?
B: Yes, I can swim. (But I can't dive from a height.)
- c. A: Can you play the Madal?
B: No, I can't play the Madal. (But I can play the guitar.)
- d. A: Can you drive a car?
B: No, I can't drive a car. (But I can ride a motorbike.)
- e. A: Can you ride a bicycle?
B: Yes, I can ride a bicycle. (But I can't do any fancy trick on it.)

- f. Monitor if the students are doing right. Suggest them for peer correction. Help them when necessary.
- g. Now, lead them to **task C** for further discussion. Make them work in pairs, ask about their friend's ability and inability, and express them in front of the class. Ask them to use the clues given in the textbook. Give feedback and encourage them to speak.

16.5 Grammar I

This grammar task is related to tag question.

Objective

Make correct tag questions.

Instructional materials: Chart paper with some examples and general rules

Follow these steps:

- a. Display the chart with examples (Raman is a student, isn't he?, Sumina dances great, doesn't she?, Subrat had invited, hadn't he?....) and ask them to read them. Ask them what type of

questions they are. Elicit: They are tag questions. Tell them that tag questions are added to the end of a statement to confirm or seek agreement.

- b. Connect them to the examples given in **task A**. Ask them to underline the tags and discuss the rules associated there.
- c. Further lead them to the rules through the chart paper or the board. Provide suitable examples to clear the concept. Begin with common rules such as: - We use a negative question tag if the statement is positive, and vice versa, - If there is an auxiliary verb in the statement, we use it in the question tag too, - The form of the question tag needs to match with the main verb in the statement.
- d. Now, lead them to **task B**.

Answers:

- | | | | | |
|----------------|-----------------|--------------|-------------------|----------------|
| a. isn't it? | b. doesn't she? | c. will you? | d. haven't they? | e. do we? |
| f. aren't I? | g. shall we? | h. will you? | i. wouldn't they? | j. hadn't you? |
| k. could they? | l. hasn't he? | m. need you? | n. wouldn't we? | |

- e. Tell the answers and make them correct. Discuss the confusions.

16.6 Writing I

In this writing task, students learn to write a news story.

Objectives:

Write a news story based on the outlines given in the textbook.

Follow these steps:

- a. Remind the students the writing task (news story) discussed in Unit 8. Ask them what they remember.
- b. Lead the discussion to the components of the news story and discuss further about the basic format once again if needed.
- c. Now, ask them to read the given instruction and write then and there. Alternatively, this task can be set as a home assignment too.
- d. Closely observe them when they work on. Help where needed.

Sample answer:

Nepali Army Collects 800 kg of Garbage

By staff reporter

Solukhumbu, May 3: The Nepali Army (NA) has collected a massive 800 kg of garbage from Mt. Ama Dablam as part of the Mt. Ama Dablam Clean-up Campaign 2075 organized by the Sagarmatha Pollution Control Committee (SPCC).

The campaign was conducted with the support of the Shumser Gulma, a company of the Nepal Army, and financial assistance from the Khumbu Village Body. The effort was

aimed at preserving the natural beauty of the mountain and keeping it clean and free from pollution.

The clean-up campaign was a huge success, and the garbage collected was handed over to the local community amid the program. SPCC Chair Mr. Sherpa expressed his gratitude to the NA for their contribution to the campaign, which helped to make it a resounding success.

The NA has been actively participating in such clean-up campaigns to preserve the natural beauty of Nepal's mountains and promote environmental awareness among the public. Overall, the clean-up campaign was a great success, and it is hoped that such efforts will continue in the future to keep Nepal's mountains clean and pollution-free.

- e. Evaluate their work in front of them and give needful feedback.

16.7 Reading II: Sports

The second reading text is an essay titled “Sports”. Through this text, students will have the opportunity to expand their vocabulary and gain a lot of insights related to sports.

Objectives:

- Learn words (career, recreation, impartial, adapted, unique, etc.)
- Read the text and do the given tasks.

Follow these steps:

Pre-reading activities

- Ask the students which sports they play and why. Take their responses. Ask why sports are important for us. Talk and share about its importance.
- Introduce the highlighted words before they go to the discussion of the text.

While-reading activities

- Read the text at an appropriate speed correctly and record it beforehand. Play the recorded lesson through your mobile phone. Ask the students to listen and point to the lines.
- Make the students read the text silently at their best speed. For making reading fun, set a timer on a mobile, give them 3 minutes time, and tell them to raise their hands when they finish. This reading activity helps students enhance their reading speed. Assist them in case they get problems with reading, pronunciation and understanding beforehand.
- Ask some students to share the gist of the lesson.
- Now, draw their attention to **task A**. Ask them to do the task..

Answers:

a. impartial b. career c. adapted d. recreation e. unique

- Tell the answers and ask them to check.
- Ask the students to read the instruction in **task B**, read the text and do the task as a classwork.

Answers:

- a. iii. Cricket
- b. ii. Cricket
- c. iv. Cricket
- d. ii. inclusiveness in sports
- e. specifically no single paragraph gives much emphasis to benefits of sports

- g. Do mass correction of task B.
- h. Now, divide the students in five groups, assign one question for each group, make them discuss the questions in **task C**, and present the answer to the class.

Possible answers:

- a. People do sports for a variety of reasons. Some do it as a career, while others do it for enjoyment and recreation.
- b. Common about most sports is they involve the use of one or more ball/s.
- c. The main quality of an umpire or referee in sports is to be fair and impartial.
- d. Yes, watching sports at home can be beneficial because it is often cheaper than attending a stadium or special event.
- e. Sports equipment is adapted for people with disabilities to promote inclusiveness so that they can participate in sports regardless of their physical nature.
- f. Doctors encourage people to do sports because it has various health benefits related to physical fitness and mental wellbeing.

- i. Call the group leader in front of the class and ask them to read out their answers. Discuss and add feedback in the meantime.

Post-reading activity

- a. Arrange a discussion in the class. Make students discuss the given question: What is your favourite sport? How might you make adaptations for people with disabilities for this sport?
- b. Encourage them to put adaptation ideas related to their favourite sports. Give some hints: modified rules, use of assistive devices, wheelchair competition of wheelchair users, standing competitions for players with mobility impairments.
- c. Listen to their opinions and add needful feedback.

16.8 Listening

This listening task is related to a news bulletin at 6 pm.

Objective:

Listen to the audio and do the given tasks.

Materials:

Audio file (mp3) and audio player

Follow these steps:

Pre-listening activities

- a. Ask the students to look at the picture and discuss what it is about. Tell them that it is a TV news bulletin
- b. Ask if they listen to the English news on radio or watch it on television? Take their responses.
- c. Ask them to share some highlights of a recent news broadcast on radio or television.
- d. Now, tell them that they are going to listen to a news bulletin and do the task.

While-listening activities

- a. Tell them that you will play the audio and they have to listen it before they go for the task.
- b. Play the audio and ask them to listen. This time they will listen and just get familiar with the context.
- c. Now, ask them to look at the **task B**. Tell them that they will have to do the task when the audio is played. Ask them to be ready for the task.
- d. Play the audio and ask them to do **task B**.

Answers:

- | | |
|----------------------|--|
| a. London | v. Olympics to be organised |
| b. Estonia | vi. New president elected |
| c. USA | ii. Thousands injured by hurricanes |
| d. Manchester United | iii. Young player Brillinho bought for the highest price |
| e. Berlin Zoo | i. Chi Chi gives birth to twins |

- e. Ask them to see the questions in **task C**. Play the audio again and ask them to do **task C**.

Answers:

- a. Paris
- b. Next 48 hours
- c. Caribana
- d. 5 years
- e. Since 1994

- f. Play the audio again. This time, they will check the answers in **task B**, and when played the next time, they will check the answers in **task C**. Go around the class and check whether all the students are doing it right.

Post-listening activities

- a. Ask the students to do this task as a home assignment.
- b. Tell them to listen to the news on radio or television and note at least three news headlines similar to those which they listened to in the beginning of the audio.
- c. Ask them to share it in the class the next day.

16.9 Grammar II

This grammar task in the textbook is about negation.

Objectives

- a. Identify affirmative and negative sentences.
- b. Change affirmative sentences into negative and vice versa.

Follow these steps

- a. Write some sentences (both affirmative and negative) on the board and ask the students to identify whether they are affirmative or negative.
- b. Now, lead them to **task A**. Tell them to match the sentences and identify their affirmative and negative forms.

Answers:

The students have aced the exam.	The students have not aced the exam.
Could you not play the guitar please?	Could you play the guitar please?
Play with the baby please.	Don't play with the baby please.
She bought no one a present.	She bought someone a present.
Never knock on the door before entering.	Always knock on the door before entering.
The boss was friendly.	The boss was not friendly.
Alex didn't eat rice yesterday.	Alex ate rice yesterday.
Stuti didn't use to live in London.	Stuti used to live in London.

- c. Discuss each answer so that the students will be able to internalize how negations are made in different types of sentences.
- d. Now, lead them to **task B**. Set this task as a classwork.

Answers:

- a. Your new friends are not chatting online now.
- b. His teacher does not know what to do.
- c. My classes did not start on time yesterday.
- d. Mary will not come to the party.
- e. Raju had not painted the wall when I reached his home.
- f. Rani is not leaving Singapore tomorrow.
- g. My mother and grandmother never go to the temple on Saturdays.
- h. None of the rice has gone bad.
- i. We do not have to work hard to live a decent life.
- j. Mr. Pant has not won any awards.
- k. She never carries a walking stick.
- l. Neither Sobhana nor Karma will attend the meeting.

- e. Do mass correction of the classwork and discuss where necessary.

16.10 Writing II

This writing task in the textbook is about paraphrasing.

Objective:

Paraphrase any given text.

Follow these steps:

- a. Ask the students to read the given paraphrase of the last paragraph of **Reading II**.
- b. Help them know what paraphrase actually is. Tell them that paraphrase is a way of restating the text in other (your) words without changing the meaning of the original. For further detail, connect them to the extra bit section.
- c. Next, as shown in the given example, make them paraphrase the first paragraph of the text.
- d. Set this task as a classwork or a homework assignment. Assist them when needed.

Sample answer:

There is a wide range of sports played by various people for various reasons, some play for professional reasons and some for leisure. While certain sports like cricket involve the use of a lot of equipment, others require very little. Playing fields may be used for free by some individuals, whereas sports like squash, tennis, badminton, and table tennis typically require payment for hourly usage at a nearby leisure center.

- e. Make some of the students take turns, stand up and read out the paraphrase they have done. Encourage them with suitable feedback.

16.11 Project work

This project work is related to preparing a **Sports Week Schedule** for a sport event their school is organising.

Objective

Prepare a sports week schedule.

Follow the following procedure:

- a. Tell the students that this is a group task. Form a group of fours. Instruct them that they must work in collaboration with each other.
- b. Clarify the task. Tell them to imagine that their school is going to organise sports week next month. So, they have to work in the assigned group and prepare a **Sports Week Schedule** for the event.
- c. Tell them to complete the task in 4 days. Ask them to make it as attractive as possible.
- d. Guide and monitor the work. Ensure that all the group members are working equally.
- e. Ask them to display the schedule on different parts of the classroom wall. Ask all groups to observe the schedule prepared by other groups as a **Gallery Walk Activity**.
- f. Rank the schedule. Share your observation and feedback.

16.12 Extra bit

In this section, the students will learn something about paraphrasing that they carried out in **Writing II**. The students may carry the task independently for self-study. However, the teacher may assist them with needful inputs.

Unit 17

Global Warming and Climate Change

This unit is related to the theme of Global Warming and Climate change. Global warming and climate change are two of the most pressing environmental issues facing our planet today. Global warming refers to the long-term heating of Earth's surface, while climate change refers to the long-term changes in Earth's climate, including changes in average temperature, precipitation, and other weather patterns. The language function of the unit is expressing degrees of certainty. Through reading, listening, speaking and activities, students will practise using language to express degrees of certainty. The reading and listening activities of this unit focus on the theme of the unit while the speaking skill is based on the language function. By the end of this unit, students will have gained a deeper understanding of global warming and climate change, and used language for expressing degrees of certainty.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the picture and talk about the causes and consequences depicted in them.
2.	Reading I Movie Review: Cashing Ice	Pre-Reading questions Vocabulary (Match the words with their meanings) Fill in the crossword puzzle Complete the sentences with appropriate words Short-answer questions Post reading question
3.	Pronunciation	Pronounce the given words and keep them under the correct column /u/ or /ʊ/.
4.	Speaking Expressing degrees of certainty	Act out the given conversation Have conversations making expressing degrees of certainty Work in pairs to have conversation expressing degrees of certainty.
5.	Grammar I Simple future and future perfect	Fill in the blanks with the correct form of the verbs. Rewrite the given paragraph using the verbs in future tense.

6.	Writing I Movie Review	Write a review of a favourite movie.
7.	Reading II A Noisy Party	Pre-reading questions Find the words in the text for the given meanings. Multiple choice questions. Write True/False. Post reading question
8.	Listening Weather Report	Match the correct adjectives with the given pictures to represent various weather conditions. Match the sentence halves
9.	Grammar II 'Wh' questions	Change the sentences into 'wh' questions as indicated. Change into indirect speech. Collect ten statements and change them into 'wh' questions.
10.	Writing II Notice writing	Study the sample notice. Write a notice on behalf of the headteacher.
11.	Project work	Prepare illustrations depicting the impact of global warming.
12.	Extra bit	Linking verbs
Total estimated time		10 Hours

The detailed teaching-learning procedures of each topic and tasks in the unit are suggested below. Teachers could use these methodologies and/or design their own activities for their class. Make your class interactive and effective with necessary assessments of the students after each skill.

17.1 Getting started

This is the first task of the unit. This task leads the students towards the theme of the unit, i.e. global warming and climate change. The pictures in this task represent the consequences of global warming and climate change.

Objective:

Identify and tell about the causes and consequences of global warming and climate change

Follow the given procedures.

- a. Instruct the students to look at the picture given in the task. Ask them some questions such as:
 - i. What do you see in each picture?
 - ii. What causes them?
 - iii. What are the consequences of them?
- b. Listen to the answers of representative students and add to students' points and ideas.

Each picture in the task represents the effects of global warming and climate change.

The first picture depicts the melting of ice in the north/south poles of the earth. Similarly, the second picture shows the empty mountains after due to global warming, and the last picture shows the disaster after a storm.

Global warming, caused by greenhouse gas emissions from human activities like burning fossil fuels and deforestation, leads to climate change. This results in rising temperatures, extreme weather events, sea level rise, disrupted ecosystems, water scarcity, and health impacts. To address these issues, we must adopt sustainable practices, transition to renewable energy sources, and promote international cooperation to reduce greenhouse gas emissions and limit the impacts of global warming.

17.2 Reading I: Chasing Ice?

The first reading text in this unit is a movie review entitled 'Chasing Ice?' The reading text features the review of the movie "Chasing Ice". The review is written by Andrea Seikaly.

Objectives:

- a. Learn the vocabulary: unpredictability, prevalent, erosion, accomplish, endeavor, footage, documentary, intense, skepticism, credibility, appealing, refrain, overwhelming, avalanche, incorporate, precarious, intriguing, exquisite, reluctant, etc.
- b. Read the text and do the comprehension tasks.

Follow the procedures given below:

Pre-reading activities

- a. Read the title of the reading text "Chasing Ice".
- b. Warm up students to the topic of the reading text by asking these questions.
 - i. How often do you watch movies?
 - ii. What is the name of the movie you have enjoyed the most? What are its strengths and weaknesses?
 - iii. How do you decide to watch or not to watch a movie?
- c. Take students responses. Encourage them to speak and give their opinions.

While-reading activities

- a. Discuss what a movie review is and its purpose.
- b. Ask the students to work in a group of four. Ask them to scan the reading text and prepare an outline of the movie review. You can guide them with the given major aspects.

Introduction, a plot summary, analysis of the plot or technical element, their first impression, commentary on the acting, an evaluation of the film's overall success, and the critic's final recommendation.

- c. Ask them to mark the words which are unfamiliar to them. Then discuss the meanings of the marked words in context. You can ask the students to consult a dictionary and find the meanings of the unfamiliar words. But you should help them find the meaning in the context.
- d. To check students' understanding of meanings in context, ask them to read the match words and their meanings in task **A**. Instruct them to work individually and match the words with their correct meanings.
- e. When the students have matched the words and meanings, one or two students can tell their answers. Ask the rest of the students to check their answers. Make corrections to the answers of students if necessary.

Answers:

- a. reluctant - v. hesitating to do something
- b. intriguing - iv. arousing one's curiosity or interest; fascinating
- c. exquisite - i. extremely beautiful or carefully made
- d. avalanche - ii. a mass of snow, ice, and rock that falls down the side of a mountain
- e. overwhelming - iii. very great; so powerful that you cannot resist it
- f. credibility - vi. the quality of being trusted and believed in

- f. Now, lead the students to **Task B**. Have students study the puzzle and work individually to fill in the puzzle on the basis of the given clues. Monitor students' engagement in their work. When the students finish the puzzle, check their work and make corrections if necessary.

Answers:

ACROSS

3. FOOTAGE 5. TRACE 6. DOCUMENTARY

DOWN

1. EROSION 2. SKEPTICISM 4. INTENSE 7. ACCOMPLISH

- g. Now, guide the students to task **C**. Ask the students to read the questions, and to read the text once again. Instruct them to work individually to complete the sentences with the suitable words/ phrases from the text. Remind the students to follow the order of the questions while trying to find the answer to them in the text. When they have finished, ask the students, in turn, to read and tell their answers. Ask the rest of the students to check their answers. Review their answers and make corrections if necessary.

Answers

- a. climate change
- b. Los Angeles

- c. Extreme Ice Survey
- d. glaciers
- e. scientific facts
- f. bigger screen
- g. glaciologist and a climatologist
- h. theories on the environment

h. By now, students must have developed a good comprehension of the text. Now, ask them to read the questions in **task D**. Then ask them to find the answers of the questions in the task. You can assign this task for homework and check their answers the next day.

Answers

- a. Chasing Ice is a documentary film.
- b. The main objective of the film is to showcase the erosion of glaciers and raise awareness about the impact of climate change.
- c. Balog and his team set up cameras in different places to document and observe the changes and erosion of glaciers in those regions.
- d. The photographs and time-lapse footage of glaciers "calving" or breaking apart into icebergs allow the audience to experience what is happening in the Arctic Zones.
- e. Balog made the film interesting by making the data easy to understand.
- f. Chasing Ice is considered a worthwhile film because it combines intriguing theories and exquisite visuals, prompting viewers to think critically about climate change and its implications for the future.

Post-reading activity

In this activity engage students in a group discussion activity. Divide the students into small groups and ask them to discuss the practical ways to slow down the adverse or negative effects of climate change. Let them discuss for some time. When they have finished, ask the representative student to tell any five of the ways they have come up with. In this way let all the groups share their ideas.

17.3 Pronunciation

In this activity students learn the short 'u' sound, represented by the symbol /ʊ/, and the long 'u' sound, represented by the symbol /uː/.

Objectives

- a. Distinguish between the short u sound and the long u sound.
- b. Pronounce the words with short and long 'u' sounds correctly.

Follow this procedure:

- a. Begin by reviewing the short 'u' sound. Say the words book, food, and cook, and have students repeat them after you. Point out that the u sound in these words is short and quick.

- b. Introduce the long 'u' sound. Say the words moon, noon, and room, and have students repeat them after you. Point out that the 'u' sound in these words is long and drawn out. Practise distinguishing between the short 'u' sound and the long u sound. Pronounce the given words, one at a time, and have students identify the sound they hear. Then ask them to put the word in the right column.
- c. You can bring more words consisting of short and long 'u' and have students pronounce them for more practice.

Answer

Short u /ʊ/	Long u /uː/
book, cook, foot, good, hook, look, took, stood, wood, zoo, zoom	moon, noon, roof, room, school, soon, too, wool

17.4 Speaking

This speaking skill is based on the language function of the unit, i.e, expressing degrees of certainty. The activity aims to improve students' ability to express degrees of certainty and make logical deductions using modal verbs such as **must**, **can't**, **may**, and **might**. Through role-playing and conversational exercises, students will practise using these modal verbs in context, enhancing their speaking skills.

Objective:

Use the modal verbs (must, can't, may, might) effectively to express degrees of certainty, and make deductions in various conversational situations.

Follow the given procedure:

- a. Divide some students into pairs of and ask them to act out the conversation given in **task A**. Discuss how and why the modal auxiliaries must and can't are used. Elicit: They are used for degrees of certainty.
- c. Discuss and explain the uses of different modal auxiliaries such as must, can't, may, and might with examples and let them deduce the rules.

Hari looks very weak and tired.

- He must be unwell. (Certainty)
- He might not be sleeping well. (possibility)
- He may be stressed. (possibility)
- He can't be feeling well. (possibility)

Ramesh didn't attend today's class. He must have forgotten about it. He might have missed the school bus. He may have informed to the Headteacher. He can't have known about it.

Give more examples and clarify the uses.

- d. Now, divide the remaining students into pairs and ask them to have conversations using the correct modal auxiliary verbs for the situations given in **task B**. Let them prepare for some time. Let them familiarize the example. Provide necessary feedback to each pair.

Sample conversations

a. They are coming this week, but I am not sure. They will probably come tomorrow.

A: When do you think they will arrive?

B: They may come tomorrow.

b. Dolma is not sure that she will pass the exam.

A: How do you think Dolma has performed in the exam?

B: She might not pass the exam.

c. Shishir has bought a lottery ticket. He could become a millionaire.

A: What do you think will happen if Shishir wins the lottery?

B: He could become a millionaire.

d. Rajesh looks like a foreigner. He speaks excellent French.

A: Where do you think Rajesh is from?

B: He must be from a French-speaking country.

e. Sambriddhi has got a job. I'm sure she is very happy.

A: How do you think Sambriddhi feels about her new job?

B: She must be very happy.

f. I hope to finish the project tonight. However, I am not sure.

A: Do you think you'll be able to complete the project tonight?

B: I may finish the project tonight.

g. There is somebody at the gate. They always come at eight. I am sure they are road cleaners.

A: Who do you think is at the gate?

B: They must be the road cleaners.

- e. Now, ask the students to read the situations in **task C**. Divide them into pairs. Allow them to think of the questions and responses to the given situations. Remind them to have conversations in similar ways as in task B.

a. A: Would you like me to help you with the camera?

B: That would be great! I'm having trouble getting started with it.

b. A: I see you forgot to bring money for snacks. Do you want me to lend you some?

B: Oh, that would be really helpful. Thank you!

c. A: I heard you're having difficulties with English grammar. Would you like me to explain it to you?

B: Yes, please! I could really use some clarification.

d. A: You don't look well. Should I take you to the nurse's office?

B: I appreciate your concern, but I think I'll manage. Thanks anyway.

e. A: You seem thirsty. Would you like some water? I have an extra bottle.

B: Thank you so much! I'd love to have some water.

f. A: Oh no, your pencil broke! Do you need another one?

B: It's alright, I have a spare pencil. But thanks for offering!

- d. Now, lead the students to **task C**. Divide the students into new pairs and ask them to read the clues. Let them prepare for some time and then ask to have conversations making offers and responding to them as in task B.

Sample conversation

a. My father wasn't in a very good mood today when I reached home from school.

A: What do you think was bothering my father today?

B: He must have had a rough day at work.

b. My English teacher got a phone call during the class and left the room immediately. He looked very worried at that time.

A: Why do you think the teacher looked so worried during the phone call?

B: It must have been some urgent and important news he received.

c. My friend Pratima looked very pleased today when she returned back to the class from the principal's office.

A: What do you think happened with Pratima in the principal's office?

B: She may have received good news or praise for her achievements.

d. Someone's stomach in the class made a growling sound. I do not know why she/he had that problem.

A: Why do you think that person's stomach made such a loud noise?

B: She/he might have been really hungry and hadn't eaten for a long time.

e. A friend of mine was terribly worried after the English test.

A: Why do you think my friend was so worried about the English test?

B: He might have struggled with the test and was unsure about their answers.

17.5 Grammar I

This grammar activity focuses on the usage of simple future tense and future perfect tense. The simple future tense is used to express actions that will happen in the future, while the future perfect tense is used to describe an action that will be completed before a certain point in the future. Through various activities, students will practice filling in the gaps with the correct verb forms and rewriting a paragraph using future tense.

Objective:

- Use the correct forms of verbs in simple future and future perfect tense.
- Rewrite sentences and paragraphs using future tense.

Follow this procedure

- Discuss and introduce the concept of simple future and future perfect tense to the students with examples.

You will finish before me.

She will not get the job.

The guests are coming at 8 p.m. I'll have finished cooking by then.

On 9 October we'll have been married for 50 years.

Will you have gone to bed when I get back?

- Ask the students to derive sentence structures of both tenses. Help them write the correct sentence structures.
- To check students' understanding of these tenses, instruct them to read the sentences in **task A** individually, and fill in the blanks with the correct form of the verbs in brackets.
- Monitor their engagement in the work and ask individual students to tell their answers in turn. Ask the other students to check their answers. Make corrections in their answers if necessary.

Answers

- | | | | |
|----------------------------|-----------------------|----------------------|--------------|
| a. will have | b. will have finished | c. will have learned | d. will stay |
| e. will have been building | f. will find | g. will stay | h. will win |
| i. will have prepared | j. will watch | k. will rain | |

- Now, instruct the students to read the text in **task B**. Explain to them that the verbs in the paragraph are written in past tense. Ask them to work individually to rewrite them in the correct future tense. Alternatively, assign the task as homework and check the work next day with necessary feedback.

Answer

I will travel to London to visit the Queen of England. I will disguise myself as a prince and walk into Buckingham Palace. After receiving directions from a chambermaid, I will step into the Queen's bedroom and surprise Her Royal Highness with a hearty slap on the back.

Then, of course, I will tip my hat, bow, and deliver the usual compliments. After uncorking a bottle of champagne, we will exchange pleasantries and talk about our families for more than an hour. I will show her my photograph album and my stamp collection. She will show me her historic collection of jewels. After a thoroughly entertaining visit, I will trade email addresses with Her Majesty and then kiss her goodbye—on the fingertips of her white gloves, of course.

17.6 Writing I

This writing task focuses on developing students' writing skills by asking them to write a short review of their favorite movie. By using a movie review from the **Reading I** section as a model, students will learn how to structure and express their opinions effectively. This activity aims to enhance their writing abilities, critical thinking, and ability to analyze and evaluate a movie.

Objective:

- a. Write a coherent and organized movie review.
- b. Use appropriate format vocabulary and language structures to write the review of a movie.

Follow the given procedure:

- a. Begin the lesson by asking students about their favorite movies and why they enjoy them.
Explain that they will have the opportunity to share their opinions and thoughts about their favorite movie through writing a movie review. Discuss the purpose and importance of movie reviews in helping others make informed choices.
- b. Provide students with a movie review from the **Reading I** section. Analyze the structure, language, and content of the model review together as a class. Discuss the key elements of a movie review, such as introduction, summary, evaluation, and conclusion. Highlight the use of descriptive language, opinion expressions, and supporting details in the review. If this has been sufficiently dealt in while reading activity of making outline, you can directly go for brainstorming for the review.
- c. Engage students in a brainstorming activity where they generate ideas and impressions about their favorite movie. Encourage them to think about the plot, characters, acting, directing, visuals, and overall impact of the movie. Remind students to consider both positive and negative aspects of the movie for a balanced review.
- d. Encourage them to write a concise summary of the movie, highlighting the main storyline and key elements. Provide support and guidance as needed, circulating around the classroom to assist students individually.
- e. You can also assign the task as homework and check the students' work next providing them necessary feedback.

17.7 Reading II

This reading text presents a humorous play between a couple, Ramila and Ramesh, and their neighbor, Mr. Dahal, about a noisy party happening next door. It engages students in a dialogue-based narrative while developing their reading comprehension skills.

Objectives:

- a. Learn the key vocabulary disgusting, row, gosh, etc.
- b. Develop reading skills and do the comprehension tasks.

Follow these steps:

Pre-reading activities

- a. Ask the students to study the picture carefully ask them to guess answers to the following questions:
 - i. Who do you think the man is?
 - ii. What do you think he is doing?
 - iii. How old do you think he is?
 - ii. What might he be doing?
- b. Allow students to share their responses and encourage a brief discussion.

While reading activities

- a. Make a group of three students and ask them to read / act out the play.
- b. Then ask them to mark the unfamiliar words in the text.
- c. Discuss the vocabulary. Include the words that the students have marked as unfamiliar words. Now, you can ask the students to consult a dictionary to find the meanings. But the teacher should help them to find the meanings in context.
- d. After that, lead the students to the vocabulary **task in A**. Ask them to read the sentences and the options provided in the box. Ask them to work in pairs to find words in the text for the given meanings. After they have matched, ask a representative student to tell her/his answers. Ask the rest of the students whether they also have the same answer. Make necessary corrections in their answers.

Answers

- a. matter b. disgusting c. row d. gosh e. goldfish f. bury

- e. Now ask the students to work individually and read the questions in **task B**, then read the text once again. Ask them to choose the right answer in each question. After they have finished, ask a student to read out the answers. Ask the rest of the students to check their answers. Make corrections in their answers if necessary.

- a. husband and wife
- b. Silu's father
- c. because the man is carrying a spade
- d. They think he has killed the fish.
- e. He was burying the dead fish.
- f. It was noisy.
- g. Mrs Dahal

- f. Provide students with the statements listed in **task C**. Ask them to read the passage carefully again and determine whether each statement is true or false or not given. Discuss the answers as a class, highlighting the relevant sections of the text to support their responses.

Answers

- a. T b. F c. NG d. F e. F f. T

Post-reading activities

In this section ask the students to share their experiences of being disturbed at night while sleeping. Ask the following questions and encourage individual students to share their experiences.

- a. Have you ever been disturbed in your sleep?
- b. What disturbed you, how, and what did you do later?

17.8 Listening

This skill is based on the theme of the unit, global warming and climate change. The activities are designed to help students learn about the different ways people think about the weather. The activity includes short talks about a man’s experiences with the weather in England and Dubai. Students will listen to the audio clip and then complete a series of tasks to demonstrate their understanding of the content.

Objectives

- a. Follow and understand a speech/ talk.
- b. Comprehend the audio and do the comprehension tasks.
- c. Develop the ability to recall and retain information from spoken English.

Follow the given procedure:

Pre-listening activities

- a. This is a warm up activity. Instruct the students to study the pictures and talk about the weather conditions represented by the pictures. Instruct them to work in pairs and let them discuss for some time. Let them find the correct adjectives from the box to represent various weather conditions given there.
- b. Ask a student from some pairs to choose a correct adjective from the box to describe each picture. Listen to their answers and help with the correct answer if necessary.

Picture 1 (First row left to right) – sunny
Picture 2 (First row left to right) - windy
Picture 3 (First row left to right) - cloudy
Picture 4 (Second row left to right) - snowy
Picture 5 (Second row left to right) - foggy
Picture 6 (Second row left to right) - rainy

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 the students to take a note of the answers of the questions.
- d. Monitor their engagement in the listening activity and play the audio until the students are able to answer all the questions.
- e. Ask some students to tell their answers in turn.
- f. Make necessary corrections in their answers as per the requirement.

Answers

- a. The people in England (C) are always concerned about the weather there.
- b. The weather in England (F) is very changeable.
- c. The people in Dubai (A) don't think about the weather much.
- d. The weather in Dubai (B) is almost the same the whole year.
- e. Global warming (D) is changing weather patterns.

Post-listening activity

- a. Ask students the questions and discuss: Does your locality have similar weather conditions all the year around? How does it help or affect people?
- b. Encourage students to share their ideas.

17.9 Grammar II

This grammar activity focuses on practising the formation of 'Wh' questions and transforming questions into indirect speech. The activity is designed to help students understand and apply the rules of question formation and transformation of 'wh' questions into indirect speech in English grammar.

Objectives:

- a. Reinforce the rules and patterns of forming 'wh' questions.
- b. Change 'wh' questions into indirect speech.

Follow these steps:

- a. Begin by reviewing the concept of statements and 'wh' questions. You can use a variety of activities to do this, such as:
 - i. Have students play a game of "Guess the Question" where one student gives a statement and the other students have to guess the question that was asked.
- b. Discuss and explain the rules of 'wh' question transformation with examples.

He drank **juice**. (What) - What did he drink?
They went to **Spain**. (Where) –Where did they go?

- c. Instruct students to work in pairs to change the statements into ‘wh’ questions as instructed in the brackets in **task A**. Remind them to use correct auxiliary verbs after the given ‘wh’ words. Monitor the students as they work on the task, providing assistance and clarification as needed. Once the students have completed the questions, review the answers together as a class, discussing the correct formation of each question.
- d. Now, turn to **task B**. Explain to the students that they will now practice converting direct questions into indirect speech. Instruct the students to study the direct questions and sentence starters.
- f. Hold discussion about the things that change while changing a sentence into indirect speech. Explain the rules of indirect transformation as per the necessity. You can refer to a good grammar book for this.
- g. Instruct the students to rewrite each direct question as an indirect question using the given sentence starters. Remind them to make the necessary changes in pronouns, verb tenses, and word order.
- h. Monitor the students' progress and provide guidance as they work on the task. Once the students have finished, review the answers as a class, discussing the changes made in each question during the conversion to indirect speech.

Answers

- a. My new friend asked me where I was from.
- b. The stranger enquired where the nearest bank was.
- c. My mother wanted to know what I had been doing until then.
- d. They asked how long I had been living there.
- e. My brother wanted to know who the Prime Minister of Canada was.
- f. Rohan enquired what my father did.
- g. She asked me where I had been living before I came there.
- h. The old mouse asked who would bell the cat.
- i. She wanted to know what time the train left.
- j. She wondered how I could desert her.

- i. Now, lead the students to **task C**. Divide the students into pairs. Instruct each pair to come up with at least five statements.

- j. Once they have their statements, instruct the students to swap their statements with their partner. Now, they need to convert the statements into wh-questions. Encourage them to use a variety of question words (wh-words) in their questions.
- k. After they have finished, students should check each other's answers. Finally, go over a few pairs' questions as a whole class, providing feedback and addressing any questions or difficulties that arise.

17.10 Writing II

This writing skill aims to develop students' skills in reading notices and composing short announcement notices. Students will practise identifying important information from a given notice and apply their knowledge to create an announcement notice for an inter-house spelling contest.

Objectives:

- a. Identify important information in a given notice.
- b. Compose short announcement notices.

Follow these steps:

- a. Begin by discussing the purpose and importance of notices in providing information to a target audience. Explain to the students that they will be practicing their reading and writing skills through a writing activity involving notices.
- b. Ask the students to read the given notice in **task A**. Instruct to read it carefully and underline all the important information. Encourage them to focus on dates, the reason for closure, the duration of the vacation, and the resumption date.
- c. Monitor the students' progress and provide assistance if needed. Once the students have finished underlining the important information, discuss their findings as a class, ensuring that the key details are accurately identified and understood.
- d. Explain to the students that they will now create a short announcement notice on behalf of their head teacher. Discuss the concept of an inter-house spelling contest and its purpose. Provide a brief overview of the content and structure of an announcement notice, including the heading, date, body, and signature. Instruct the students to imagine that their school is organizing an inter-house spelling contest next week.
- e. Allow them to brainstorm ideas and key details for the notice, such as the date, time, venue, participation guidelines, and any additional information.
- f. Remind students to use appropriate language, sentence structure, and organization in their writing.
- g. Monitor the students' progress as they draft their announcement notices, providing guidance and support as needed.
- h. Alternatively, assign this task as homework and check their work the next day providing necessary feedback.

Sample Notice

Shree Tribhuvan Secondary School
Bhanu-10, Tanahun

14 May, 2023

Notice!

Dear Students,

We are pleased to announce that our school is going to organize an Inter-House Spelling Contest next week. This exciting event aims to enhance students' vocabulary, spelling skills, and teamwork. We encourage all eligible students to participate and showcase their linguistic abilities.

Details of the Inter-House Spelling Contest are as follows:

Date: 24 May, 2023

Time: 2 pm onwards

Venue: School premises

Participation Guidelines:

- The contest is open to students from grades six to ten
- Each house will be represented by a team of three students.
- Participants are expected to study and prepare a list of provided words.
- Each team will take turns spelling the words aloud.
- The team with the highest score will be declared the winner.
- We kindly request interested students to register their names with their respective house captains by 20 May.

For further information, please contact the school administration.

Head Teacher

Shree Tribhuvan Secondary School

7.11 Project work

This project work aims to engage students in exploring the impact of global warming on the environment through the creation of illustrations. By working in groups, students will develop their research, critical thinking, and artistic skills while raising awareness about the consequences of global warming. The activity also promotes collaboration and encourages students to provide feedback on each other's work.

Objectives:

- a. Foster students' understanding of the impact of global warming on the environment.
- b. Depict the impact of global warming in illustrations

Follow these steps:

- a. Explain the purpose of the project work, which is to create illustrations depicting the impact of global warming. Emphasize the importance of research, critical thinking, and creativity in developing impactful illustrations.
- b. Outline the steps of the project and provide an overview of the final presentation and feedback process.
- c. Divide the students into small groups (3-5 members per group). Assign each group the task of researching and gathering information about specific aspects of the impact of global warming on the environment (e.g., melting ice caps, rising sea levels, deforestation, endangered species, etc.).
- d. Provide relevant research materials and resources to assist the groups in their research. Instruct the groups to discuss and brainstorm ideas for their illustrations based on their research findings.
- e. Monitor the groups' progress and offer guidance as needed. Encourage creativity and artistic expression.
- f. Once the illustrations are completed, allocate wall space in the classroom for displaying the artwork. Instruct each group to carefully display their illustrations on the designated wall space. Encourage the students to walk around the classroom and review the illustrations created by other groups.

17.12 Extra Bit

This section contains the task that gives students additional information in the unit. This is a self-study material. However, teachers may add to the list and have some discussion in the class about them. In this particular extra bit, students can find information about the linking verbs.

Unit 18

Transportation and Communication

This unit is based on the theme of transportation and communication. Transportation and communication play vital roles in the globalized world. Transportation refers to the movement of people and goods from one place to another, while communication involves the exchange of information and ideas between individuals or groups. The unit explores the importance of transportation and communication in various aspects of our lives. It highlights the modes of transportation, such as land, water, air, and space travel, as well as the evolution of communication methods from ancient times.

Through reading and listening activities, students will engage with texts and audio materials that highlight the theme of transportation and communication. They will learn new vocabulary related to these topics and enhance their comprehension skills. Additionally, speaking activities will focus on practicing effective communication strategies especially to make comparisons between things and ideas.

Unit Overview

SN	Textbook Topics	Textbook Tasks
1.	Getting started	Look at the pictures and talk about them making comparisons.
2.	Reading I Essay: Wright Brothers	Pre-Reading questions Vocabulary (Find the words for the given meanings) Match the words and the pictures State the statements as true/false Put the sentences in the correct order Short-answer questions Post reading question
3.	Speaking Making comparison	Talk about the given animals using suitable adjectives. Make a comparison between a car and a bike.
4.	Grammar I Adjectives and adverbs	Make a list of adjectives and adverbs from Redding I Choose the correct adjective/adverb and complete the sentences.
5.	Writing I Chart interpretation	Write an interpretation of the given chart.
6.	Reading II Poem: Rickshaw Ride	Pre-reading questions Match the words with the meanings. Fill in the blanks with the correct words/ phrases. Answer the questions Post reading question
7.	Pronunciation	Read the sentence and write the intonation pattern.
8.	Listening	Pre-listening questions

	Conversation	Listen to the audio and choose the correct alternatives to answer the questions. Fill in the gaps with the correct words/ phrases. Post-listening question
9.	Grammar II Adjectives and adverbs	Use the correct forms of the given adjectives and adverbs.
10.	Writing II Account Writing	Write an account of a travel.
11.	Project work	Find about the history of invention of the telephone and write about its development.
12.	Extra bit	Types of adverbs
Total estimated time		9 Hours

The detailed teaching-learning procedures of each topic and tasks in the unit are suggested below. Teachers could use these methodologies and/or design their own activities for their class. Make your class interactive and effective with necessary assessments of the students after each skill.

18.1 Getting started

This is the first task of the unit. This task leads the students towards the theme of the unit, i.e. Transportation and communication. The task is also related to the language function of the unit: Making comparisons. The given pairs of pictures represent the means of transportation. Students will also learn to make comparisons between the vehicles using appropriate adjectives and adverbs.

Objectives:

- a. Identify the means of transportation shown in the pictures and mention their significance.
- b. Make comparison between the given means of transportation and make comparison between them using appropriate adjectives and adverbs.

Follow the given procedures.

- a. Instruct the students to look at the picture given in the task. Ask them some questions such as: i. What do you see in the first pair of pictures (top left to right)? ii. What are their names? iii. Find at least five differences between them. iv. Now, make comparisons between them using appropriate adjectives and adverbs.
- b. Similarly, guide the students to the second pair of pictures (left to right on the bottom) and ask the similar questions: i. What do you see in the second pair of pictures? ii. What are their names? iii. Find at least five differences between them. iv. Now, make comparisons between them using appropriate adjectives and adverbs.
- c. Listen to the answers of representative students and add to students' points and ideas.

a. The first pair of pictures (from top left to right) features two types of trains. The express train and the bullet train. Here are some comparisons of the two trains.

Firstly, the bullet train is known for its remarkable speed, reaching incredibly high velocities, whereas the express train operates at a relatively lower speed. Secondly, the bullet train is designed with advanced technology and smooth features, allowing for a smoother and more stable ride compared to the express train. Thirdly, the bullet train typically has fewer stops along its route, ensuring faster and more efficient travel, while the express train may have more midway stops, providing a broader range of destinations. Fourthly, the bullet train offers a more luxurious and luxurious experience, often equipped with services like comfortable seating and dining options, whereas the express train may have more basic facilities. Lastly, the bullet train is often associated with direct or long-distance travel, connecting major cities across vast distances, while the express train is commonly used for regional or shorter journeys, linking cities within a specific area.

b. The second pair of pictures (from left to right on the bottom) presents two types of vehicles: A car and a bus. Find some comparisons between the two vehicles.

Firstly, the bus has a significantly larger passenger capacity, while the car has a smaller capacity. Secondly, the car is generally faster and more maneuverable than the bus. Thirdly, the car tends to be more fuel-efficient, consuming less energy compared to the bus. Fourthly, the bus offers a more comfortable ride, especially for longer journeys, while the car provides a relatively comfortable experience for shorter distances. Lastly, the car is more accessible for individual use, while the bus is more suitable for larger groups or public transportation.

18.2 Reading I

The first reading text in this is a historical account about the revolution in the field of transportation and communication. It is entitled ‘Wright Brothers’. This text features the advent of aeroplanes made by the Wright brothers.

Objectives:

- a. Learn the vocabulary: bishop, propeller, accessories, sprockets, axes, elevator, descent, warping, buzzard, rudder, aeronautical, dunes, simulate, steady, mounted, suspended, pasture, Stability, plague, etc.
- b. Read the text and do the comprehension tasks.

Follow the given procedures:

Pre-reading activities

- a. Introduce the reading text to the students with the help of its topic. For further discussion, instruct the students to look at the picture given on page 224 and encourage them to guess the answer to the following questions:
 - i. Who are the people in the picture?
 - ii. What are they doing?
- b. Listen to their answers and add necessary information to their answers. Correct their answers if necessary.

Answers

- i. The people in the picture are Wright Brothers. The Wright brothers, Orville Wright and Wilbur Wright, American flight inventors generally popular for inventing, building, and flying the world's first successful motor-operated airplane
- ii. They are experimenting with their first ever airplane flight.

While-reading activities

- a. Select some students to read the text aloud, in turn. You may help them with the correct pronunciation whenever necessary.
- b. Ask them to mark the words which are unfamiliar to them. Then discuss the meanings of the marked words in context. After introducing them, you can organize a “Vocabulary Charades” game to teach vocabulary in this unit. Here is how you can organize it.

VOCABULARY CHARADES

1. Write each of the highlighted vocabulary items of the text on separate index cards or small pieces of paper. Make sure the words are mixed up and placed in a container or hat.
2. Divide the class into two teams; **Team A** and **Team B**.
3. Select a student from **Team A** to come up and choose a word from the container without showing it to anyone else.
3. The chosen student must then act out or mime the meaning of the word without speaking while their team tries to guess the vocabulary item. The student can use gestures, facial expressions, and body movements to represent the word.
4. **Team A** has one minute to guess the word. If they guess correctly within the time limit, they earn a point.
5. Repeat the process with a student from **Team B**, and their team tries to guess the vocabulary item within the given time limit.
Continue alternating turns between the two teams until all the vocabulary items have been used.
6. Keep track of each team's score on the board.
7. After all the vocabulary items have been acted out, count the points and declare the winning team.

- c. To check students' understanding of meanings in context, ask them to find the matching words from the text with their meanings in task **A**. Instruct them to work in pairs to find the words from the text for the given meanings. The first letter of each word is given as a clue.
- d. When the students have attempted the task, ask some students, in turn, to read out their answers to the class. Ask the rest of the students to check their answers. Make corrections to the answers of students if necessary.

Answers

a. accessories b. descent c. aeronautical d. steady e. experiment
f. plague

- e. Now, lead the students to **Task B**. Have students look at the pictures and their names above them (a-d) Ask the students to find the disproportions of the words and match the names with the correct pictures. Students may work individually or in pairs. Ask some students to share their answers. Make corrections to their answers when necessary.

Answers

a. elevator b. propeller c. spokes d. buzzard

- f. Now, lead the students to task C. Ask the students to read the statements before reading the text once again individually. Instruct them to decide whether the given statements are true or false. Then ask the individual students, in turn, to tell their answers. Ask the other students if they agree with the selected students' answers. Make corrections in their answers if necessary. You can also organize "True/False" games to conduct this activity.

Answers

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

- g. By now, turn to **task D**. Begin by briefly reviewing the key events mentioned in the text. Then distribute event cards to individual students or groups. Each card should contain one of the events from the text. Explain to the students that they will be arranging the event cards in chronological order to depict the sequence of events accurately.
- h. Divide the students into small groups and encourage them to discuss and collaborate in determining the correct order of events. Have each group present their arranged sequence of events to the class. As they present, ask other students to provide feedback and suggest any necessary adjustments.
- i. Engage the whole class in a discussion about the correct chronological order of events. Allow students to share their reasoning and support their arguments with evidence from the text. After the discussion, confirm the correct chronological order of events as follows:

Sentences in the correct chronological order:

1. d. Milton Wright brought home a toy helicopter.
2. f. The children made copies of the toy helicopter.

3. h. The Wright brothers started a printing business.
4. b. The Wright brothers opened a cycle shop.
5. g. The Wright brothers began their aeronautical research.
6. e. The Wright brothers built their first machine designed to carry a pilot.
7. a. Their first Flyer took off under its own power with a pilot.
8. c. The Wright brothers developed a machine overcoming complex technical problems.

- j. Next, turn to a short-answer question **task in E**. Divide students into small groups. Assign each group some questions from the text. Have students take turns reading the questions, scan and skim the information in the text, and find the answer for each question. Encourage them to use evidence from the text to support their answers. Ask each group to share their answers. Make corrections to their answers if necessary. Alternatively, you can assign this task for homework. Check their work in the next class with necessary feedback.

Post-reading activity

This activity demands students to do research on the development of aircrafts since the time of Wright Brothers. So, provide ample time for them to research. You can follow the given strategy.

- a. Divide the class into small groups, ideally with 4-5 students in each group. Help students to identify different time periods or aspects of aircraft development that represent key improvements from the Wright brothers' time to the modern day. For example, you can assign groups topics like early aviation pioneers, jet propulsion, aerodynamics advancements, or technological innovations.
- b. Provide relevant resources and materials for each group to research their assigned topic. These can include textbooks, articles, websites, videos, or primary source documents. Give students enough time to prepare on the topics.
- c. Then, ask each group to tell about their findings in the class and discuss.

18.3 Speaking

This speaking skill is based on the language function of the unit, i.e, making comparisons. Through the different forms of adjectives and adverbs students will learn to make comparisons between things. There are two tasks under this skill; however, teachers can introduce more activities for the speaking practice of students.

Objectives:

- a. Learn different adjectives and their positive, comparative and superlative forms.
- b. Make comparisons between things using appropriate forms of adjectives.

Follow the given procedure:

- a. Introduce adjectives and their forms (positive, comparative and superlative degrees) in the class with examples. Include various types of adjectives so that they can generalize how they are changed into other forms.

Positive	Comparative	Superlative
sad	sadder	saddest
fat	fatter	fattest
difficult	more difficult	most difficult
wise	wiser	wisest
heavy	heavier	heaviest
little	less/lesser	least
many/much	more	most
important	more important	most important

- b. Give examples of uses of comparative degrees from the example sentence in **task A**.
- c. Divide the students into pairs. Ask one student in the pair to ask a question and the other student to answer for the situation given in **Task A**. Instruct them to follow the model of the example sentences.
- d. Have other pairs follow the same procedure. Provide necessary input and feedback to each pair.

Model conversations

a. bear/tiger/snail (aggressive)

A: Which animal is the most aggressive of all?

B: I think a tiger is the most aggressive of the three.

b. elephant/giraffe (tall)

A: Which animal is taller, an elephant or a giraffe?

B: Definitely a giraffe is taller than an elephant.

c. monkey/dolphin/tortoise (intelligent)

A: Among these animals, which one is the most intelligent?

B: I believe dolphins are the most intelligent compared to monkeys and tortoises.

d. rhino/elephant (heavy)

A: Which animal is heavier, a rhino or an elephant?

B: An elephant is heavier than a rhino.

e. bear/lion (strong)

A: Between a bear and a lion, which animal is stronger?

B: Lions are generally considered stronger than bears.

f. hen/pig/dog (dirty)

A: Among these animals, which one is the dirtiest?

B: Pigs are usually considered the dirtiest compared to hens and dogs.

g. rattlesnake/cobra (dangerous)

A: Which snake is more dangerous, a rattlesnake or a cobra?

B: Cobras are known to be more dangerous than rattlesnakes.

h. snail/tortoise (slow)

A: Between snails and tortoises, which one is slower?

B: Snails are slower than tortoises.

i. cobra/python/anaconda (poisonous)

A: Which snake is the most poisonous, a cobra, a python, or an anaconda?

B: Cobras are generally considered the most poisonous among these three snakes.

j. donkey/zebra (fast)

A: Between a donkey and a zebra, which animal is faster?

B: Zebras are faster than donkeys.

- e. Now, turn to **task B**. First, briefly review adjectives and adverbs given, such as fast, easy, comfortable, eco-friendly, expensive, cheap, safe, and good for health. Make sure students understand the meanings of these words and how they relate to the comparison of a car and a bike.
- f. Encourage the students to brainstorm ideas and consider the advantages and disadvantages of the two modes of transportation.
- g. Divide the students into pairs. In their pairs, ask them to share their thoughts and discuss their opinions on the various aspects of comparing a car and a bike. Encourage them to provide reasons and examples to support their views.
- h. Ask some pairs to share their comparisons and opinions with the whole group. Motivate students for active participation and discussion, allowing them to learn from each other and explore different perspectives.

Sample Comparisons

Fast: A car is faster than a bike.

Easy: Riding a bike is easier than driving a car.

Comfortable: Cars are more comfortable than bikes.

Eco-friendly: Bikes are more eco-friendly than cars.

Expensive: Cars are more expensive than bikes.

Cheap: Bikes are cheaper than cars.

Safe: Both cars and bikes can be safe modes of transportation when used responsibly.

Good for health: Riding a bike is good for health, while cars do not offer the same health benefits.

18.4 Grammar I

This grammar activity focuses on the appropriate uses of adjectives and adverbs. Since adjectives and adverbs have already been introduced in the speaking activity just before this task, you may only review these grammar items in this task. However, this task is more concerned with the right use of adjectives and adverbs.

Objectives:

- Learn about adjectives and adverbs and their differences.
- Use the correct adjective or adverbs.

Follow the procedures given below.

- Review concept of adjectives and adverbs to the students, providing examples and explaining their functions in a sentence. Highlight the importance of using descriptive words in writing and speaking.
- Instruct the students to read through the text again and underline all the adjectives and adverbs they come across. Encourage them to pay attention to words that describe nouns (adjectives) and words that modify verbs, adjectives, or other adverbs (adverbs).
- After students have identified the adjectives and adverbs, ask them to make a table with two columns: "Adjectives" and "Adverbs." Then instruct them to write the words under the right column.

Here is a list of adjectives and adverbs

Adjectives	Adverbs
small, wooden, twisted, new, handmade, First, own, technological, three-dimensional, horizontal, left, vertical, rear, suitable, strong, Tall, sandy, perfect, improved, great, new, special, powered, heavier-than-air, controlled, amazing, overhead, practical, complete, circular, stable, mechanical, complex, technical	initially, previously, repeatedly, brilliantly, etc.

- Now, shift the focus to **task B**. Instruct the students to choose the correct words from the brackets and fill in the blanks, ensuring they use the appropriate adjectives or adverbs.
- Once students have completed the task, review the answers together as a class. Discuss any questions or doubts they may have had during the activity. Emphasize the correct usage of adjectives and adverbs and clarify any common errors or misconceptions.

Answers				
a. seriously	b. serious	c. selfishly	d. terribly	e. sudden
f. colourful	g. colourfully	h. badly	i. hard	j. safe
k. angry	l. dangerous			

18.5 Writing I

This task focuses on the interpretation of charts and graphs. The activity is also related to the language function of the unit, making comparisons. The skill of interpreting charts and graphs involves more than just describing the information displayed. It requires the skill of analyzing and extracting key insights, making comparisons, identifying patterns, and explaining the significance of the data presented. This skill is valuable across various disciplines, including business, economics, science, and social sciences, as it enables us to make informed decisions and communicate findings accurately.

Objectives:

- a. Understand and comprehend the information presented in charts and graphs.
- b. Write an interpretation of the chart using suitable vocabulary and making necessary comparisons.

Follow the given procedure:

- a. Introduce the topic of the writing task, which is interpreting a bar chart showing the world trend regarding the use of electric vehicles from 2015 to 2019. Engage the students in a discussion about bar charts, their purpose, and how they represent data visually. Analyze the key features of the bar chart together, such as the axes, labels, units, and the trends shown.
- b. Provide students with relevant vocabulary related to the topic, such as "electric vehicles," "trend," "increase," "decrease," "comparison," and any other specific terms related to the data in the bar chart. Review and practice language structures and phrases used for making comparisons, such as "compared to," "higher/lower than," "the most/least," "a significant difference," etc.
- c. Provide a step-by-step guide for students to write their interpretation of the bar chart. Break down the task into smaller parts, such as:
 - i. **Introduction:** State the purpose of the chart and the time period it represents.
 - ii. **Overview:** Provide a general overview of the trends shown in the chart.
 - iii. **Specific Comparisons:** Make comparisons between different years, highlighting any significant changes, increases, or decreases.
 - iv. **Supporting Details:** Use specific data points from the chart to support the comparisons made.

- v. **Conclusion:** Summarize the main trends and make any final observations or predictions based on the data.
- d. Encourage them to write a concise summary of the movie, highlighting the main storyline and key elements. Provide support and guidance as needed, circulating around the classroom to assist students individually.
- e. Allow students to work independently to write their own interpretation of the bar chart. Provide support and guidance as needed, encouraging them to use the vocabulary and language structures practiced earlier. Monitor their progress and provide feedback on their writing, focusing on content, organization, and language accuracy.

Sample Answer

The bar chart illustrates the global trend in the use of electric vehicles from 2015 to 2019.

In 2015, the percentage of electric vehicles worldwide stood at approximately 1%. This figure experienced a steady rise over the next four years, reaching around 3% by 2019.

Comparing the data for specific years, we can observe noticeable variations in the adoption of electric vehicles. For instance, between 2015 and 2016, there was a considerable increase of approximately 1%, indicating a significant shift towards electric vehicle usage. However, the growth rate slowed down in the following years, with the percentage increasing by only 0.5% between 2016 and 2017, and another 0.5% between 2017 and 2018.

It is worth noting that despite the slower growth rate in recent years, the overall upward trend suggests a growing interest in electric vehicles worldwide. This trend may be attributed to several factors, including technological advancements, increased availability of charging infrastructure, and a greater emphasis on sustainable transportation options.

18.6 Reading II: Rickshaw Ride

The second reading text of this unit is a poem “Rickshaw Ride” written by English poet John Hill. The poem is related to the theme of the unit, transportation and communication as it highlights the means of transportation, rickshaw as used in China. Here is the **summary analysis** of the poem.

The poem "Rickshaw Ride" by John Hill is based on the poet's experience of riding a rickshaw in Hong Kong. The poem portrays the poor condition of the people in China who have to work hard for their survival. The poet starts by describing the old rickshaw puller, who is standing by the harbour spitting into the water. The poet compares the old man's physical appearance to the country of China, as both are old.

In the second stanza, the poet describes the rickshaw puller's weak and thin appearance, comparing his wrinkled face to a sandbar at low tide. The poet highlights the old man's hard labour and lack of happiness despite earning a dollar. In the third stanza, the poet observes the old man's muscles and veins while he pulls the rickshaw up a hill. The poet expresses concern for the old man's health and well-being.

In the last stanza, the poet reflects on the experience of the rickshaw ride, which he found to be terrible due to the old man's condition. Despite being asked about the ride by others, the poet only focused on the old man's suffering.

Objectives:

- a. Read and enjoy the poem.
- b. Learn the vocabulary: Harbour, folded, sandbar, clatter, cathedral, tram, snake, etc.
- c. Develop reading skills and do the comprehension tasks.

Follow these steps:

Pre-reading activity

- a. Discuss the title of the poem in the class. Ask the students to guess what the poem could be about. Then instruct the students to observe the picture carefully. Ask them the following questions and encourage them to guess answers to the questions:
 - i. What does the rickshaw puller look like?
 - ii. Is he happy? Give a reason.

While-reading activities

- a. Ask one or two students to recite the poem loudly to the class. Help them read it with correct pronunciation and tone.
- b. Use “vocabulary Bingo” to discuss vocabulary

Vocabulary Bingo

- Create bingo cards with different vocabulary words written in each square.
- 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.

- c. Now, ask the students to work individually to match the words with the correct meanings in task **A**. Then ask them to share their answers. Review the answers as a class to ensure understanding.

Answers

- a. harbour - iii. a protected area on the coast
- b. folded - viii. having slight folds; wrinkled
- c. sandbar - vii. a long mass of sand, especially at the mouth of the river
- d. snake - i. to move in long twisting curves

- e. sake - ii. for the purpose of; in the interest of; in order to achieve or preserve
- f. clatter - vi. loud noise from hard objects knocking together
- g. cathedral - iv. the main church
- h. tram - v. a vehicle driven by electricity

f. Now, lead the students to read the sentences in **task B** before reading the poem once again. Ask them to work individually or in group to complete the sentences with the correct words from the poem. Review their answers and make necessary corrections.

Answers

- a. harbor
- b. folded
- c. dollar
- d. Victoria
- e. veins
- f. fun

h. Ask students to read the questions in **task D** before reading the poem once again. Now, ask them to answer the questions individually based on their understanding of the poem. Review the answers as a class and facilitate a discussion to ensure comprehension and critical thinking. Alternatively, assign the task as homework and check it the next day and provide necessary feedback to students' answers.

Answers

- a. The rickshaw puller is very old./He is as old as China.
- b. "He is made of leather" means he is an ordinary man.
- c. The dark veins that snake on the rickshaw puller's body attract the attention of the rider.
- d. The rider wants the rickshaw puller not to fall because he doesn't want him to break anything for the sake of a dollar.
- e. No. His eyes only caught the sight of the poor rickshaw puller's veins, not anything else.

Post-reading activity

In this section, ask the students to use some adjectives to describe the rickshaw puller. Have them find some adjectives in the poem and their own to complete the chart. Once they are ready with the adjectives, pick some students to share with them what they have collected. Review their answers and make necessary corrections.

Answers

Old, poor, wrinkled, clever, weak, determined, hard-working

18.7 Pronunciation

In this pronunciation task, students will practise identifying and categorizing different types of intonation patterns in spoken sentences. Upon listening to the teacher reading the sentences, students will determine the type of intonation represented in each sentence.

Objectives:

- a. Develop phonetic awareness, and understanding of intonation patterns in English speech.
- b. Recognize and differentiate various intonation patterns used in different contexts.

Follow the given procedures:

- a. Begin by reading the given sentences in the intonation patterns they represent. Ask them if they found any difference. State that intonation is one of the important aspects in English language.
- b. Discuss how intonation can convey meaning, emotions, and attitudes in spoken language. Show visual aids or use gestures to help students understand the concept.
- b. Give ample examples of different intonation patterns through clear pronunciation. Practise with common sentence types, such as statements, questions, and exclamations, to highlight the variations in intonation.
- c. Read out the sentences in the task again and ask the students to identify the pattern of each sentence. Provide feedback to their responses. Correct them when necessary.

Answers

- a. Will you go for a ride on his rickshaw? - Rising intonation
- b. My parents bought rice, cereals, and vegetables. - Falling intonation
- c. You don't often go there, do you? - Falling intonation
- d. Santoshi is a smart girl. - Falling intonation
- e. Wow! It's finally snowing. - Falling intonation
- f. None of the strategies are working, are they? - Rising intonation
- g. What's your favorite subject? - Falling intonation
- h. Can they finish the project in time? - Rising intonation
- i. How can I help you? - Falling intonation
- j. Nice to meet you. - Falling intonation

18.8 Listening

This listening task is based on the theme of the unit. Through this activity students will expand their knowledge about transportation. The task focuses on different means of transportation, destinations, and useful phrases related to getting around. Students will listen to the audio and engage in different tasks based on it.

Objectives

- a. Follow and understand a speech/ talk.
- b. Comprehend the audio and do the comprehension tasks.

c. Develop the ability to recall and retain information from spoken English.

Pre-listening activity

a. This is a warm up activity. Start by engaging the students in a discussion about transportation. Ask the following questions to activate their prior knowledge:

- How do you usually travel?
- What is the main means of transportation where you live?

Answers may vary student to student: I usually travel by bus/on foot. The main means of transportation are buses/ taxis/ mules, aeroplanes, etc.

While-listening activities

- Introduce the listening task by explaining that they will listen to a conversation between a passenger and a taxi driver, where they will answer questions and fill in the gaps based on the information they hear.
- Now, lead students to **task B**. Explain the task to the students, where they need to listen to the audio and choose the correct alternative to answer the given questions.
- Play the audio once and ask students to note down their answers individually.
- Play the audio for the second time, allowing students to check and confirm their answers.
- Conduct a class discussion and ask students to share their answers. Discuss the correct answers and provide explanations where necessary.

Answers

- National Art Museum
- about twelve minutes
- 18 dollars excluding the tip
- at six o'clock
- taking subway
- They don't stop near the museum.

f. Next, introduce **Task C**. Students are required to fill in the gaps with the correct words/phrases from the audio. Play the audio once again, pausing after each gap to give students time to write their answers. Play the audio for the second time, allowing students to check and confirm their answers. Play the audio more times if they cannot find the answers in the second time.

Post-listening activity

Divide the students into pairs or small groups and ask them to discuss two places in their locality that are worth visiting. Encourage students to talk about the location, facilities, accommodations, and any other relevant information about these places. After the discussion, invite groups to share

their chosen places with the whole class. Encourage them to provide detailed descriptions and reasons for recommending these places.

18.9 Grammar II

This is the second lesson on the uses of adjectives and adverbs in this unit. By now, students are expected to have learnt about adjectives and adverbs, and their different forms. However, this activity is more concerned about the uses of positive, comparative and superlative forms of adjectives and adverbs.

Objective:

Use the positive, comparative and superlative forms of adjectives and adverbs.

Follow the given procedure:

- a. Begin the lesson by reminding students about adjectives and adverbs and their role in describing nouns (adjectives) and verbs/adjectives/adverbs (adverbs). Review the rules for forming comparative adjectives and adverbs
- b. Introduce a task where students need to complete the sentences by choosing the correct form of the comparison of the adjective or adverb given in the brackets. Give students time to complete the sentences individually. Monitor the students' progress and provide assistance if needed. Then ask some students, in turn, to share their answers. Have other students confirm the answers, and make corrections to their answers where necessary.

Answers

- | | | | | |
|-------------------|-------------------|------------|-----------------------|-------------------|
| a. biggest | b. famous | c. deadly | d. more interestingly | e. most humorous |
| f. more innocent | g. more expensive | h. as tall | i. better | j. more dangerous |
| k. more carefully | | | | |

18.10 Writing II

In this writing task, students will have the opportunity to reflect on their personal travel experiences and share an account of one of their journeys. They will be encouraged to describe the destination, the mode of transportation used, the company they had during the journey, the activities they engaged in, and the lessons they learned from the experience. This task aims to develop students' writing skills by allowing them to express their thoughts, experiences, and reflections in a coherent and organized manner.

Objectives:

- a. Express thoughts, experiences, and reflections in a coherent and organized manner.
- b. Write an account including the travel experiences and insights.

Follow these steps:

- a. First of all, engage the students in a discussion about their travel experiences. Ask questions such as "Have you traveled to different places? ", "What was your most memorable journey?" and "What did you learn from that experience?"
- b. Explain to the students that they will be writing an account of one of their journeys. Provide the guidelines for the writing task, emphasizing the key points they need to include: destination, mode of transportation, companions, activities, and lessons learned. Clarify any doubts or questions the students may have about the task.
- c. Guide the students in brainstorming ideas for their writing by asking them to recall their favorite journey and the specific details they want to include. Encourage students to create a rough outline or plan for their writing, organizing their ideas into paragraphs or sections.
- d. Instruct students to write the first draft of their account, focusing on capturing their experiences and incorporating the provided guidelines. Remind them to use appropriate vocabulary, sentence structures, and transition words to make their writing coherent and engaging.
- e. Air up students or form small groups for peer review activities. Instruct students to exchange their drafts and provide constructive feedback to their peers. Encourage them to revise and edit their own drafts based on the feedback received, focusing on clarity, organization, and language usage.
- f. Ask students to write the final version of their journey account, incorporating the revisions made during the peer review process.
- g. Provide feedback on the students' final written accounts, focusing on their language usage, organization, and adherence to the given guidelines. Assess the students' writing based on the specific criteria outlined in the task guidelines, providing constructive feedback to help them improve their writing skills.

Sample Answer

My Journey to Bandipur

I recently had the opportunity to visit Bandipur, a charming town located in Tanahun district, Nepal. Bandipur is a perfect travel destination between Kathmandu and Pokhara, as it lies halfway between the two cities. With great excitement, I took on this journey to explore the beauty and tranquility of Bandipur.

To reach Bandipur, I opted for a private transfer, considering it to be the most convenient and comfortable mode of transportation. The journey from Kathmandu to Bandipur took approximately 5 hours, covering a distance of 91 miles (147 kilometers). The route followed the Trisuli River, offering wonderful views of deep valleys and terraced farmland.

Accompanying me on this memorable trip were my close friends. Together, we took on an adventure to uncover the treasures of Bandipur. Upon arrival, we were enchanted by the town's traditional Newari architecture, cobbled streets, and panoramic views. Bandipur's rich

cultural heritage and warm hospitality made our stay even more delightful.

During our time in Bandipur, we explored the town's historic landmarks, such as the beautifully carved temples and traditional buildings that reflected the Newari craftsmanship. We took leisurely walks along the winding streets, immersing ourselves in the local culture and interacting with friendly residents. The panoramic vistas from the viewpoint mesmerized us, offering breathtaking panoramas of the surrounding hills and valleys.

One of the highlights of our visit was indulging in the local cuisine. Bandipur offered a wide range of delicious traditional dishes, and we enjoyed every bite. We also had the opportunity to participate in a traditional cultural program, where we witnessed captivating folk dances and music performances, showcasing the vibrant traditions of the region.

Throughout this journey, I learned valuable lessons about the significance of preserving cultural heritage and embracing the simplicity of life. Bandipur's peaceful atmosphere and welcoming community reminded me of the importance of slowing down and appreciating the beauty of nature and local traditions.

18.11 Project work

This project work aims to encourage students to explore the fascinating history of the invention of the telephone. Students will conduct research to gather information about its development and then write a short piece highlighting the key milestones and inventors involved. Additionally, students will include relevant illustrations to enhance their presentation and provide visual context. This project will not only deepen their understanding of technological advancements but also develop research, writing, and visual presentation skills.

Objectives:

- a. Conduct research to gather accurate and relevant information about the invention of the telephone.
- b. Develop writing skills by organizing and presenting historical information in a coherent and engaging manner.

Follow these steps:

- a. Begin by discussing the importance of communication and the role of the telephone in connecting people around the world. Introduce the project and explain that students will research and present the history of its development. Encourage students to brainstorm what they already know about the invention of the telephone and its significance.

- b. Guide students on how to find accurate and relevant information about the invention of the telephone and its key inventors using various resources such as books, encyclopedias, reliable websites and articles.
- c. Ask the students to organize the information they have gathered in an organized and coherent manner. Remind them to use suitable pictures, diagrams and illustrations.
- d. Allow students ample time to work on the project work. You can assign a week to complete the project work. Once they are done, ask them to present their work in the class. Provide opportunities to each student to give feedback to the other students' work. Finally, provide your feedback to each presentation. You may also award the best presentations.

18.12 Extra Bit

This section contains the task that gives students additional information in the unit. This is a self-study material. However, teachers may add to the list and have some discussion in the class about them. In this particular extra bit, students can find information about the types of adverbs.

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