

Non-formal and Alternative Education Program

Facilitator's Guide for the English Subject

Level 1, 2082

Based on Non-formal and alternative education

MY ENGLISH

Level- 1 (condensed)

Learning Material



Government of Nepal
Ministry of Education Science and Technology
Center for Education and Human Resource Development
Sanothimi, Bhaktapur

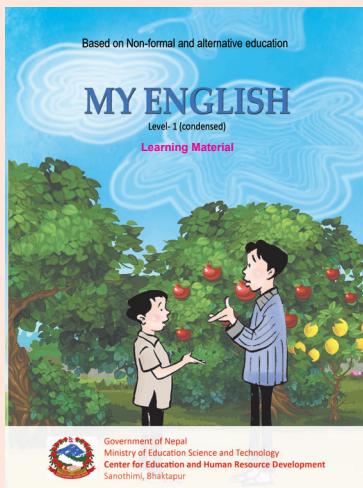


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Preface

The constitution of Nepal ensures compulsory and free education at the basic level and free education at the secondary level. Similarly, the Free and Compulsory Education Act 2075 opens all the paths to education and mandates the opportunity to attain education through formal, non-formal or any other way for an individual.

Many children are out of school due to various reasons like poverty, child labour, migration, social exclusion, linguistic and gender discrimination, and superstitions. Similarly, the number of drop-out students and those who cannot complete the school-level education is also high. Thus, non-formal and alternative education has been provisioned to provide education to out-of-school children and those who have the desire to gain education, who are below the age of fifteen. This mode of education is more flexible and shorter in time than formal education. For this purpose, the **level 1 (grade 1-3)** curriculum of the formal education is condensed to a one-year and learning materials are developed accordingly to provide education through nonformal and alternative ways.

The condensed curriculum ensures minimum learning by grouping the competencies, learning outcomes, learning process and the evaluation as core content and sub-core content. For the same purpose, the learning materials are developed to help the learners achieve the goals of the curriculum. Similarly, the guidelines for facilitators have been developed to help the facilitators facilitate the learning materials.

The condensed curriculum allocates 25% of the total working hours for face-to-face classes and 75% for self-initiated learning. To facilitate the learning material of English, Level-1, this Facilitator's Guideline -2025 has been developed. This guideline has been prepared by **Mr. Navraj Sharma and Nilkantha Dhakal** and finalized by the review committee.

I express my sincere gratitude to **CARE Nepal, Sammunat Nepal**, the Curriculum Development Centre, and the staff of the Centre for Education and Human Resource Development who have contributed to this guideline's accomplishment. I firmly believe that this material will be more helpful in supporting the out-of-school children in their learning. The Center for Education and Human Resource Development expects constructive feedback from all the concerned stakeholders for the improvement of the material.

Thank you!

2025

Krishna Prasad Kapree

Director General

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Introduction

This facilitator's guideline has been developed to help the facilitators and the learners in using the learning materials of English developed for Level 1 based on the condensed curriculum. The three-year curriculum for the basic level has been condensed into one year curriculum dividing the contents into core content and sub-core content. The core contents and sub-core contents are condensed on the basis of following principles:

- a. **Integration:** As per this principle, the contents that are similar are integrated keeping account of learning outcomes.
- b. **Clusterisation:** The learning outcomes and similar contents are clustered to reduce the contents ensuring that the condensed contents shall fulfil the learning outcomes.
- c. **Prioritization:** According to this principle, the learning outcomes and contents are prioritised.
- d. **Minimization:** The contents are minimised according to the learner's age and the principle of recognition of prior learning.

Core content in the condensed curriculum is supposed to be facilitated in the learning centres by the facilitators and the sub-core content is supposed to be learned by the learners themselves.

The core content and sub-contents are organized with the defined colour code, which is explained as follows:

Symbols	Meanings
	Self-learning activities
	Activities to be done with the help of the guardians
	Activities to be done in partial support of the facilitator
	Activities to be learned in the full support of the facilitator

This guideline has been structured in such a way that teachers can find comprehensive guidelines in it to deal with all the activities in the learning material. This guideline provides step-by-step directions to facilitate every activity. Each activity focuses on developing specific skills and knowledge and offers a variety of activities to facilitate the tasks in the material. However, a facilitator can adopt or adapt these activities as per the learners' needs and interests. The facilitator needs to be more flexible in choosing the methods and techniques.

1. Introduction

In the English language, the 26 letters of the alphabet are the foundations for reading and writing, including the development of phonemic awareness, vocabulary and correct pronunciation of decodable words. Learning the alphabet is important for learners as it helps them learn letter names and sounds which allows learners to decode (read) and encode (write) words correctly. Similarly, knowledge of letter names and sounds help learners understand how different sounds combine to form words, which is key for phonics and word reading.

In this unit there are a total of 19 suggested activities across six different lessons. Out of 24 working hours, 6 hours are planned for direct facilitation and 18 hours for self-initiated learning by learners.

Expected Learning outcomes of this unit provisioned in the curriculum:

Listening	Speaking
<ul style="list-style-type: none"> ➢ Imitate, identify and discriminate sounds ➢ Identify words that have the same initial, medial or final sound ➢ Blend individual sounds in simple one-syllable words (e.g. /s/ /i/ /t/ →sit) ➢ Recognize, identify and produce rhyming words. (e.g. cat →bat, sat) ➢ Match spoken words to printed words (e.g. the facilitator pronounces /pin/, and the student selects pin from a set of three-word cards). ➢ Recognize and comprehend words and simple expressions. ➢ Respond to the audio or the facilitator non-verbally and verbally. 	<ul style="list-style-type: none"> ➢ Imitate and produce sounds and words ➢ Blend the initial sounds with other sounds, i.e. onset with rime (e.g. c+at) ➢ Pronounce grade appropriate words correctly. ➢ Ask and answer short, simple questions. ➢ Sing or recite a song/chant by listening to the facilitator or an audio.
Reading	Writing
<ul style="list-style-type: none"> ➢ Imitate and produce sounds and words. ➢ Blend the initial sounds with other sounds, i.e. onset with rime. (e.g. c+at). 	<ul style="list-style-type: none"> ➢ Hold pencil correctly to gain control to draw lines, curves, circles, etc. ➢ Develop hand-eye coordination through drawing lines and patterns.

<ul style="list-style-type: none"> ➤ Pronounce grade appropriate words correctly. ➤ Ask and answer short, simple questions. ➤ Sing or recite a song/chant by listening to the facilitator or an audio 	<ul style="list-style-type: none"> ➤ Trace the letters and write them. ➤ Form lower- and upper-case letters of regular size and shape. ➤ Demonstrate good handwriting skills.
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Required Materials for Learning the Alphabet: Alphabet Chart, Letter Dice, four-lined paper or copies, pencil, colors or color pencils, scissors ...

Learn the alphabet before you begin:

Activity 1.1 Listen and Sing (A to D).

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The facilitator should learn and practice the lyrics/tune of the chant prior to the class.
- The objective of this chant is to enable learners to imitate, identify and discriminate (hear different) sounds produced from different words and follow the facilitator to pronounce these different sounds.

The following steps can be followed while facilitating this activity:

Step 1: First the facilitator sings that chant with appropriate pronunciation (I do). Chant the song with proper gestures on your own. Then ask the learners to follow you to chant the song with gestures.

Step 2: After chanting one or two times, the facilitator should ask learners to follow him/her. At this stage the facilitator may ask learners to sing the chant together as a chorus. At first, the facilitator and learners should collaboratively sing the chant without gesture and then practice to sing together with proper gestures (We Do).

Step 3: Then the facilitator asks students to sing the chant on their own (You do). During this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation and identification of sounds. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in the chant and the sound produced from initial letters using gestures will also improve their vocabulary and

Activity 1.1 Listen and Sing (A to D) 

Ant on an apple /a/, /a/, /a/

Ant on an apple /a/, /a/, /a/

Ant on an apple /a/, /a/, /a/



A- A- A says /a/, /a/, /a/.

Boy with a bag /b/, /b/, /b/

Boy with a bag /b/, /b/, /b/

Boy with a bag /b/, /b/, /b/

B-B-B says /b/, /b/, /b/



Crab on a cake /k/, /k/, /k/

Crab on a cake /k/, /k/, /k/

Crab on a cake /k/, /k/, /k/

K-K-K says /k/, /k/, /k/



Dog eating donut /d/-/d/-/d/

Dog eating donut /d/-/d/-/d/

Dog eating donut /d/-/d/-/d/

D-D-D says /d/-/d/-/d/

their listening comprehension.

Step 4 : In step 4, ask learners to be attentive towards facilitator. Instruct them to raise their hand if they hear sound /b/ in the word pronounced. Say series of words and ask them to raise their hand if they hear sound /b/ in the word. At this time, tell one word in one time and ask to raise their hand if they hear sound /b/ or words without sound /b/. Also ask learners what is the sound they hear if word without /b/sound is pronounced. The facilitator can say a new word one at a time (bat, car, door) and the students can identify which sound (a, b, c or d) that they hear.

Activity 1.2 Letter inside a letter (A-D).

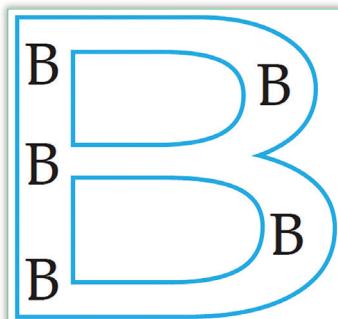
Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. This activity should be facilitated by providing partial support from facilitators based on the needs of the learner.
- This activity is focused on writing skills including writing letters after practicing pronouncing the letter and sounds. Facilitators should prepare materials using the letter block or drawing big letters on cards. Use Activity 1.2 in the textbook as a guide to prepare these letter cards.
- The facilitator should provide clear instruction and support to learners to help them hold their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

Step 1: As indicated in the textbook, facilitators should show learners the different uppercase and lowercase letters A, B, C, and D using prepared letter cards, and ask learners to pronounce the letter name. While showing the cards, the facilitators should help learners practice the upper case and lower-case script separately.

Step 2: Distribute meta/flash cards and ask learners to write big letters as shown in the example and the small letters inside the big letters. For this step the facilitator should show the letters they have prepared and pronounced (as done in step 1).

Step 3 : Ask the participants to pronounce the sound that each letter produces. And ask other learners to follow the learner who is presenting a letter inside letter activity. Then in the next turn, another participant will pronounce the letter and sound where the other learners follow her/him.



For example, the letter A produces the sound /a / and the letter C produce the sound /k/. At the end of this activity the facilitator should ask learners to practice forming lower and upper-case letters of regular size and shape.

Activity 1.3

Circle the first letter of each word. Write the circled letter four times.

Instructions for facilitators:

- This activity is a self-initiated writing activity to be carried out by learners themselves after facilitators provide clear instructions to the learners. Facilitators should support the learners to write the upper and lower-case letters in four-lined copy so that learners practice holding their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

The following are the steps to be followed during this activity.

Apple

Aa Aa Aa Aa

Step 1 : Ask learners to circle the initial letter in each word and pronounce the letter correctly as shown in the example.

Step 2 : Ask them to pronounce the circled letter and the sound that the letter produces. Also ask them to pronounce a word that includes the same initial sound. For example, pronounce apples which have initial letter A. As an additional challenge, ask learners to share any other words they know in English or their mother tongue that include the same letter sound.

Step 3 : Ask learners to complete the activity for A to D following the same pattern (step 1 and step 2)

Note: as a corrective measure support learners to draw line patterns and develop hand-eye coordination to write if they struggle to write on their own.

Learn the alphabet before you begin:

Activity 2.1

Listen and Sing (E to H).

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The facilitator should learn and practice the lyrics/tune of the chant prior to the class.
- The objective of this chant is to enable learners to imitate, identify and discriminate (hear different) sounds produced from different words and follow the facilitator to pronounce these different sounds.

Activity 2.1 Listen and Sing (E to H)

Egg and elbow /e//e/ /e/

Egg and elbow /e//e/ /e/

Egg and elbow /e//e/ /e/

E-E-E says /e//e/ /e/



Frog on a football /f/, /f/, /f/

Frog on a football /f/, /f/, /f/

Frog on a football /f/, /f/, /f/

F-F-F says /f/, /f/, /f/

Goat eating grass /g/, /g/, /g/

Goat eating grass /g/, /g/, /g/

Goat eating grass /g/, /g/, /g/

G-G-G says /g/, /g/, /g/



Horse in a house /h/, /h/, /h/

Horse in a house /h/, /h/, /h/

Horse in a house /h/, /h/, /h/

H-H-H says /h/, /h/, /h/



The facilitators can follow these steps while facilitating this activity:

Step 1: First the facilitator should sing the chant with appropriate pronunciation (I do). Chant the song and point to the associated picture as you say each word. Then ask the learners to follow you to chant the song and use their own gestures for key words used in the chant. For example, learners can show their elbows while pronouncing the word “elbow” in a chant.

Step 2: After chanting one or two times, the facilitator should ask learners to follow him/her. At this stage the facilitator may ask learners to sing the chant together as a chorus. At first, the facilitator and learners can collaboratively sing the chant without gesture and practice to sing together with proper gestures (We Do).

Step 3: Then the facilitator should ask students to sing the chant on their own (You do). During this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation and identification of sounds. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in chant and the sound produced from initial letters.

Activity 2. 2 Letter inside a letter (E-H).

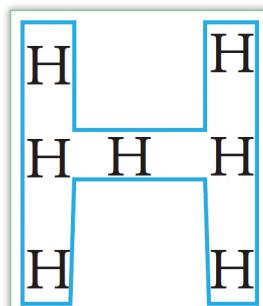
Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. This activity should be facilitated by providing partial support from facilitators based on the needs of the learner.
- This activity is focused on writing skills including writing letters after practicing pronouncing the letter and sounds. Facilitators should prepare materials using the letter block or drawing of big letters on cards. Use Activity 2.2 in the learners' textbooks as a guide to draw these letter cards.
- The facilitator should provide clear instruction and support to learners to help them hold their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters .

Step 1: As indicated in the textbook, facilitators should show learners the different uppercase and lowercase letters E, F, G, and H using prepared letter cards, and ask learners to pronounce each letter name. While showing the cards, facilitators should help learners practice the upper case and lower-case script separately.

Step 2: Distribute meta/flash cards and ask learners to write big letters as shown in the example and the small letters inside the big letters. For this activity the facilitator should show the letters they have prepared and pronounced (as done in step 1).

Step 3 : Ask the participants to pronounce the sound that each letter



produces. And ask other learners to follow the learner who is presenting a letter inside a letter activity. Then in the next turn, another participant will pronounce the letter and sound where the other learners will follow her/him.

For example, the letter F produces the sound /f/ and the letter H produces the sound /h/.

At the end of this activity the facilitator should ask learners to practice forming lower and upper-case letters of regular size and shape.

Step 4: The facilitator should now say a series of new words one by one. Ask the students to listen to each word, and share if they hear the /e/, /f/, /g/, or /h/ sound at the start of each word:

Elephant; enter; girls; fish; hand; hat...

Activity 2.3

Circle the first letter of each word. Write the circled letter four times.

Instructions for facilitators:

- This activity is a self-initiated writing activity to be carried out by learners themselves after facilitators provide clear instruction to the learners. Facilitators should support the learners to write the upper and lower-case letters in four-lined copy so that learners practice holding their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

The following are the steps to be followed during this activity.

Eye

Ee Ee Ee Ee

Step 1 : Ask learners to circle the initial letter in each word and pronounce the letter correctly as shown in the example.

Step 2 : Ask them to pronounce the circled letter and the sound produced. Then ask them to pronounce a word that includes the same sound. For example, pronounce 'Eye' which has initial letter e. Following the pronunciation ask learners to write both upper- and lower-case letters four times in 4 lined copies. As an additional challenge, ask learners to share any other words they know in English or their mother tongue that include the same letter sound.

Step 3 : Ask them to complete the activity for E to H following the same pattern (step 1 and step 2)

Note: as a corrective measure support learners to draw line patterns and develop hand-eye coordination to write if they struggle at to write their own.

Learn the alphabet before you begin:

Activity 3.1 Listen and Sing (I to L).

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The facilitator should learn and practice the lyrics/tune of the chant prior to class.
- The objective of this chant is to enable learners to imitate, identify and discriminate (hear different) sounds produced from different words and follow the facilitator to pronounce these different sounds.

The following steps can be followed while facilitating this activity:

Step 1: First the facilitator sings that chant with appropriate pronunciation (I do). Chant the song and point to the associated picture as you say each word. Then ask the learners to follow you to chant the song and point to the correct picture as they say each word.

Step 2: After chanting one or two times, the facilitator should ask learners to follow him/her. At this stage the facilitator may ask learners to sing the chant together as a chorus. At first the facilitator and learners can collaboratively sing the chant without gesture, and then practice to sing together with proper gestures (We do).

Step 3: Then the facilitator asks students to sing the chant on their own (You do). At this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation and identification of sounds. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in the chant and the sound produced from the initial letters in each word.

Step 4: As an additional challenge to the learner ask them to share other words in English or their own language that have the same initial as learnt in this activity.

Activity 3.1 Listen and Sing (I to L)

Irfan eating ice cream /i/, /i/, /i/
Irfan eating ice cream /i/, /i/, /i/
Irfan eating ice cream /i/, /i/, /i/
I-I-I says /i/i/i/



Jackal in the jungle /j/, /j/, /j/
Jackal in the jungle /j/, /j/, /j/
Jackal in the jungle /j/, /j/, /j/
J- J- J says /j/, /j/, /j/



Kalpana flies Kite /k/, /k/, /k/
Kalpana flies Kite /k/, /k/, /k/
Kalpana flies Kite /k/, /k/, /k/
K-K-K says /k/, /k/, /k/



Laxmi loves lollipop /l/, /l/, /l/
Laxmi loves lollipop /l/, /l/, /l/
Laxmi loves lollipop /l/, /l/, /l/
L-L-L says /l/, /l/, /l/

Activity 3.2

Write Letter inside a letter (I-L) as shown in the example. Read the letters aloud. Tell the sound the letter makes.

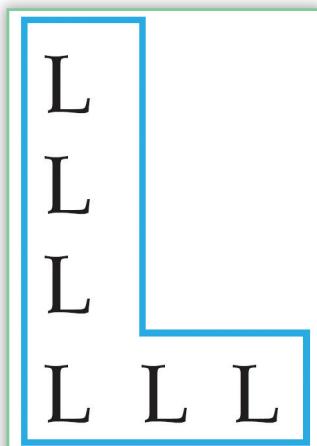
Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. This activity should be facilitated by providing partial support from facilitators based on the needs of the learner.
- This activity is focused on writing skills including writing letters after practicing pronouncing the letter and sounds. Facilitators should prepare materials using letter block or drawing of big letters on cards. Use Activity 3.2 in the textbook to prepare these letter cards.
- The facilitator should provide clear instruction and support to learners to help them hold their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

Step 1: As indicated in the textbook, facilitators should show learners the different uppercase and lowercase I, J, K, and L using prepared letter cards, and ask learners to pronounce the letter name. While showing the cards, the facilitators should help learners practice the upper case and lower-case letters separately.

Step 2:

- i) Ask learners to read those letters, and support them with immediate feedback on letters that they struggle to read aloud.
- ii) Following the reading activity, the facilitator should say some words that begin with the same letters and ask the learner to pronounce those words.
- iii) Then the facilitator should ask learners to identify the sound produced from the initial letter in each word. For example, the /k/ sound is produced from the initial letter of the word “Kite”.



Step 3 : The facilitator should then ask learners to complete the letter inside letter activity from I to L by reading each letter aloud and identifying the sound that each letter produces. While reading aloud, ask other learners to follow.

For example, the letter J produces the sound /j/ and the letter L produce the sound /l/.

At the end of this activity the facilitator should ask learners to practice writing lower and upper-case letters of regular size and shape.

Activity 3.3

Circle the first letter of each word. Write the circled letter four times.

Instructions for facilitators:

- This activity is self-initiated writing activity to be carried out by learners themselves after facilitators provide clear instructions to the learners. Facilitators should support the learners to write the upper and lower-case letters in four-lined copy so that learners practice holding their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

The following are the steps to be followed during this activity.

Step 1 : Ask learners to circle the initial letter in each word and pronounce the letter correctly as shown in the example.

Ice-cream



Step 2 : Ask them to pronounce the circled letter and the sound the letter produces. Also ask them to pronounce the word that begins with the same initial letter and sound. For example, pronounce “Ink” which have same initial letter I. As an additional challenge, ask learners to share any other words they know in English or their mother tongue that include the same letter sound.

Step 3 : Ask them to complete the activity for I to L following the same pattern (step 1 and step 2)

Note: as a corrective measure, support learners to draw line patterns and develop hand-eye coordination to write If they struggle at to write their own.

Learn the alphabet before you begin:

Activity 4.1

Listen and Sing (M-P).

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The facilitator should learn and practice the lyrics/tune of the chant prior to the class.
- The objective of this chant is to enable learners to imitate, identify and discriminate (hear different) sounds produced from different words and follow the facilitator to pronounce these sounds.

The following steps can be followed while facilitating this activity:

Step 1: First the facilitator sings the chant with appropriate pronunciation (I do). Chant the song and point to the associated pictures as you say each word on your own. Then ask the learners to follow you to chant the song and use the same gestures.

Step 2: After chanting one or two times, the facilitator should ask learners to follow him/her. At this stage the facilitator may ask learners to sing the chant together as a chorus. At first the facilitator and learners collaboratively sing the chant without gestures, and then practice singing together with proper gestures (We do).

Step 3: Then the facilitator should ask students to sing the chant on their own (You do). At this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation and identification of sounds, or to correct their listening comprehension by pointing to the correct pictures in their textbook when they say the vocabulary words in the chant. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in the chant and the sound produced from the initial letters in each word.

Activity 4.1 Listen and Sing (M-P)

Mouse on a mat /m/, /m/, /m/
Mouse on a mat /m/, /m/, /m/
M-M-M says /m/, /m/, /m/



Neck and nose /n/ /n/ /n/
Neck and nose /n/ /n/ /n/
N-N-N says /n/ /n/ /n/



Ox in the orange garden /o/, /o/, /o/
Ox in the orange garden /o/, /o/, /o/
O-O-O says /o/, /o/, /o/



Parrot in a palm tree /p/, /p/, /p/
Parrot in a palm tree /p/, /p/, /p/
P-P-P says /p/, /p/, /p/



Step 4: The facilitator should now say a series of new words one by one. Ask the students to listen to each word, and share if they hear the /m/, /n/, /o/, /p/ sound at the start of each word:

For example, (mat, rat, cat, fish), (nose, jug, kite)

Activity 4.2 Write capital A-L in your four lined copy.

Instructions for facilitators:

This activity is self-initiated writing activity to be carried out by learners themselves where facilitators should provide clear instruction to learners. As a revision/recap of previous learning, ask learners to write the upper-case letters from A-L that they have learned in previous classes in their four lined copy.

Activity 4.3

**Letter inside a letter (M-P) as shown in the example.
Read the letters aloud. Tell the sound the letter makes.**

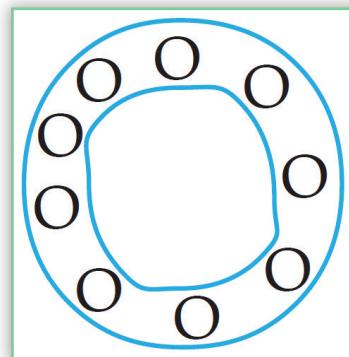
Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. This activity should be facilitated by providing partial support from facilitators based on the needs of the learner.
- This activity is focused on writing skills including writing letters after practicing pronouncing the letter and sounds. Facilitator should prepare materials using the letter block or drawing big letters on cards. Use Activity 4.3 in the Level 1 textbook as a guide to prepare these letter cards.
- The facilitator should provide clear instructions and support to learners to help them hold their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

Step 1: As indicated in the textbook, facilitators should show learners the different uppercase and lowercase letters M, N, O, and P using prepared letter cards and ask learners to say the letter names. While showing the letter cards, the facilitators should help learners practice the upper case and lower-case letters separately.

Step 2:

- i) Ask learners to read the letters, and provide support and immediate feedback if they struggle to read aloud.
- ii) Following the reading activity, the facilitator should share some words that begin with the same letters and ask the learner to practice pronouncing those words.
- iii) Then the facilitator should ask learners to identify the sound produced from those words; asking which sound is produced from the initial letter. For example, /p/ sound produced from the initial letter of the word “Pen”. Finally, the facilitator can ask if any learners know other words that begin with these same letter sounds in English or their mother tongue.



Step 3 : Next ask learners to complete the letter inside a letter activity from M to P, and read aloud and identify the sound that each letter produces. While reading aloud ask other learners to follow.

For example, the letter M produces the sound /m / and the letter N produces the sound /n/.

At the end of this activity the facilitator should help learners to practice forming lower and upper-case letters of regular size and shape.

Activity 4 .4

Circle the first letter of each word. Write the circled letter four times

Instructions for facilitators:

This activity is self-initiated writing activity to be carried out by learners themselves after facilitators provide clear instruction to learners. Facilitators should support the learners to write the upper and lower-case letters in four-lined copy so that learners hold their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

The following are the steps to be followed during this activity.

Step 1 : Ask participants to circle the initial letter in each word and pronounce them correctly as shown in the example.

Monkey Mm Mm Mm Mm

Step 2 : Ask them to pronounce the circled letter and the sound that the letter produces. Also ask them to pronounce a word that begins with the same letter and sound. For example, pronounce “Money”, “Mango”, “Monkey” which have same initial letter “m”. As an additional challenge, the facilitator can ask learners to share any other words that they know in English or their mother tongue that includes the letter m or the /m/ sound.

Step 3 : Ask them to complete the activity for M to P following the same pattern (step 1 and step 2)

Note: as a corrective measure support learners to draw line patterns and develop hand-eye coordination to write if they struggle to write on their own.

Learn the alphabet before you begin:

Activity 5.1

Listen and Sing (Q-V).

Instructions for facilitators:

- As learners have already practiced the similar activity “listen and sing”, share with the learners that they are going to learn letters Q to V through chant.
- This activity needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The facilitator should learn and practice the lyrics/tune of the chant prior to the class.
- The objective of this chant is to enable learners to imitate, identify and discriminate (hear different) sounds produced from different words and follow the facilitator to pronounce these sounds.

The following steps can be followed while facilitating this activity out:

Step 1: First the facilitator sings the chant with appropriate pronunciation (I do). Sing the given -chant with proper gestures on your own. Then ask the learners to follow you to chant the song with gestures following your gesture.

Step 2: Repeat the chant at least two times and after chanting one or two times the facilitator should ask learners to follow him/her. At this stage the facilitator will ask learners to sing the chant together as a chorus. At first the facilitator and learners can collaboratively sing the chant without using gestures and then practice to sing together with proper gestures (We do).

Step 3: Then the facilitator asks students to chant on their own (You do). At this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation and identification of sounds. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in chant and the sound produced from the initial letters.

Step 4: The letter bingo game:

- Ask the participants to sit in U shape.
- Ask the learners to draw a table with 9 boxes, and ask them to randomly write one of the letters from Q to V in each box.
- As the learners prepare their tables, write different letters from Q to V on dice, bottle tops, small stones, or flash cards (one letter per item), and put these items in a basket or bag.
- Select one item from the basket/bag at a time, and say the sound of the letter written on the item. Learners will need to listen for the sound, and circle the corresponding letter in their Bingo card. Repeat this step.
- Learners who circle all the letters in one row from left to right or from top to bottom should say “bingo”. Ask learners to pronounce the sounds for each of the

Activity 5.1 Listen and Sing (Q-V)

Queen says quite, /k/k/k/

Queen says quite, /k/k/k/

Q-Q-Q say /k/, /k/, /k/

Rope on a ring /r/, /r/, /r/

Rope on a ring /r/, /r/, /r/

R-R-R says /r/, /r/, /r/



Snake going surfing /s/s/s/

Snake going surfing /s/s/s/

S-S-S says /s/, /s/, /s/

Turtle on a train-track, /t/, /t/, /t/

Turtle on a train-track, /t/, /t/, /t/

T-T-T says /t/ /t/ /t/



Umbrella and underwear, /a/, /a/, /a/

Umbrella and underwear, /a/, /a/, /a/

U-U-U says /a//a/, /a/

Vegetable in a Van /v/, /v/, /v/

Vegetable in a van /v/, /v/, /v/

V-V-V says /v/, /v/, /v/



Q	U	T
S	V	R
R	Q	S



letters they circled, and have the rest of the learners clap for the winner.

- Repeat the above steps to play the game again and give more learners a chance to win “bingo”.
- The participant who completes circling all sounds first will say “full bingo” and will be the winner bingo game.

Activity 5.2

Write a letter inside letter (Q-V) as shown in the example. Read the letters aloud. Tell the sound the letter makes.

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. This activity should be facilitated by providing partial support from facilitators based on the needs of the learner.
- This activity is focused on writing skills including writing letters and pronouncing letters and sounds. Facilitator should prepare materials using the letter block or drawing of big letters on cards. Use Activity 5.2 in the textbook as a guide to prepare these letter cards.
- The facilitator should provide clear instruction and support to learners to help them hold their pencils correctly to gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and trace the letters.

Step 1: As indicated in the textbook, facilitators should ask learners to write the letters Q, R, S, T, U and V inside letters using flash cards, and write both the upper case and lower-case letters separately.

Step 2:

- i) Ask learners to read those letters aloud, and provide support and immediate feedback if they struggle to read any letters.
- ii) Following the reading activity, the facilitator should share some words that begin with the same letters and ask the learner to pronounce those words.
- iii) Then the facilitator should ask learners to identify the sound produced from the initial letter in each word. For example, /s/ sound produced from the initial letter of word “Salt”.
- iv) Finally, the facilitator can ask if any learners know other words that begin with or include these same letter sounds in English or their mother tongue.

Step 3 : Next, ask learners to complete the letter inside a letter activity from Q to V and read aloud and identify the sound that each letter produces. While reading aloud ask other learners to follow.

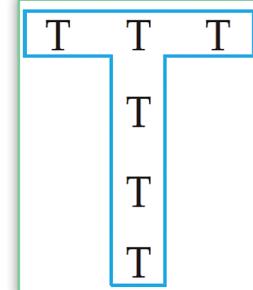
For example, the letter S produces the sound /s/ and the letter T produces the sound /t/.

At the end of this activity the facilitator should focus on helping learners to practice forming lower and upper-case letters of regular size and shape.

Activity 5.3 Write capital A-V in your four lined copy.

Instructions for facilitators:

- This activity is a self-initiated writing activity to be carried out by learners themselves after facilitators provide clear instruction to learners. As a revision /recap of previous learning, ask learners to write the upper-case letters from A-V in their four lined copy that they have learned during the previous classes.



Activity 5.4 Read these letter names. Say the sound of each letter.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Step 1 : Share with participants that they are going to play a game. Ask participants to stand in two parallel lines facing each other. Distribute the alphabet card (A-Z) randomly to the participants of one row. Tell them that the participant with the letter card will read the letter and the participant in the other row facing to reader will say the sound that the letter produces. Continue this process until the learners complete the entire alphabet.

For example: Learner standing in one row will read the letter P where the learner who is facing her/him will respond pronouncing the /p/sound.

Step 2: Collect the letter cards and mix them up, then hand them out again. This time, give a letter card to the learner who pronounced the sound in the first round. Continue the same process, but this time the learner who pronounced the sound will read the letter and learner who read the letter before will pronounce the sound that letter makes. As an additional challenge, ask learners to say as many words as they know that include the sound of that letter.

Step 3 : Ask participants to write the letters in their copy and read aloud. As they write, ask participants to say one word that starts with these sounds. For example : for letter 'Mm'

- Read the letter M
- Pronounce as sound /m/
- Mango is the word that has the initial sound /m/

Repeat the same process for all the letters ...

Activity 5.5 Draw a picture that has the /g/ sound.

Ask participants to draw any picture that includes the /g/ sound. Such as glass, gun, bag
Learn the alphabet before you begin:

Activity 6 Prepare your ABC book.

This activity is focused on writing skills, reading (decoding) letters, and pronouncing letter sounds. The objective of this activity is to enable learners to identify English letters, copy them, and read them aloud. The facilitator should provide clear instructions and support learners to hold their pencils correctly to gain control to draw lines, curves, circles, etc., to draw line patterns, develop hand-eye coordination and trace letters .

Step 1: Preparation of the book

- The facilitator should begin the session by asking learners what they remember about both capital and small letters. Learners can use flashcards or an alphabet chart to share the names or sounds of the letters they remember.
- Distribute 3 sheets of A4 size blank paper to the learners, and one sheet of A4 size colour paper for a cover page.
- Ask them to fold the papers in two halves. Write “ MY ABC BOOK” in white board and Ask learners to copy it on the cover page, and write their name at the bottom of the cover page.
- Ask learners to draw a table as shown in the example, with a bigger width for the first column and narrower for other two columns.
- Ask learners to draw a picture in the first column, which has the initial letter A. Ask them to write upper-case alphabet “A” in the second columns and lower-case alphabet “a” in the third column.
- Ask them to continue writing at least 5 letters a day and they will complete this within a week period to finalize their ABC book.

Picture	Capital	Small
	A	a
	B	b
	C	c
	D	d
	E	e
	F	f

- If they struggle to do this work by themselves, show the learners an example of an ABC book page (like the one in the worksheet).

Step 2 : Ask participants to share their progress on their ABC book writing activity and ask them to explain what they have prepared. For example: This is the picture of an ant. This is upper case letter “A” and this is lower case letter “a”.

Facilitators should ask other learners to show their books voluntarily explaining what they have written.

Ask the learners to pronounce the sound that these letters produce in between the presentation session.

Step 3: Ask the learners to keep their ABC book safe, and practice reading the letters and pronouncing the sound that these letters make.

Self-Assessment by learners:

Tell the key learning outcomes of this session and ask them to rate through simile.

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can identify the sounds of words which have same initial sound	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can identify the initial sounds from spoken words	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can match spoken letter to printed letter	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can hold pencils and draw lines, shapes and pictures	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can recite the poems or chant after the facilitator /teacher	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	

I can write uppercase and lower case (capital and small) letters of English alphabet	 SATISFIED <input type="checkbox"/>  GOOD <input type="checkbox"/>  NEUTRAL <input type="checkbox"/>  BAD <input type="checkbox"/>  UNSATISFIED <input type="checkbox"/>	
I can write letters	 SATISFIED <input type="checkbox"/>  GOOD <input type="checkbox"/>  NEUTRAL <input type="checkbox"/>  BAD <input type="checkbox"/>  UNSATISFIED <input type="checkbox"/>	
I can ask and answer simple questions.	 SATISFIED <input type="checkbox"/>  GOOD <input type="checkbox"/>  NEUTRAL <input type="checkbox"/>  BAD <input type="checkbox"/>  UNSATISFIED <input type="checkbox"/>	

Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).

Assessment of this Theme

After completion of this Unit, the facilitator will administer a learner assessment and update the learners' progress in their individual learning portfolio. Similar types of test items can be developed by the facilitator if needed.

1. Introduction

Children learn from their family. They come to school with knowledge about their family members, friends, and things at home. This knowledge is the foundation for further learning at school. In this Unit, learners will learn to identify family relations, greet people, introduce themselves and others, trace lines and pictures, and recite rhymes.

In this unit there are a total of 19 suggested activities across six different lessons. Out of 17 working hours, 4 hours are planned for direct facilitation and 13 hours for self-initiated learning by learners.

Expected Learning outcomes of this unit provisioned in the curriculum

Language Functions: Greeting and leave taking, introducing self, introducing others, talking about home and family, talking about occupations

Listening Skills	Speaking Skills
<ul style="list-style-type: none"> ➢ Imitate, identify and discriminate against sounds of spoken words. ➢ Identifying first, middle, and last sounds in words. ➢ blending spoken sounds into words e.g. -/s/ /i/ /t/ -sit Perform different kinds of listening tasks (drawing matching). ➢ Perform different listening tasks verbally or through action. ➢ Identify words that have the same initial sounds. 	<ul style="list-style-type: none"> ➢ Imitate and produce sounds and words along with segmenting first, middle and final syllable of written words. ➢ Pronounce appropriate words correctly with segmenting syllables. ➢ Give basic personal information about themselves. ➢ Recognize and produce rhyming words. ➢ Sing or recite songs listening to teachers or other audio.
Reading Skill	Writing Skill
<ul style="list-style-type: none"> ➢ Put letters and sounds together to read words and sentences using letter sound knowledge rat, too, house etc. ➢ Recognize and read familiar words accompanied by visuals. ➢ Understand the meaning of grade appropriate words. 	<ul style="list-style-type: none"> ➢ Draw circles, lines, and patterns with coordination of eye and hand. ➢ Write letters and words to form simple words or sentences. ➢ Write an introduction in simple sentences. ➢ Write dictated words, phrases and sentences. ➢ Use capital letters, full stops and question marks correctly.

Required Materials for this Unit: Alphabet Chart, four-lined paper or copies, pencil, colors or color pencils, scissors, A4 size paper, card sheet paper, meta cards, threads, febicol tube or glue sticks.

Activity 1.1.1 Listen and practice.

Instructions for facilitators:

This activity is a listening and speaking activity that needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The objective of this activity is to support learners to greet, introduce others and take leave. The facilitator needs to ensure all learners have a chance to practice speaking different greetings, ("good morning", "hi" ..), introducing others ("she is my sister", "he is my friend"). Similarly, learners will practice different ways to say goodbye or leave taking, such as "see you" or "nice to meet you". Use Activity 1.1.1 in the Level 1 English textbook to guide this activity.

Step: 1: Ask learners to guess what is happening from the picture, and support them to speak the conversation from boxes.

- Ask learners to open their textbooks to Activity 1.1.1 and study the pictures. As the learners may not be able to read the English text at this stage, ask learners to guess from the picture what is happening, who is in the pictures, and their relationship.
- Following their guesses, sum up with the message that two friends are having conversation and introducing new people.
- Ask for three learners to voluntarily come to the front of the class.
- Read the conversation aloud and ask them to follow you. They will become familiar with the greetings and leave taking from this conversation.

Step 2: Practice the conversation

- Ask the three volunteers to repeat the conversation, providing support where needed.
- Once they can speak these sentences ask them to act as the roles given in the dialogue box, with the rest of the class observing. Thank the volunteers and ask them to return to their seats.
- Ask the rest of the class to get into groups of three, and to practice with each other the greetings, introductions, and leave taking that they heard from the dialogue. Walk around the class and provide support and additional direction where needed.

Step 3: Write the words /sentences to be used in greeting, leave taking, and introducing others

- Write the below words and phrases that can be used for greeting, introducing others and leave taking and stick them on the classroom wall.

Greetings: Hi, hello, good morning, good afternoon, good evening

Introducing others: Meet my friend, she is my friend He is my friend....

Leave taking: Bye, goodbye, see you, nice to meet you ...

Step 4 : Ask participants to share a letter that they remember from Unit 1. Ask them to identify any words from the conversation that begins with that letter and ask them to pronounce the sound of that letter. If they struggle at pronouncing, support them. Repeat Step 4 by asking other learners to share other letters they remember, identify these letters in the words from the conversation, and pronounce the letter sound.

Activity 1.1.2 Practice in a Pair.

Instructions for facilitators:

This activity is a listening and speaking activity that needs to be facilitated in a face-to-face mode. Facilitators should support learners to form pairs and ask them to practice the short conversation using the dialogue from Activity 1.1.2 in the Level 1 English textbook.

Step: 1

- Since the learners may not be able to read the dialogue included in activity 1.1.2 at this stage, ask learners to guess from the pictures what is happening, who might be in the pictures, and their relationship.
- Following their guess, sum up with the message that two friends are having conversation and introducing new people.

Step : 2

- Read the conversation aloud and ask the learners to follow you. They will become more familiar with greetings and leave taking from this conversation.
- Ask learners to get into groups of two. Ask them to practice the conversation in the dialogue box with one learner taking the role of Anjali and the other learner taking the role of Amrita. They should listen and respond to their partner to practice speaking the sentences from dialogue box.

Step 3 :

- Ask learners to repeat this activity until they are comfortable speaking these sentences.
- Ask them to share the key words /phrases used for greeting and leave taking.
- Ask them to practice speaking these key words of their own.

Activity 1.1.3 Tell your teacher.

Instructions for facilitators:

This activity is a listening and speaking activity that needs to be facilitated in a face-to-face mode. The teacher will ask the following questions and learners should share the appropriate response. The objective of this task is to enable learners to understand these simple questions and respond to them verbally. The facilitator should ask three questions related to introductions where learners will respond to the teachers. Use Activity 1.1.3 in the Level 1 English textbook as a resource for this activity.

The process of this activity is as follows:

Step 1 : Ask learners the given questions verbally one by one:

What is your name?

How old are you?

Where do you live?

Wait for their verbal response.

Step 2 : If learners cannot respond, support them to practice and complete the sentences verbally using the responses in the textbook. For example, if the learners are struggling at to respond the question of “where do you live?”; support them to say “I live in (name of their own residence location).

Step 3 : Practice the same process with all of the learners. Then ask them to practice with each other in a pair until they learn to ask questions and respond correctly.

Activity 1.1.4

Tell any five names that start with the letter A. Then ask your friend to say any five names that start with B. Then continue till the end.

Instructions for facilitators:

The objective of this activity is to identify the words (names) which begin with the letters A or B (having /a/ and /b/ sounds). This is a paired learning activity where facilitators can partially support learners. The following steps can be carried out to accomplish this activity.

Step: 1 Provide clear instructions to the learners regarding the task. The facilitator may give a clue with one example and ask them to share four other names that have the same initial letter.

For example: A- Anu

Step: 2 Then ask another learner next to the first participant, share a name that starts with B. For example; B- Balika

Step: 3 Continue the process with the other participants using the letters from C onwards until all participants have had a chance to share. If any learner struggles to share five names that begin with a certain letter, invite other participants to support them.

Or facilitator can divide the participants in to group of 4, and ask them to identify and come up with five-five names that begin with the letter C, D, E, F etc. They can share in the group's first and come up with five-five names of each alphabets including the sharing of initial sound. Once they complete ask to share from each group turn by turn not repeating the names that have been already shared by others. Provide support if they struggle to share.

Activity 1.2.1 Draw the picture of your favorite flower and colour it.

Instructions for facilitators:

This is learner led (self-initiated) activity. Ask participants to draw a picture of any flower and ask them to write the initial letter of that flower name.

Activity 1.2.2 Write the first/initial letter of each picture.

Instructions for facilitators:

This activity focuses on reading and writing skills to enable learners to practice identifying the initial letters in words along with sounds they produce. Facilitators should support learners to write the initial letter if they struggle.

Step 1 : Ask learners to identify the pictures given in the textbook (Activity 1.2.2). If learners struggle to identify pictures support them by providing the correct English vocabulary word.

Note: While publishing the textbook there was an error with the picture settings, so the 5th picture is an ant. There are pictures of balloons, eye, cow, fish, ant and doll.

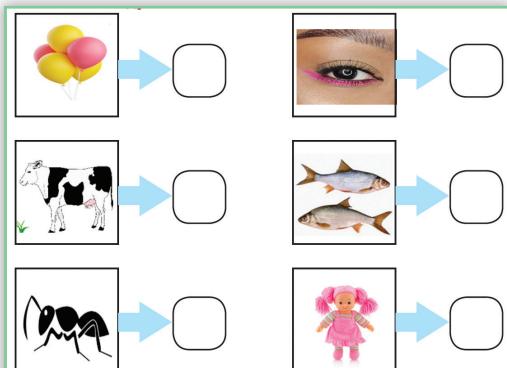
Step 2: Ask learners to identify the initial letter for each of the pictures and write the letter in the boxes in the textbook. Support learners if they struggle to identify and write the initial letters in the boxes. Following the writing activity, ask them to pronounce the initial sounds produced from these letters.

Step 3: Ask participants to share additional English vocabulary words they know that have the same initial letter as the words in the pictures.

Activity 1.2.3 Look around your classroom.

Instructions for facilitators:

This activity is facilitator led activity, and the objective of this activity is to support learners to identify the different objects around their classroom, the initial sound for the names of these objects, and write the letters representing these sounds. This activity is a combined activity for enhancing listening, speaking, reading, and writing skills. The facilitator should read the instructions for the activity and make the following preparations before facilitating this session.



Step 1 : Preparation and instruction

Before beginning the class, make sure that the following objects are available and easy for the learners to see: desk, bench, blackboard, pencil, copy, book, bag, door, teacher, duster.

Note: If some of the above classroom objects are not available, the facilitator can either prepare a picture with the object instead, or use different objects that are in the class.

With the whole class, the facilitator should share each vocabulary word one at a time, and ask volunteers to identify the object the word refers to. If no one in the class knows the object name, help them by pointing to the object and repeating the name.

Go through the list of vocabulary words at least two times, until the learners start becoming familiar with the names of the objects.

Step 2: Preparation for a game

Divide the participants into groups of 5 and provide clear instructions to the learners that they are going to play a game in a group.

Ask them to be attentive towards the facilitator. Each of the groups will select one leader (participant) for each round/turn.

The facilitator will say one word from the objects inside the classroom. The selected leader will run towards the object and touch that object. The leader can ask for support from their group members if needed.

After touching the object, the participants will need to tell the initial letter and the sound that letter produces. If they are correct at both identifying the object and telling the initial letter sound from the object name, the group will get 2 points.

Words	Initial sound
Desk	d
Bench	
Blackboard	
Pencil	
Copy	
Book	
School	
Bag	
Door	
Chalk	
Teacher	
Duster	

Step 2: Play a game

Ask learners/participants to choose competing participants from their group for each of the turns. All learners in each group should have a chance to be the leader and represent the group in each round. Call out of the following object names randomly and ask the leaders to identify the object inside classrooms by touching or pointing to the object (if not feasible for them to touch).

Desk, bench, blackboard, pencil, copy, book, bag, door, -, teacher, duster

If they identify the object correctly, give the group two points (one point for identifying the object and another point for telling that letter name with the sound that letter produces)

For example:

- **(bag)** : If they identify (touch) a bag nearby them provide 1 point and If they say letter "b" and sound /b/. provide one more point.
- **(door)**: If they point to the door to the classroom provide 1 point and if they say letter "d" and sound /d/, provide one more point.

If the leader is wrong, ask if any other member of their group can help identify the correct object or initial letter sound. If other learners struggle as well, support them to identify the objects in the classroom and pronounce the initial sound that produced.

Step 3 : After the completion of all words, ask learners to complete Activity 1.2.3 in their textbooks individually.

Activity 1.3.1 Listen and Chant.

Instructions for facilitators:

- Facilitation of this activity must take place in an in-person class. The facilitator should prepare before class and practice the chant with proper rhymes and lyrics. Use Activity 1.3.1 in the Level 1 English textbook to prepare for this session.
- The goal of this chant is to help learners learn family vocabulary words, and to imitate, recognize, and discriminate the sounds that are produced from various words.

The following steps can be followed while facilitating this activity:

Step 1: First, the facilitator should ask the learners to study the picture in Activity 1.3.1 in their textbook, and share what they think the picture represents. They can use either English vocabulary that they have already learned or share their thoughts in their mother tongue.

Step 2: Next, the facilitator sings the chant with appropriate pronunciation (I do). While chanting use proper gestures, for example by pointing to the picture of the mother in the textbook while saying the word “mothers”. Then ask the learners to follow you to chant the song with gestures.

Step 2: After chanting once or two times facilitator should ask learners to follow him/her. At this stage the facilitator may ask learners to sing the chant together as a chorus. At first, the facilitator and learners collaboratively sing the chant without gesture and practice to sing together with proper gestures (We do).

Step 3: Then the facilitator asks students to chant on their own (You do). At this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation where needed . This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in chant. Using gestures will also improve their listening comprehension and vocabulary knowledge.

Activity 1.3.2 My Family Chart.

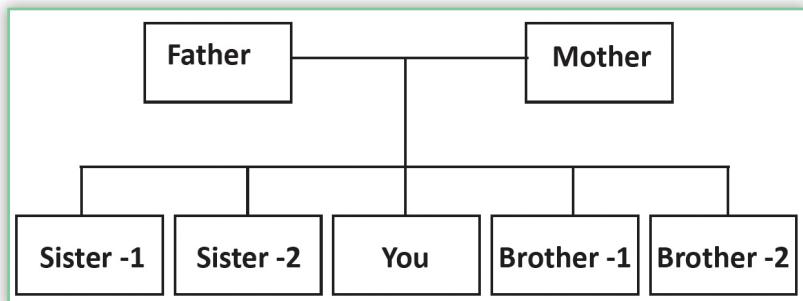
Instructions for facilitators:

- Facilitation of this activity should be carried out in a face-to-face mode. The facilitator should prepare sheets with a family diagram drawn on them before class, or as an alternative the table included in the learning materials (text book) can be used as well.
- The objective of this activity is to help learners to learn about family relations and their names in English (especially their immediate family).

Step 1: Ask learners whether they are familiar with different relations in their immediate family (e.g., sister, brother, mother, father etc.). Ask learners if any of them know the names of these family members in English and ask them what the relation is in their mother tongue or Nepali language is. Help them to learn the names of the relations in the English language for their immediate family.

Note: When teaching the words “mother,” “father”, and “brother,” introduce the participants to the digraph “th”. Explain that when the letters t and h are found together in an English word, they are pronounced as a single sound,

Step 2 : Distribute the sheet of paper with the family chart/diagram or ask them to use **Activity 1.3.2** in their textbook. Ask participants to complete the chart by writing the name of their family members.



Step 3 : Ask learners to paint those different boxes with a **yellow** colour where different family members name is written. Ask them to paint different boxes with a **red** colour if they do not have those family members as part of their family (for example, if a learner has three sisters but no brothers, they would paint the “Brother 1” and “Brother 2” box in red).

Support them to write a name in correct family relations If they struggle at to write their own.

Step 4 : Ask them to share/present their family chart with their friends and either keep them in an individual file or hang them in the classroom.

Activity 1.3.3

Complete the following sentences and introduce your family members to your friends.

Instructions for facilitators:

Facilitation of this activity should be carried out in face-to-face mode. The objective of this activity is to help learners to introduce themselves and their immediate family members in English. This activity helps learners practice the names of immediate family members that they learned in activity 1.3.2.

Step 1: Help learners to complete the sentences in Step 2 below with appropriate family names from the chart they have prepared in the previous session. Support them to complete the sentences if they struggle to complete them on their own.

Step 2: Support learners to introduce their family to their friend in following way;

1. My name is
2. My father's name is
3. My mother's name is
4. I have brothers. (tell number)
5. I have sisters. (tell number)
6. My sister's name is
7. My brother's name is

Ask learners to introduce themselves and their family members with their friends next to them. Then ask them to switch roles, and listen as their friend introduces their family members.

Activity 1.3.4

Listen to your teacher and repeat these words and syllables after your teacher.

The objective of this activity is to help learners to hear and identify different syllables in spoken words correctly. The facilitator will pronounce the following words and ask learners to follow.

Repeat these words many times and support learners to pronounce the words correctly If they struggle at to pronounce correctly.

Father – fa-ther Brother – bro-ther Mother – mo-ther

Activity: 1.3.5

Write the initial sound of your five friends and tell those names to your teacher.

Instructions for facilitators:

➤ The objective of this activity is to enable learners to discriminate the sounds in words along with using correct pronunciation. Facilitators should focus on helping learners identify the initial sounds in the names of the learners and their friends.

Ask learners to look around or remember the name of five friends and ask them to write the initial letter of those names. Ask learners to share the correct pronunciation of the sound of those letters with a friend next to them.

If learners finish this task early, facilitators can give them another challenge. Ask the learners to identify the ending sound in the names of their five friends, and write the letter that represents that sound (for example, if the name of their friend is “Balika” they would write “B” as the initial letter, and “a” as the ending letter).

Activity 1.4.1 Listen, sing and repeat.

Instructions for facilitators:

- This activity is face-to-face activity, and the facilitator should prepare before class and practice the chant with proper rhymes and lyrics.
- The goal of this activity is to help learners learn numbers(1 to 10 in English. In addition to this, learners will learn new vocabulary words with their pronunciation.

The following steps can be followed while facilitating this activity:

Step 1: First, the facilitator should lead a discussion on the pictures in activity 1.4.1 in the textbook. Ask learners what the pictures are, and whether they know the names of the pictures in English. The facilitator should also ask learners if they know the names of the numbers included in the textbook, either in English or their mother tongue. Then the facilitator will share that they are going to sing a song about numbers today. The facilitator sings the chant with appropriate pronunciation (I do). While chanting, the facilitator can point to the pictures that represent each word, hold up the same number of fingers to represent the numbers in the chant, or use other gestures. Then ask the learners to follow you to chant the song with gestures.

Step 2: After chanting once or two times, the facilitator should ask learners to follow him/her. At this stage the facilitator may ask learners to sing the chant together as a chorus. At first, the facilitator and learners collaboratively sing the chant without gestures and practice to sing together with proper gestures (We do).

Step 3: Then the facilitator should ask students to chant on their own (You do). At this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation. This activity can be carried out until the learners are able to chant with correct pronunciation.

One, two
tie my shoe.



1 2

Three, four
knock at a door.



3 4

Five, six
Pick up sticks.



5 6

Seven, eight
Lay them straight.



7 8

Nine, ten
Pick up a hen.



9 1

Activity 1.4.2

Read these numbers and underline the word of that number in the song above.

Note to the facilitator:

- Ask learners to read the numbers in the circle and find out and underline the word of that number in the song. The learners can work together in pairs or small groups.
- Ask them to copy those numbers and words in their four lined copy.

Activity 1.4.3

Count the pictures and write in numbers and in words.

Instructions for facilitators:

- This activity is planned for face-to-face mode and the facilitator should support the learners to accomplish the task. The objective of this activity is to enable learners to count the numbers, read them and write in words and numerical form.

The following process should be taken to facilitate this activity:

Preparation: Facilitator will prepare sheets with pictures from 1-10 in the first column and counted numbers in the next column followed by numbers in the word in the third column as shown in the picture. Refer to activity 1.4.3 in the Level 1 English textbook as needed.

Step 1: The facilitator will distribute the sheets of paper or will ask learners to see the table in their textbook. Ask learners to complete the table by themselves if they can. If they struggle to complete the table by themselves, the facilitator should ask them to work with a friend to complete the exercise or the facilitator should provide direct support to the struggling learners.

Step 2: Ask learners (voluntarily) to share their work with the whole class if they want. Ask them to count and read the numbers out loud.

Step 3: Provide support to the learners if they struggle to write and read.

Picture	Number	Count in words
	1	One










Activity 1.4.4

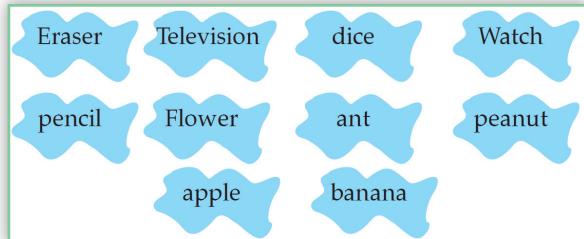
Listen to your teacher and identify the initial sound of the following words.

Instructions to the facilitators:

- The objective of this activity is to enable learners to discriminate and identify the initial sounds of words and practice spelling those words. This activity will be carried out in face-to-face mode and facilitators will lead and support the process to enhance learners' listening and speaking skills. As preparation, facilitators should write each of the words on a flashcard before carrying out this activity.

The following process can be followed.

Step 1: **Instruction to the learners:** Ask learners to stand in a circle. Then instruct them that they are going to practice identifying the initial sounds from spoken words. First, the facilitator will ask any of the individuals in the circle to identify the initial sound of the word, and then participants will take turns responding following clockwise from the first participant.



Step 2: **Facilitation of the activity:** to facilitate this activity, the facilitator should pronounce the words written on the flashcards and ask one of the participants to identify the initial sound of that word. If the participants pronounced the sound correctly ask them to pronounce the word as well. Then ask the rest of the participants to pronounce the word and sound by that leading participants whereas other participants will follow her/him. At this stage provide corrective feedback if any learner struggles to pronounce correctly. Ask learners if they know the meaning of the English word. They can either point to the object if it is in the room, or share using their mother tongue. Then, for the next word, move to the next participant and follow the same process.

Step 3: Repeat the process until everyone's turn is complete and provide support in-between if needed. Ask learners to write down the initial letter for each word in their copy.

Activity 1.4.5

Draw a picture that starts with the letter in each of the boxes below.

The major objective of this activity is to increase the vocabulary skill of learners, including enhancing their creativity. Facilitators should encourage learners to draw pictures that are familiar to them and that they like the most. Use Activity 1.4.5 in the Level 1 English textbook to guide this activity.

Step 1: Instruct learners to draw pictures that start with the given letters (A-F). Ask them to colour them as well.

Step 2: Ask learners to present what they have drawn and ask them to identify the initial letter and the sound that letter makes from the pictures. As an additional challenge, ask learners to share any other letter sounds that they think are included in that word (for example, if a learner drew a picture of a bag to represent the letter "b", another letter sound they might hear in that word is "g"). Also ask learners to tell the name (word) of the picture with correct pronunciation.

Step 3: Ask learners to form a pair with the learner sitting next to them and ask them to pronounce the name of the picture and to share the initial letter and sound that letter produces.

Activity 1.4.6

Listen to your teacher and identify and tell the first (initial) and final sound as shown in the example.

Instructions to the facilitators:

- This is a teacher supported activity to be carried out through a face-to-face session which aims to enable learners to discriminate and identify the initial and final sounds of words. Facilitators should prepare a sheet of paper as shown below if learning materials (textbooks) are not available for each of the learners. If learning materials are available this activity can be carried out on the given table. As additional preparation, facilitator should also write these words in meta card to read during activity.

Step 1: Remind participants that they have practiced identifying the initial sound of words in activity number 1.4.4. Distribute the sheet of paper with a table if learners don't have books/learning materials. Share that they are going to practice identifying both initial and final sounds together.

Step 2: The facilitator will read the words randomly from the flash card/meta card. Learners should identify the word they hear with the written word in the table, and then identify and share the initial and final sound of these words. The facilitator will provide feedback with remedial support to the learners if needed.

Step 3: Ask 2-3 volunteers to read the words along with the initial and final sounds of given words.

Word	Initial sound	Final sound
Bat	/b/	/t/
Sit	/s/	/t/
Father		
Mother		
Brother		
Fish		
Doll		
Rat		
Rose		
Flower		
Ant		
Pencil		

Repeat steps 2 and 3 until all the words are shared, and all learners have a chance to participate.

Self-Assessment by learners:

Tell the key learning outcomes of this session and ask them to rate through simile.

Key outcomes	Rating by participants (tick on box)					Rating by facilitators (1-5 rating)
I can greet and take leave in the English language	    	SATISFIED <input type="checkbox"/>				
I can introduce myself and my family members in English	    	GOOD <input type="checkbox"/>				
I can identify the initial and final sounds of words	    	NEUTRAL <input type="checkbox"/>				
I can recite the poems or chant after the teacher	    	BAD <input type="checkbox"/>				
I can draw pictures and shapes	    	UNSATISFIED <input type="checkbox"/>				
I can write letters and simple words	    	SATISFIED <input type="checkbox"/>				
I can read simple words and can tell the name of objects around my classroom	    	GOOD <input type="checkbox"/>				
Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).						

Unit Assessment: 1

Administer the test of unit 1 given in the learning material (textbook) and document the progress on individual portfolio. *Facilitators may develop the tool by themselves to measure the learning achievement of participants if needed.*

Additional resource sheet for facilitator: Sounds in English

Consonant digraphs (two or more consonants representing one sound)	Letters/letter combinations representing the sound	Examples
/th/ (not voiced)	Th	Thin, thumb, thing
/th/ (voiced)	Th	This, them, brother
/ng/	Ng, n	Sing, monkey, sink
/sh/	Sh, ss, ch, ti, ci	She, mission, chef, motion, special
/ch/	Ch, tch	Chip, match
/zh/	Ge, s	Garbage, measure, division
/wh/ (with breath)	Wh	What, when, where
Short Vowel Sounds	Letters/letter combinations representing the sound	Examples
/a/	A, au	hat, laugh
/e/	E, ea	bed, bread
/i/	I	If, is
/o/	O, a, au, aw, ough	Hot, want, haul, draw, bought
/u/	U, o	Cup, ton
Long Vowel sounds	Letters/letter combinations representing the sound	Examples
/a/	A, a_e, ay, ai, ey, ei	Table, rate, day, main, they, eight
/e/	E, e_e, ea, ee, ey, ie, y	Me, these, beat, feet, key, brief, baby
/i/	I, i_e, igh, y, ie	Find, fine, light, fly, die
/o/	O, o_e, oa, ou, ow	No, note, boat, soul, row
/u/	U, u_e, ew	Human, use, chew
Other vowel sounds	Letters/letter combinations representing the sound	Examples
/oo/	oo, u, oul	Look, put, would
/oo/	oo, u, u_e	Spoon, truth, rule
/ow/	Ow, ou, ou_e	How, our, out, house
/oy/	Oi, oy	Coin, boy
/a(r)/	Ar	Car
/a(r)/	Air, ear, are	Chair, hair, bear, care
/i(r)/	Irr, ere, eer	Mirror, here, cheer
/o(r)/	Or, ore, oor	For, core, door
/u(r)/	Ur, ir, er, ear, or, ar	Burn, first, fern, heard, work, dollar

Adapted from: *Reithaug, Dawn. Orchestrating Success in Reading. 2002.*

1. Introduction

As per the condensed curriculum of level 1, the theme 'My Daily Life' relates English language to real life situation for day-to-day communication. The objectives of this theme are; to assist students in discussing the days of the week, expressing their abilities and limitations, and telling the time in English. In addition to this, learners are expected to identify individual sounds, discriminate them, recognize the rhyming words, recite chants and make words with use of correct letters and express their ideas in simple sentences (verbally or written).

In this unit there are a total of 23 suggested activities across five different lessons. Out of 19 working hours, 5 hours are planned for direct facilitation and 14 hours self-initiated by learners.

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Talking about days of the week, Telling the time, talking about daily habits and activities, expressing ability, apologizing and describing past events	
Listening Skills <ul style="list-style-type: none"> ➢ Recognize, identify rhyming words of spoken or audio (eg cat - bat -sat). ➢ Identify individual sounds in words. ➢ Identify and discriminate sounds with same initial. ➢ Match spoken words to print. ➢ Respond to the audio or the teacher verbally or through action. ➢ Perform a variety of task after listening to teacher or audio (drawing, matching) <p>Speaking Skills:</p>	Speaking Skills <ul style="list-style-type: none"> ➢ Imitate or produce sounds and words. ➢ Ask and answer short and simple questions. ➢ Sing or recite chant, song by listening to the teacher or audio in appropriate rhythm. ➢ Produce works with integrable pronunciation. ➢ Talk about present and past imitation from teacher. ➢ Describe familiar objects.
Reading Skill <ul style="list-style-type: none"> ➢ Put sounds together to read words together. ➢ Recognize and read familiar words accompanied by visual. ➢ Understand the meaning of grade appropriate words and read words and simple sentences correctly. 	Writing Skill <ul style="list-style-type: none"> ➢ Make words with correct use of letter. ➢ Use correct spelling of words. ➢ Use capital letter, full stops and question mark correctly. ➢ Express ideas in simple sentences. ➢ Read words correctly and understand the meaning.

Required Materials for this "My Daily Life " theme, Letter Dice, four-lined paper or copies, pencil, colors or color pencils, scissors ...

Activity 2.1.1 Listen and Chant following your teacher.

Instructions to the facilitators:

- A face-to-face class is required to facilitate this activity. The exercise needs well preparation of the facilitator before class. The facilitator should become familiar with the chant's lyrics and tune prior to the class.
- The objective of this chant is to enable learners to Imitate, identify and discriminate sounds produced from different words and support learners to be familiar with words and sentences that are related to 7 days of a week and daily routine such as; brushing the teeth, having meals, washing face.

So, the following steps can be followed while facilitating this activity out:

Step 1: (I do) : At first the facilitator sings a chant with appropriate pronunciation, then chants it with proper gestures on your own, then instructs learners to follow.

Step 2: (we do): The facilitator instructs learners to sing a chant together following him/her initially without gestures and then practice with proper gestures. During this stage, after following facilitator learners will sing this chant along with facilitator collaboratively together with repeated practice.

Step 3: (You do): At the final stage of this activity facilitator asks learners to chant their own (You do). The facilitator will be listening and observing to the learners and providing feedback to correct their pronunciation and identification of sounds of words. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in chant and the sound produced from initial letters. Gestures contribute to improving their vocabulary with comprehension.

Every week has seven days

Starting from SUNDAY, MONDAY, and TUESDAY

Did you brush your teeth today?

WEDNESDAY and THURSDAY,

Did you wash your face today?

FRIDAY and SATURDAY,

Eat your meal every day.

We come again to Sunday,

Then we go day by day.



Activity 2.1.2

Listen to your teacher and tell the initial sound and write them in your four lined copy.

Instructions to the facilitators:

This activity aims to enhance the listening, speaking, reading and writing skills of learners. So, the facilitator should follow the following steps to facilitate this activity. Facilitators may carry out this activity either in a bigger group or divided group of four participants in each group. While reading these words learners will be able to pronounce the 7 days of week correctly.

Step 1: As given in the textbook facilitators should ask learners to identify the initial sound of words that are pronounced by her/him. Facilitators may show the words in flashcards to support them identifying the correct initial sound of these words.

Step 2: Ask learners to copy the given words (Sunday -Saturday) in four lined copy and ask them to tell the initial sound.

Step 3: Ask the participants to pronounce the written sounds to their friend next to them, where one of the friends will read those words randomly in textbook and another will tell the initial sound that word has. Ask learners to switch the role to practice for the identification of the initial sound of words (Sunday -Saturday).

As a home assignment, ask learners to know about their born day (on which day they were born) consulting with their parents.

Activity 2.1.3: Ask your parents on which day you were born.

Instructions to the facilitators:

This activity is self-initiated writing activity to be carried out by learners themselves where facilitators should provide clear instruction to learners reminding them that they have asked their born day with their parents. As a preparation facilitator, we should prepare a chart /table as shown in the textbook before class.

The following are the steps to be followed during this activity.

Step 1: Distribute a piece of paper to write their names for each participant and need to provide support to write their names. Stick the chart of 7 days of week in front of classroom. Ask learners to stick their name in the appropriate boxes of chart as per their born day.

Step 2: Ask them to come together in front of the chart and ask them how many of them were born on Sunday? How many of them were born on Monday? ... Ask them to read the name on a chart and tell them to share. Such as; were born on Sunday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Ravi	Suman					
Asmita						

For example, Ravi and Asmita were born on Sunday.

Step 3: Ask them to read the words voluntarily, seven days a week and the name of their friends. Also ask them to tell the initial sound of each name.

Activity 2.2.1 Listen and Practice.

Instructions to the facilitators:

This exercise requires face-to-face facilitation because it involves speaking and listening. The facilitators should support learners in pairing up and ask them to practice the conversation given in the textbook (learning material). This activity also supports language function such as greeting, leave taking and responding to questions.

So, the following steps can be followed while facilitating this activity out:

Step 1: Ask learners to guess about the picture. Who are they? What are they talking about? Then summarize their assumption, informing them that they are friends and talking about the days of weeks. As the learners might not be able to read by themselves, the facilitator should read the dialogue of box and need to ask to follow him at first stage.

Step 2:

- Read the conversation from your own. And ask them to follow you. They will be familiar with greetings, asking questions and responding.
- Ask learners to be in their pair. And practice speaking the sentences from dialogue box,
- They will listen and respond with speaking exercise. Ask them to practice in pair.

Step 3:

- Ask learners to repeat this activity until they are perfect to speak these sentences.
- Ask them to tell them the key words /phrases used for greeting and leave taking.

Activity 2.2.2 Match the following.

Instructions to the facilitators:

- The objective of this activity is to enable learners to identify different days of week including their sequence. This is a reading and writing activity to be facilitated with the partial support of facilitators.
- The facilitator should provide clear instruction before the activity requesting to match sequence number and days of week as shown in the learning material(textbook).

Step 1: Ask learners to stand in U shape. Ask to come in front, voluntarily and distribute the meta card written with of days of week. Ask them to arrange that meta card with appropriate sequencing. Correct them with immediate feedback if they struggle to accomplish.

Step 2 : Then ask them to match the days of a week (given in a right side of page) with appropriate sequence number given in the left side of the page. If learners struggle

to accomplish this activity on their own, provide your support to them.

Step 3 : Ask the one of the volunteer participants to read the given seven days of a week with correct pronunciation and ask to follow by others. Correct them to read and pronounce correctly if they are struggling.

Activity 2.2.3 Raise your hand base on the following sentence.

Instructions to the facilitators:

- The objective of this activity is to enable learners to identify different days of week including their sequence. This is a reading and writing activity to be facilitated with the partial support of facilitators.
- The facilitator should provide clear instruction before the activity requesting to match sequence number and days of week as shown in the learning material(textbook).

This activity is a teacher supported listening activity to be carried out by facilitators with active engagement of learners. So, it will be easier to facilitate if it is carried out as group exercise. The facilitator should prepare writing the different words in the flash card so that that can be shown during the exercise if learners struggle at telling by themselves. **Following are the steps to be followed during facilitation of this activity.**

- a. Raise your hand if you hear /n/ sound in the following
 - i. Sunday
 - ii. Monday
 - iii. Wednesday
 - iv. Saturday
- b. Raise your hand if you hear /th/sound in the following
 - i. Friday
 - ii. Thursday
 - iii. Wednesday
 - iv. Tuesday
- c. Raise your hand if you hear /s/ sound
 - i. Thursday
 - ii. Saturday
 - iii. Monday
 - iv. Friday

Step 1 : Ask participants to be in a group, provide instructions to the learners that they are playing a game in a group. Where learners from each group will raise their hand once they hear the “sound” given in the instruction. If all learners of the groups correctly responded they will get 2 marks otherwise they will get only 1 mark. If they struggle to identify from the spoken words, show the words written in the flashcards. Rather than passing the same question to the next group provide immediate feedback to the learners

Step 2 : Make a points table for each group in front of class. Read out the instructions and the relevant words from the list given in the textbook. Ask them to raise their hand if they hear that sound in those words. Provide points to each group based on their performance.

Step 3 : tell some additional words “As given in the exercise” and ask learners to raise their hand if they hear the indicated sounds. At the end of this exercise add the points of each group and congratulate them with same number of “claps” as they got from the game. For example, If the group’s total score is -3, ask learners to clap three times for the group to congratulate them.

Facilitators may repeat the same game repeatedly in classroom, to enable their listening skills along with decode the sound from the spoken words.

Activity

2.2.4/2.2.5

Look at the chart and read after your teacher.

Instructions to the facilitators:

This is a listening and speaking activity, and the objective of this activity is to enable learners to identify the sequence of days of a week and their order. This activity needs to be facilitated in a face-to-face class

So, the following steps can be followed while facilitating this activity.

Step 1: Facilitator will read the different days of the week, and the learners will follow him/her. After telling the day of the week, the facilitator will ask learners to tell the serial (sequence) number of that day reading from the table.

For example: facilitators will say Sunday, which will be repeated by the learners. Following this facilitator will ask learners to tell the sequence number of Sunday and students will read from book and tell 1 or first.

Days	Number	Order
Sunday	1	First
Monday	2	Second
Tuesday	3	Third
Wednesday	4	Fourth
Thursday	5	Fifth
Friday	6	Sixth
Saturday	7	Seventh

Step 2: After this exercise facilitator will make a word from the chart like following; and learners will follow him/her. (from Sunday to Saturday)

Example: Sunday is the first day of the week.

Step 3: Facilitator will also facilitate learners that which comes before And after to..... for more practice the sequence or order.

Step 4 : Following this activity the facilitator will read different statement from **activity number 2.2.5 (Listen to your teacher and say “True or False”) which are related to the days of a week and will ask learners to say “true” if they are “correct” and “false” If the statements are incorrect.**

Activity 2.2.5: Listen to your teacher and say “True or False”

- Sunday is the first day.
- Friday is the last day of a week.
- Monday comes after Tuesday.
- Tuesday comes after Monday.
- Wednesday is the fourth day.
- Saturday comes after Friday.

Activity 2.2.6 Listen and say.

Instructions to the facilitators:

This activity needs to be facilitated in a face-to-face class. This activity should be facilitated by providing partial support from facilitators based on the needs of the learner. This activity focuses on enhancing the listening & speaking skill of learner along with decode and discriminate sounds from the words. As a preparation facilitator will prepare some word flashcard which have /th/sound.

Step 1: Facilitator will read the sentences given in the textbook. Following the facilitator, the learners will repeat those sentences. After practicing for a few times learners will read those sentences and others in the classroom will listen and repeat.

Step 2:

- i. Facilitators will ask learners to underline the words which are started with /b/ sound in their own textbook.
- ii. Then s/he will ask each of the learners to tell one word (not repeating words told by others) they have underlined.
- iii. If they shared all words having /b/ initial, then ask them to think of what other sounds that have /b/ initial.
- iv. Provide support to the learners If they struggle to identify (underline) or pronounce (tell) those words.

Step 3:

- i. Facilitator will show some examples of words that have /th/sounds (as prepared before class) and pronounce them
- ii. Then the facilitator asks the learner to identify similar words from the paragraph which have /th/ sound and circle those words.
- iii. Ask learners to tell those words which have /th/ sounds to the friend next to them. Facilitators should move around the classroom and should provide remedial support if needed.

Activity 2.2.7

Listen to these words and match their rhyming words (which have similar final letter/sounds).

Instructions to the facilitators:

This activity is planned to be carried out with partial support from the facilitator. The objective of this activity is performing matching exercises of rhyming identifying the words having the same final letter or sounds. As preparation, the facilitator will write some words which have the same final letter or the sound to show as an example. Additionally, the facilitator should prepare for the rhyming words (beyond the rhyming words given in the textbook) and write in flashcards equivalent to the number of participants in the classroom.

The following are the steps to be followed during this activity.

Step 1:

- Tell the learners that rhyming words are words which have similar final letters or sounds.
- Provide some examples of rhyming words using flashcards.
- Ask to read those letters or to follow (repeat) the facilitator If they struggle at to read by themselves.
- Divide the participants into two different groups. Tell the participants that they are going to play a game among two groups.

Step 2:

- Ask learners to stand facing another group.
- Then distribute the words to one group and their rhyming words to another group (one for each participant) .
- Ask one group to read the word flash card (turn by turn) and ask another group to tell or show those words from the card which have same rhyme. (If learners struggle ask their own group members to support them).
- Then ask to pronounce those rhyming word and provide remedial support if they struggle to pronounce them correctly. Switch the word flash card in the second round and follow the same process.

Step 3 : Ask learners to get their own seat in the classroom. Read the words given in the textbook and ask them to match their rhyming words in the book. Provide your remedial support if needed.

Note: Facilitator may ask to write the words matching with their rhyming words in their four lined copy for writing practice as well.

**Activity
2.3.1/2.3.2**

Look at the picture and say what are the things you see in picture.

Instructions to the facilitators:

This activity needs to be facilitated in a face-to-face class. As preparation the facilitator should prepare a picture of a room in a big (chart size) paper and paint it. Draw the things inside the room such as a picture of a room with a calendar, book, wall clock, table, chair, television, cupboard and photo frame. This activity will enable learners to have reading skills (picture reading).

So, the following steps can be followed while facilitating this activity out:

Step 1: Ask learners to guess what the picture is about? What are the objects they see in the pictures? Following their responses,



summarize that they are going to discuss the different things they see in their room. Ask learners to identify the initial sounds of those pictures they have seen in a big chart.

Step 2: Ask learners to go to the activity number 2.3.2. Ask to match the picture with suitable words choosing from clues given in the table below.

Step 3: Ask learners to tell the name of picture and the initial and final sound of that picture/object. Ask learners to write the name of that picture in the blank (dotted line) given in the learning materials.

Activity 2. 3.3

Tell any five (5) words in English that have the letter 'E' and write their initial sound in your copy.

Instructions to the facilitators:

This activity is a self-initiated speaking and writing activity. So, facilitator need to ask direct question to the learner by asking to think or write any five words that have letter "e" at any place (initial/medial or final). Ask learners to write the initial sound of those words in their four lined copy and move around to see who has done it correctly. Provide immediate feedback to them if they struggle to write the initial sound. From those learners who have completed five initial sounds; ask to tell those words five words they have thought or written.

Activity 2.3.4

Draw a picture of a duck in a pond and colour it.

Instructions to the facilitators:

- The objective of this activity is to enable learners to identify different days of week including their sequence. This is a reading and writing activity to be facilitated with the partial support of facilitators.
- The facilitator should provide clear instruction before the activity requesting to match sequence number and days of week as shown in the learning material(textbook).

Activity 2.4.1

My Daily Activities.

Instructions to the facilitators:

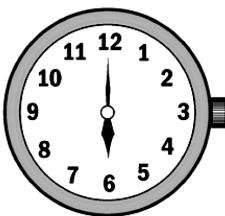
This activity is face-to-face activity and can be carried out with the partial support of facilitators. The objective of this activity is to enable learners to share their daily routines. As a recap of previous activities, learners will introduce themselves along with skills to write dates of calendar. So, facilitators should support the learners to write the name, date, age and the timeline of a day (daily routines) if they struggle to write their own. Before facilitating this activity, the facilitator will ensure that learners have prior knowledge on telling time through use of watch/ wall clock. So, if they are not able to tell the time facilitator should facilitate learners on time setting activities.

Preparation: Facilitator will prepare a watch with the raw materials in the classroom or may use wall clock of classroom if available.

The following are the steps to be followed during this activity.

Step 1:

- Ask participants to be in a circle and introduce the needle of wall clock or demo watch as: shortest needle- hour, middle needle – for minutes and small thin needle for the seconds.
- Demonstrate the examples of time setting with examples, for example- 6 AM means – shortest needle at six and middle needle at 12.
- Ask learners (ensuring all got opportunity) to demonstrate the activity by telling any time/s and provide your feedback if they struggle at to learn.
- Facilitator may carryout matching exercise for further practice like matching the clock with needle with time for example.



6: 00 AM or 6:00 PM

Step 2 :

- After learning to set the time in demo watch or wall clock, ask learners to open their book and turn page (39) activity number 2. 4.1.
- Then ask them to guess what they are doing. And provide your support if needed.
- Ask them to relate these daily routines with their own and ask at what time they do these activities in their real-life situation.
- Ask them to write the time matching the activities shown in the photos. Facilitator should support to read those sentences of daily routine If learners struggle at to find themselves.

Step 3 : After completing the work ask learners to be in group of 4 and ask to tell their daily routine among their groups and ensure all learners have adequate time to share their daily routine. Facilitators will be observing the activity while sharing and provide immediate feedback where they struggle.

Activity 2.4.2 Raise your hand base on the following sentence.

Instructions to the facilitators:

This is a teacher-supported listening exercise that should be completed by facilitators with students actively participating. Therefore, if it is done as a group exercise, it will be simpler to facilitate. If students have trouble telling on their own, the facilitator should prepare writing the various words on the flash card so that they can be displayed throughout the exercise. The actions to be taken when facilitating this activity are as follows:

Step 1 : Ask participants to form a group and inform them that they are participating in a group game. When they hear the "sound" specified in the instruction, students from each group will raise their hands. All students in the groups will receive two marks if they all answered properly; if not, they will only receive one. Show them the words on the flashcards if they have trouble recognizing the spoken words. Give the students immediate response rather than transferring the same question to the following group. In this game they will select one member of group to respond in each turn.

Step 2 : Make a points table for each group in front of class. Read out the instructions and the relevant words from the list given in the textbook. Ask them to raise their hand if they hear that sound in those words. Provide points to each group based on their performance.

Step 3 : Ask students to raise their hands if they hear the indicated sounds after saying a few words from the textbook, in activity no. 2.4.2. Add each group's points at the end of the exercise, then give them as many "claps" as they received during the game. For instance, request all learners to clap three times to show the group's congratulations if the group's overall score is -3.

Facilitators may repeat the same game repeatedly in classroom, to enable their listening skills along with decode the sound from the spoken words.

Picture	Number	Count in words
	11	Eleven
	12	Twelve
	13	Thirteen

Count and chant these each numbers after your teacher as example below 

One, two, three, four, five, six, seven, eight,

nine, ten, eleven dots and it's 11 (e-l-e-v-e-n)]

One, two, three, four, five, six, seven, eight,

nine, ten, eleven, twelve dots and it's 12 (t-w-e-l-v-e).

One, two, three, four, five, six, seven, eight,

Activity 2.4.3 Count the dots and read after your teacher.

This activity is face-to-face activity which aims to enable learners to improve their listening skills, including reading of numbers 11-20 including repetition of learning number one to twelve. So, facilitators need to support learners to count and read the numbers in English words.

So, the following steps can be followed while facilitating this activity out:

Step 1 : Ask learners to count the dots given in the picture column. Support reading the given numbers in digit and words and read them yourself. Ask them to follow you to read those numbers and the words. Learners will be able to match the given numbers with the counted dots.

Step 2 : Divide participants into groups of five. Ask 1 volunteer (learners) to repeat the reading by themselves where the rest of the learners will follow. Support them to read those numbers if they struggle to read. Repeat the same process until everyone gets their turn.

Step 3 : Ask learners to come together as one group. Read the chant given in the textbook and ask learners to follow you. Pronounce the chant correctly and carry out repetitive practice led by learners. Ask to write the numbers from 1-20 including in words. Provide immediate support to learners as needed.

Activity 2.4.4 Match the numbers with their words.

Instructions to the facilitators:

This activity needs to be facilitated in a face-to-face class. And will be facilitated with the partial support of facilitators. As a preparation facilitator should prepare the flashcards with numbers and the numbers in words separately (from one to twenty). So, facilitator needs to follow the following process to carry out this activity.

Step 1: Ask learners to be in two different groups through any type of group formation game.

After dividing into two groups ask them to stand or sit facing another group. Distribute the number card to one group randomly and numbers in words to another group. Ask them to show or read their number and find their pair from the opposite groups having same numbers in word.

Step 2:

- i) Ask learners to read those numbers in word, support them with immediate feedback to read if they struggle to read and find their pair from next groups.
- ii) Continue the same process until it is completed till the number 20.
- iii) Both will read these numbers together after finding their pair.

Activity 2.4.4: Match the numbers with their words

12	Fourteen	
17	Eleven	
19	Seventeen	
14	Twelve	
11	Nineteen	

Step 3 : Switch the flashcards in this round. Distribute the number in words to the groups who received numbers in digit earlier and vice versa. Continue the same process until they finish till number 20.

Step 4: Ask learners to complete the matching exercise given in the learning material (activity number 2.4.4) and observe each book followed by feedback if they struggle.

Activity 2.4.5

Look at the different parts of body below and describe how many they are.

Instructions to the facilitators:

This activity is facilitator supported activity to be carried out by learners themselves where facilitators should provide clear instruction to learners along with remedial learning support based on need. This activity will enable learners to count the numbers in English along with increasing vocabulary skills on parts of human body.

Preparation: For this activity facilitator should prepare a picture of parts of human body or can arrange the readymade picture on laminated chart.

Step 1 : Ask learners to come closer inside the classroom with sitting arrangement on U shape. Put the picture or laminated chart of parts of human body at the center. Introduce the different parts of body in English language, pointing the relevant parts shown in the picture. While introducing pronouncing /read parts of body and ask learners to follow. They will know name of body parts in English language.

Step 2 : Ask to count different parts of body and to tell their facilitator. Such as If facilitator says ear, learners will respond like we have two ears. In a similar way ask to count other parts of body and tell their numbers. (During this stage facilitator should remind learners; that there might be difference in number of parts in human body, which is rare. Otherwise, the participants with more or a smaller number of body parts feel uncomfortable.)

Step 3 : Ask learners to copy/draw the picture of parts of body and ask to write their numbers next to them. Then ask selected learners to share how many they are. Continue the process till all parts of body shown in the picture are not completed. For example. There are two eyes. --- There is a mouth...

Activity 2.4.6 Listen and practice.

Instructions to the facilitators:

This is a facilitator-guided activity designed for learners to complete independently. Facilitators are expected to give clear instructions and offer remedial support as needed. The activity helps learners practice the conversation including sharing of their ages with practice to ask question and respond them.

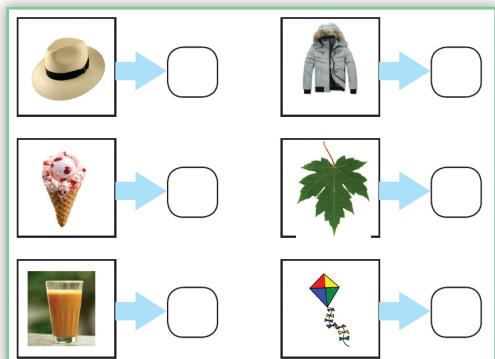
Step 1: As the learners might not be able to read by themselves, the facilitator should read the conversation and need to ask to follow the facilitators at first stage.

Step 2:

- Read the conversation from your own. And ask learners to follow you. They will be familiar with questions.
- Ask learners to be in their partner. Ask them to practice the same conversation with their pair.
- They will listen and respond with speaking exercise.

Step 3:

- Ask learners to think of themselves. And practice the same questions and response from their own real-life situation.
- At this stage learners will ask questions and share about their age and mothers age instead of reading from the conversation.



Step 4: In step 4 learners will practice in a pair to ask following direct questions and respond to them. Ask to switch their role to ask questions and respond. Observe the conversation between two learners and provide remedial support if needed.

Activity 2.5.1 Write the first/initial letter of each picture (H –L).

Instructions to the facilitators:

This activity aims to develop reading and writing skills by helping learners recognize the beginning letters of words and their corresponding sounds. Facilitators should assist learners in writing the initial letter when they face difficulty.

Step 1 : Ask learners to identify the pictures given in the textbook (Activity 2.5.1). If learners struggle to identify pictures support them by providing the correct English vocabulary word.

Step 2: Instruct learners to find the initial letter of each picture and write it in the designated boxes in the textbook. Help if they have trouble identifying or writing the letters. After the writing task, encourage them to say aloud the initial sounds that the letters represent.

Step 3: Ask participants to share additional English vocabulary words they know that have the same initial letter as the words in the pictures.

Step 4: As an additional challenge ask learners to identify and tell the final sound of those pictures. Provide your support if they need additional support to tell the final sound.

Activity 2.5.2 Listen and Say.

Instructions to the facilitators:

The objective of this session is enabling learners to identify and discriminate sounds of a word with focus on the words in English starting with /g/ sound. In addition to this, learners will be able to put letters and sounds together to read words and sentences using letter sound knowledge. This activity is planned for a face-to-face class with support from the facilitator

So, following process can be followed to facilitate this activity,

Step 1: Ask learners to guess about the picture given in the textbook. What are they? What are they called in English language? Then summarize their assumption, informing them that they are goats and grapes. Both starts from sound /g/.

Step 2:

- Read the conversation from your own. And ask them to follow you. They will be familiar with different words which start with /g/ sound. While reading the text, ask learners to identify the words and underline them if they are starting with letter G and sound /g/.

- Ask learners to be in a group of four and tell their friends to read those words putting together English letters and tell the initial sound.

Step 3:

- As additional challenge to learner ask to tell the final (ending) sound from these words which have /g/ sound in the starting.
- Observe the activity and support them if the sound is pronounced by learners differently.

Step 4: As an additional challenge ask learners to identify and tell the words in their mother tongue that have /g/ initials

Activity 2.5.3

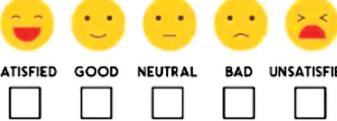
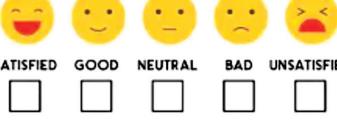
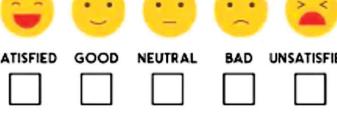
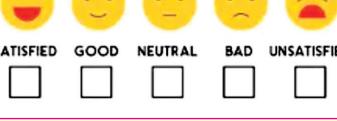
Draw a picture or a word that has the letters/sounds below.

Ask learners to draw the pictures that have following sounds in any part (initial medial or final). And ask them to share what the pictures are along with pronunciation.

Self-Assessment by learners:

Tell the key learning outcomes of this session and ask them to rate through simile.

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can identify and discriminate the sounds of words which have same initial and final sound from spoken or written words	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can follow or respond against the spoken instructions verbally or non-verbally	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can tell the time and my daily habits	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can match spoken words with print	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	

Use capital letter, full stops and question mark correctly to write words	 <table border="1"> <tr> <td>SATISFIED</td><td>GOOD</td><td>NEUTRAL</td><td>BAD</td><td>UNSATISFIED</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED	<input type="checkbox"/>					
SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
I can read words correctly and understand the meaning	 <table border="1"> <tr> <td>SATISFIED</td><td>GOOD</td><td>NEUTRAL</td><td>BAD</td><td>UNSATISFIED</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED	<input type="checkbox"/>					
SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED								
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I can express simple sentences in English	 <table border="1"> <tr> <td>SATISFIED</td><td>GOOD</td><td>NEUTRAL</td><td>BAD</td><td>UNSATISFIED</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED	<input type="checkbox"/>					
SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
I can tell days of a week.	 <table border="1"> <tr> <td>SATISFIED</td><td>GOOD</td><td>NEUTRAL</td><td>BAD</td><td>UNSATISFIED</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED	<input type="checkbox"/>					
SATISFIED	GOOD	NEUTRAL	BAD	UNSATISFIED								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).

Assessment of Unit 2

After completing this unit, the facilitator will assess the learner and record the results in their individual learning portfolio. If required, the facilitator may also create similar test items..

1. Introduction

Learners interact with friends, teachers, and their surroundings in school, building knowledge independently. Learning should connect to their prior experiences, enabling them to describe current actions, give simple instructions, and request permission. They should be able to talk about school-related topics and classroom items, as well as discuss games they play. Through these activities, they will develop phonemic and graph phonemic awareness, improve reading fluency, and practice comprehension after reading texts. Additionally, soft skills such as communication, teamwork, and active listening will be nurtured throughout the theme.

Expected Learning outcomes of this unit provisioned in the curriculum

Language Functions: Talking about present actions, giving simple commands, interpreting and getting attention and asking permissions, describing location, congratulating and praising understanding and using number one to ten

Listening Skills	Reading Skill
<ul style="list-style-type: none"> ➢ Understand the individual sounds in spoken words. ➢ Comprehend words and simple expressions. ➢ Understand short stories with visual clues. ➢ Identify key information from short speech or conversation. 	<ul style="list-style-type: none"> ➢ Produce words with simple sentences with intangible pronunciation. ➢ Participate in short conversation with teacher and friends. ➢ Ask and answer questions. ➢ Sing or recite songs by listening to the teachers or audio.
Reading Skill	Writing Skill
<ul style="list-style-type: none"> ➢ Imitate and produce sounds of words. ➢ Decode words correctly which have digraph in initial position in consonant (st, sh, ch, wh). ➢ Decode words which have digraph (oo, ee, ea, oa, aw, ai). ➢ Decode words with initial consonant blend and final consonant blend. ➢ Understand meaning of grade appropriate words. ➢ Understand plural (s), verbs, tense contractions and simple comparatives. ➢ Retrieve specific information from reading text. ➢ Read common abbreviation (Dr. Mr. AM PM). ➢ Consult dictionary to find out the meaning of words. 	<ul style="list-style-type: none"> ➢ Write letters and words in straight line from left to right with regular spacing. ➢ Copy letters and highly frequent familiar words and phrases correctly and reproduce them. ➢ Combine and recombine letters to form a word and put words in correct order to form a sentence. ➢ Use correct spelling of words. ➢ Write simple phrases and sentences independently. ➢ Use capital letters, full stops and question mark correctly.

Required Materials for this Unit: Four-lined paper or copies, pencil, colors or color pencils, scissors, A4 size paper, card sheet paper, meta card, febicol tube or glue sticks.

Activity 3.1.1 Listen and sing.

Instructions to the facilitators:

- A face-to-face class is required to facilitate this activity. The exercise needs well preparation of the facilitator before class. The facilitator should become familiar with the chant's lyrics and tune prior to the class.
- The objective of this chant is to enable learners to learn about the different objects and materials related to classroom and school environment including vocabulary skill development through listening and speaking activity.

So, the following steps can be followed while facilitating this activity out:

Step 1: (I do): At first the facilitator sings a chant with appropriate pronunciation, then chants it with proper gestures on your own, then instructs learners to follow.

Step 2: (we do): The facilitator instructs learners to sing a chant together following him/her initially without gestures and then practice with proper gestures. During this stage, after following facilitator learners will sing this chant along with facilitator collaboratively together with repeated practice.

Step 3: (You do): At the third stage of this activity facilitator asks learners to chant their own (You do). The facilitator will be listening and observing to the learners and providing feedback to correct their pronunciation and identification of sounds of words. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in chant and the sound produced from initial letters. Gestures contribute to improving their vocabulary with comprehension.

Step 4: Ask learners to tell the objects around them which are mentioned in the chant. Ask them to tell them what other objects are missing in the chant but exist over there.

This is my desk; this is my bench
This is my bag, that I take everywhere.



Sit down, stand up, one, two, three,
School, school, school for you and me.



This is my pencil, this is my pen
I use my school things again and again.



Sit down, stand up, one, two, three,
School, school, school for you and me.

Activity 3.1.2 Look at the picture and complete the sentence as an example.

Instructions to the facilitators:

This activity is a listening, speaking and writing activity that needs to be facilitated in a face-to-face session. The aim of this activity is to enable learners to talk about present action. Facilitators should support learners to complete the table and ask them to respond to the question with sharing of present action as given in the textbook. So, following are the steps to facilitate this activity.

Step: 1 – Action Verb game

- Facilitator should prepare a set of flashcards with pictures doing something and the action verb below it. For example facilitator may draw a picture of eating and write the action verb (v4) below the picture to elaborate the present action.
- Give example of one flashcard; showing the flashcard with girl eating something ask learners “what is girl doing ?” then expected answer is “she is eating”. Provide your support if they struggle at to tell themselves and ask them to repeat. Then continue the same process for remaining flashcards with picture and present action.
- Then ask all learners to come in front and stand or sit in a circle.
- Invite one volunteer to come inside, and ask to pretend/ do the action through gesture without speaking anything.
- Ask rest of the learners to guess what she is doing.
- Then expect the correct answer as “she is” If the learners have correct answer ask everyone to clap.
- Then for the others turn, the previous volunteer move around the circle from back and touch one of the participants silently for her turn.
- Then participant who was touched by previous volunteer will go in between the circle and do the act of something through gesture/present actions.
- Then ask previous volunteer to guess and tell what she is doing? Then the previous volunteer will say – “She is ”. Then continue the process to all learners to turn by turn with following role The participants touched by previous participant – will go to center and act doing something through gesture only
- Facilitator- will ask question “what she is doing?”
- The previous participant: Respond to the question asked by facilitator by guessing gesture/action : for example “She is.....”
- Provide remedial support to participants who struggle at to respond.

Step : 2- Activity of textbook

- Ask learners to guess the pictures given in the learning material (textbook) and ask to complete the sentences using action verb in V4 (...ing) form. Display the flashcard shown previously if they struggle to write their own.
- Ask learners to tell the present action from the pictures.

Step : 3 – Recall of activity

- Ask learners to copy these action verbs which they have written in the blank space in the activity.

Step 4 : - Exploration

- As an additional challenge ask learners to explore other additional action verbs beyond given in the activity and ask them to tell

Activity 3.1.3 Practice the conversation in a pair.

Instructions for facilitators:

This activity is speaking activity, so facilitator will ask learners to practice the conversation to enable them to ask and respond to the questions related to present action. So, this activity should be carried out by learners themselves with partial support from facilitators. Facilitator may read the conversation first and ask learners to repeat as first step and will ask learners to do themselves in their pair. After practice for two three times ask to switch their role to practice the conversation in pair.

Friend A: What is Kajal doing? (Question)

Friend B: She is eating. (Answer)

Activity 3.1.4

Write the missing letters from the words below with pictures matching in the boxes.

Instructions for facilitators:

The objective of this activity is to enable learners to put the letters together for making words and enhance their vocabulary skill with actual pronunciation. This is a facilitator supported activity. So, the following steps can be carried out to accomplish this activity.

Words	Letters						
Sleeping							
Cooking							
Walking							
Dancing							
Crying							
Writing							

Preparation: Write different words given in the textbooks in flashcards as preparation. Also prepare sheets of papers for learners as given in the example.

Step 1: Show the word flashcard to learners and ask them to read each letter of that word. Provide your remedial support to learners to identify and pronounce those letters.

In the next step distribute sheets of papers (as shown in the example) for learners. Ask them to segment those words into letters and write down in the boxes given in the worksheet. While segmenting those words provide clear instructions to learners along with remedial support in between when needed.



sleeping	cooking	walking
dancing	criing	writing


eeping Wriig Ckng

aning Cying Wakng

Step 2: Ask learners to find the missing words and complete the words using clues given in the textbook. Ask learners to pronounce those words and provide remedial support if needed.

Step 3: As an additional task ask learners to tell one-one words they know which have same initials as given words.

Activity 3.1.5 Write any 3 short sentences using the above words (verbs).

Instructions for facilitators:

This is learner led (self-initiated) activity. Remind participants about the sentences used in dialogue. Ask participants to write three simple sentences in four-lined copy. If participants struggle to write themselves ask them to copy from book or you can write sentences and ask to copy.

Activity 3.2.1 Listen and Act.

Instructions for facilitators:

This activity is a listening and speaking activity that needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The objective of this activity is to support learners by giving simple commands and responding to those commands verbally or non-verbally. Additionally, participants will be able to learn English words that are related to the classroom environment.

Walk to the window,

Run to the door.

Point to the blackboard

Look at the floor.

Jump up and down.

Close your eyes

Now open and look



Step 1: Ask learners to guess what is happening from the picture and summarize the picture such as ; a man is running to the board, an women pointing to the blackboard, children are jumping.

Step 2: Practice for the listening and speaking exercise

- Ask all participants to come front together and stand in a row.
- Read the given commands together with proper gesture or actions (I DO) in response to the command and ask learners to follow.
- After two- or three-times repetitive practice ask them to do jointly together (WE DO) and at the third step ask learners to chant themselves and observe (YOU DO).

Step 3: Practice command in a pair

- Ask learners to go back to their seat and find a pair next to them. Ask one of them to give commands that are practiced before where another will respond through action or gesture. After 2-3 times of practice ask to switch their role.

Activity 3.2.2 Listen and Act.

Instructions for facilitators:

This activity is facilitator led activity, and the objective of this activity is to support learners to give and respond simple commands in English. So following are the steps to facilitate this activity engaging learners with active participation.

Step 1 : Preparation

Write different commands given in the textbook in A4 size paper.

Step 2: Giving and responding commands

- Remind participants that they have learnt giving and responding commands in previous activity.
- Pick out the paper with commands written on it (randomly) and read the commands one by one and ask learners to respond through gesture or action.
- If they struggle to respond correctly provide your remedial support.

Step 3: Practice among learners

Divide the participants into two different groups with equal numbers. Ask one group to stand in a row and another group opposite to them in a row facing to the groups. Distribute sheets of paper with commands written randomly to one of the groups. Ask them to read those commands one by one, where the person standing facing to instructor (who gives command) will respond with actions. If one row complete giving command , switch their role . Where the group who gave command previously will respond towards commands and vice-versa. Carry on the activity till everyone in the group will get chance to give command and respond.

Activity 3.2.3 Listen and act.

Instructions for facilitators:

- Facilitation of this activity must take place in an in-person class. The objective of this activity is to enable learners to discriminate consonant and vowel digraphs (diagraph - two letters come together to make one sound) especially 'ch' and 'ou'. Facilitators may add additional activity with proper examples. The facilitator should prepare writing the different words from the text in the flash card so that that can be shown during the exercise if learners struggle at telling by themselves. Following are the steps to be followed during facilitation of this activity

Step 1: Explain to the learners that sometimes two letters come together to create a completely new sound instead of blending. Share examples such as chair, chocolate, and chain. Then, divide the learners into groups and explain that they will be playing a group game. In this activity, learners from each group should raise their hand when they hear the target sound. A group that responds correctly earns 2 points, while a partially correct response earns 1 point. If learners find it difficult to recognize the sound in spoken words, display the words on flashcards for support. Instead of passing the same question to the next group, provide immediate feedback to help them learn effectively.

Step 2: Create a points table on the board for each group. Read aloud the instructions along with the list of words provided in the textbook. Ask learners to raise their hand whenever they hear the target digraph sounds “ch” or “ou” in those words. Award points to each group according to how well they respond.

1. **Raise your hand if you hear final /ch/ sound in the following words.**
a. touch b. bus c. torch d. church
2. **Raise your hand if you hear /ou/sound in the following words.**
a. touch b. shoulder c. down d. stand

Step 3: Share some extra words that contain digraphs in the beginning, middle, or ending sound, and ask learners to raise their hand when they hear the target sound. After completing the activity, total the points for each group and celebrate their achievement with the same number of claps as their score. For instance, if a group scores 3 points, ask the class to clap three times to congratulate them.

Facilitators can repeat this game multiple times in the classroom to strengthen learners’ listening skills and help them recognize sounds in spoken words. At the end of the session, ask learners to write down the words from the textbook and practice pronouncing them. Offer guidance and support if they face difficulty in pronouncing any word correctly.

Activity 3.2.4 Listen to the following.

Instructions for facilitators:

- This activity need to be carried out face-to-face, which aims to enable learners to listen comprehension along with discrimination of blended sounds and diagraphs. In addition to this learner will properly use abbreviated title “Mr.” through this listening activity. Following are the steps of this activity.

Note to the facilitators: Blended sounds are mixing sounds from letter when two or more consonant letters are read /spoken together smoothly, without losing their individual sounds and all sounds are audible while pronouncing. For example – Stop (/s/ and /t/ both sounds are audible. And the diagraphs are two letters that come together to make one sound for example letter C and letter H produce /ch/ sound.

Instructions for facilitators:

However, paragraphs include various “tense” and “aspects” to minimize the confusion, correct the paragraph as below.

“ Mr. Shrestha is going to school. He sees some straw in the field. A small child is playing near their parents. He is chewing that straw. Mr. Shrestha takes the straw out of his mouth. He informs the child's parents. The parents praise Mr. Shrestha. They say "thank you" to him.”

Step 1: Read the given paragraph aloud and ask them to follow you. After 3 times reading aloud by facilitator ask learners to read together with facilitator. After reading the sounds with correct pronunciation 2-3 times, provide your remedial support if they do not repeat the sentences of paragraph with correct pronunciation. Repeat the same until they can pronounce the words in the paragraph correctly.

Step 2: Ask them to go through the paragraph and underline the words which are not familiar to them. Ask them to underline the words which have mixed (blended) sound. Use mother tongue with example to understand the mixing sounds in the words.

Step 3: Ask learners to tell them the words that are not familiar with them. And tell the meaning of the words by using the picture flashcard or by telling them in to their own language.

As additional challenges ask them to tell any 5 words of English or their mother tongue having mixed sound

Answer the following questions:

Note to the facilitators: This activity focuses on listening comprehension of learners along with responding simple questions in English. So, facilitator should ask the questions to the learners as given in the textbook.

Activity 3.2.5 Repeat the following words after your teacher.

Instructions for facilitators:

Facilitation of this activity should be carried out in face-to-face mode. The objective of this activity is to help learners to Decode words correctly which have initial blend and diagraph in consonant and vowel (st, sh, ch, sc, th, ea)

Step 1: As a preparation facilitator, we should prepare word flash cards writing the given words in the table of activity number 3.2.5. Read the words from the flashcards randomly with actual pronunciation and ask learners to repeat those words (I DO). Pay attention to the pronunciation of learners.

Step 2: After 3-4 times repetitive exercise, show the flashcards and ask learners to point those words and read together (WE DO). Ask learners to point those words and read together. Provide remedial support to the learners If they struggle at to identify the words and pronounce them correctly.

Step 3: Write the letters that have blended sound or diagraph (such as /ch/, /st/, /ea/,

/sc/, /th/) in flashcard. And ask learners to identify the sounds in the words which have blend or diagraph with reference from flashcards.

Step 4: Ask learners to underline the blended sound or diagraphs. Support to pronounce those sounds and ask them to follow. Provide remedial support to them based on their performance on the assigned task. (Important note to facilitator- Do not tell the participants terminology blend or diagraph rather tell that the sound produce through two or more letters' pronunciation.

Step 5: As an additional activity, tell the learners about common abbreviations, write them in flashcards (writing abbreviation on one side and full form in another side). For example , Mister in one side of flashcard and Mister in another side of flashcard, Ante Meridiem in one side of flashcard and AM in another side and Post Meridiem in the one side of flashcard and PM in the other side. Pronounce the abbreviated form and their full form and ask learners to follow them. Also mention learners that these are the short forms to be used commonly while summarizing the activity.

Activity 3.2.6 Tell any 5 (five) words that include st, ch, sc.

Instructions for facilitators:

This activity is supportive speaking activity which enables learners' vocabulary skills including correct pronunciation of blended sounds or diagraph. So facilitator need to ask learners to explore the words either from textbook or other resources (newspaper, story books, library). Facilitators may ask learners either to search these inside classroom or may assign this task as homework/project work.

Activity: 3.2.7 Arrange the following words and give a full stop at the end.

Instructions for facilitators:

The objective of this activity is to enable learners to put words in correct order to form a sentence together) taking reference from the paragraph and use appropriate punctuation. This stage is very initial stage so facilitator should put forward the concept of punctuation and correct order of words. More remedial support for learners may be needed to carry out this activity.

Preparation for facilitator : As a preparation facilitator need to write different words/phrases in different flashcards. As the activity will be group work to be carried out collaboratively, prepare 3 different sets of flashcards with phrases or words given in the textbook. Each sentences have one set of cards which are broken into words or phrases randomly.

Step 1: Divide participants into 3 different groups, instruct them that they are going to arrange the words or phrases to make sentences. Tell the learners that they will get different sets of flashcards and phrases from the sets will make sentence.

Step 2: Ask learners to take reference from the paragraph from activity number 3.2.4 and identify the sentence to compose a new sentence from each sets of card where they need to put or stick the cards in ground or wall by arranging them in correct order. Start the game at the same time and ask learners to arrange the card and stick or put them in correct order. The team who completes the task with correct response at first will receive one mark for each set. Calculate the mark at the end and ask them to clap as much time as they score to celebrate their performance.

Step 3: Provide remedial support to the team at the end, If they don't arrange the card correctly. Ask them to correctly arrange your feedback. Then Ask participants to go bring their copy, and write the sentences in correct order as they have finally completed. Then at the end of each sentence ask them to put a full stop. Tell them full stop is used to inform that the sentences are completed.

1. Going to school Mr. Shrestha is
2. Playing is child
3. Take out straw Mr. Shrestha
4. Parents thank you said

As an additional activity, read those sentences yourselves and ask them to follow. Then carry out the 'WE DO' and 'YOU DO' activity. Similar types of activity can be repeated again and again to practice on arranging words to make sentences and use appropriate punctuation such as full stop, comma etc.

Activity 3.3.1 Listen and Act

Instructions for facilitators:

This activity needs to be facilitated in-person, and the objective of this activity is to help learners to get attention and ask for permission. This activity focuses on listening and speaking skills for language function.

So, following steps can be carried out by the facilitator.

Step 1: Ask learners to guess what is happening from the picture and summarize the picture as a boy is asking for permission from a teacher.

Step 2: Practice for the listening and speaking exercise

- Ask all participants to come front together and stand in two different rows and face toward the facilitator.
- Read the statements of dialogue box and ask learners to follow/repeat (I DO)
- After two- or three-times repetitive practice ask them to do jointly together (WE DO) and at the third step ask learners to chant themselves and observe (YOU DO).

Step 3: Practice conversation in a pair

- Ask learners for one row of learners to go and face against another row. Ask them to become a pair (from the next row who is facing) for practice and go back and take their seat in a pair. Ask one of them to play the role of a boy and another to

play the role of teacher. After 2-3 times of practice ask to switch their role.

Step 4:

- Ask them to be in a group, write the different phrases used for attention, asking permission, and respond such as Excuse me in one sheet, May Iin another sheet and Yes, you can in another sheet. Tell them that excuse me is used to pay attention to, May Ifor asking permission and Yes/ No you can/can't as response.

Activity 3.3.2 Permission game; asking permission.

Note to the facilitator:

This activity is learner centered activity, which is self-initiated learning activities by participants where facilitators may support learners based on their needs. The role of facilitator will be observer and will provide feedback to learners as remedial support.

So, following steps can be carried out by the facilitator.

Step 1: Ask learners to be in a pair, next to them. Ask them to divide the role of 'student' and 'teacher' as shown in the dialogue.

- At the beginning read the statement of students "May I go out?" and ask the learner with student's role to repeat the statement after teacher. Then read the next statement "Yes, you can." Then ask the learner who in teacher's role to repeat the statement. After 2 -3 times practice ask them to do themselves and observe their conversation.

Step 2: After observation of conversation provide your feedback if needed. Following the same practice for 2-3 times ask them to switch their role and do the same practice.

Step 3: As an additional challenge to the learners ask them to practice the same conversation with negative response "No, you can't".

Activity 3.3.3

Write a classroom pass that asks your teacher for permission.

Activity 1.3.4

Count the pictures and write in numbers and in words.

Instructions for facilitators:

This activity is creative writing activity along with practice on asking for the permission. This activity is self-initiated activity and facilitator will provide remedial support if needed.



May I go out?



May I go to toilet?

The following step should be taken to facilitate this activity:

Preparation: Facilitator will prepare 4X6 sized meta cards by cutting color paper or card sheets. Arrange markers, punching machine, thread and transparent cartoon tape before the class.

Step 1: The facilitator will divide the participants in to 3 groups, and ask them to prepare classroom pass. Facilitator will provide clear instruction to the groups and ask them to develop classroom pass through drawing on the meta cards as shown in the textbook. Ask them to colour it. For the assignment ask them to draw a picture of hand using their own hand and write a statement below picture of raised hand as follows;

1. May I go out?
2. May I go to toilet?

Step 3: As a next step ask them to colour those. Ask them to stick the transparent tape for further lamination and at the top of the card make two holes and put threads on holes as card holder. Hang them at the side of the exit door and pick up those cards and ask facilitator for permission. Facilitator will respond to them based on the need.

Activity 3.3.5 Listen and Speak.

Instructions for facilitators:

This activity aims to enable learners to listen and read in simple English among classmates. The Facilitator needs to focus on listening, reading and speaking skills along with comprehension to retrieve key information from the text. As the text also seeks to improve reading comprehension, prepare picture flashcards of difficult words to tell the meaning prior to the classroom facilitation.

Following are the steps to be followed to facilitate this activity:

Step 1 : Ask participants to come to the front and stand in a 'U' shape. The facilitator stands before them and reads the passage from the textbook. After that, the facilitator asks learners to repeat each sentence. Show picture flashcards to help learners understand the meanings of difficult words.

Step 2 : Then ask one volunteer participant to read the paragraph and ask others to repeat.

Step 3 : Next, ask participants to work in pairs and practice reading the same paragraph — one person reads while another repeats. Walk around the classroom to observe their work and give support if necessary

Step 4 : For extra practice, ask learners to underline the words in the text that they don't know or are unfamiliar with.

1. Who had stomach pain?
2. Who took her to the Doctor's hospital?
3. What was the name of Doctor?
4. At what time did she take medicine?
5. How is she now?

For the reading comprehension, ask learners these questions and listen to their responses verbally. Provide your feedback and support if needed.

Following the question answers verbally, ask them to write the answer in their copies.

Activity 3.3.6 Listen and read. What sounds are similar in the words?

Instructions to the facilitators:

The objective of this activity is to enable learners to pronounce the words which have initial blend st, sc, sh, wh, sp and find the similarity on sounds. This is listening and speaking activity to be carried out by facilitators and followed by the learners.

Step 1: Read the given words which have st, sc, sh, wh, sp (consonant blend) yourself. (I DO)

Step 2: Ask learners to repeat you first and read together as second step (WE DO).

Step 3: Ask learners to read the words themselves (YOU DO) and ask them to identify and underline the sounds which have similarity to the final sounds.

Activity 3.3.7

Look at each picture and write the final syllable using the clue from the box.

Instructions to the facilitators:

The objective of this activity is to enable learners to identify the final syllable from the words. So, this activity should be carried out by engaging learners to decode and pronounce the sounds of words.

Step 1: Divide participants into 3 groups. Ask them to write the final letter and identify the final syllable of those words.

Step 2: Ask them to discuss among group and present to whole group by selecting leader from the groups to present.

Step 3: Ask them to pronounce those words and the initial syllable.

Note: Syllable is a unit of sound to form part of or whole words during pronunciation.

Activity 3.3.8

Let's prepare Memory folder for words with similar sounds.

Instructions to the facilitators:

The objective of this activity is to enable learners to identify the words having similar middle and final sounds. So, this activity should be carried out by engaging learners to decode and pronounce the sounds of words along with creative writing activity.

Additional Note: the content given in the textbook is not matched so follow the following steps with correction in the content as below.

Step 1: Distribute the A4 size paper to the learners. Along with demonstrating, ask them to fold those papers into three folds (columns).

Step 2: Ask them to write the words which have same medial and final syllable in each of the columns.

Pool	Spoon	Door	Raw	Near
Stool	Moon	Floor	Straw	Pear
Wool	Balloon	Poor	Saw	Gear
Tool	Cartoon	Next-door	Paw	Bear

Step 3: Ask to read these words written in the memory folder along with the letters of these words.

Number	In words	Number	In words
21	twenty-one	28	
22	twenty-two	29	
23		30	
24		31	
25		32	

Activity 3.3.9

Look at the example and write numbers in words. (21–40).

Instructions to the facilitators:

The objective of this activity is to enable learners to write numbers in words (twenty-one to forty) along with reading. So, this activity should be carried out by engaging learners to write and read the numbers with correct pronunciation.

Step 1: Ask learners to be in a group of 4. Ask them to draw the table as shown in the example below. Then tell them to complete the table with numbers in English words from twenty-one to forty.

Step 2: Once they finish writing, ask them to choose one leader for the group. Then Read the numbers they have written where other group members will repeat. Provide feedback and support if needed.

Step 3: Ask learners to gather in a big group and have their seats 'or' stand in U shape. At this stage ask each group to demonstrate reading numbers in words. For this for the first group ask them to read from 21- 26, second group 27-33 and third group 34 to 40.

Step 4: Ask learners to make a chart of numbers in words and stick to the classroom wall. Additional activity can be to develop number book in English by each learner. As additional challenge, ask learners to write from forty-one to fifty.

Activity 3.3.10

Listen and Act.

This is listening and speaking activity to be carried out with support from facilitators with in-person facilitation. The objective of this session is to enable learners to identify and pronounce blended consonants. So, read the paragraph yourself first and ask learners to repeat you. After reading once ask learners to read themselves. Also keep stress on blended sounds.

Activity 3.3.11

Copy these words on a card and write the capital and small letter of each underlined letter.

The objective of this activity is to enable learners to identify and write capital (upper-case) and small (lower-case) letters of English. So, ask learners to copy the words which are given in the textbook and write their uppercase and lower-case letter back (other) side.

Activity 3.3.12

Listen to the following conversation and write the underlined words on your copy paper.

The objective of this activity is to enable learners to use words for praising and congratulating. So, facilitators need to follow the process of I DO and YOU DO for facilitating this activity. While practicing conversation focus more on the words which are used for congratulating and praising.

Activity 3.3.13

Practice in a pair.



The objective of this activity is to enable learners to use words for praising and congratulating. So, ask learners to practice this conversation which focuses on congratulating and praising. Facilitators need to provide feedback and remedial support. Also, in a big chart write the following words in a big chart and stick on classroom wall.

Activity 3.3.14

Listen and act.

Apple Fish Stone Table Water Tree

Example:

Front side: Fish

Back side: H h

The objective of this activity is to enable learners to learn about the different colors (color names and the objects of that colour). Read the chant ask learners to act along with gestures and after practicing two three times ask learners to read themselves. Following this activity also carry out the listening and reading activity 3.3.14.

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can give simple commands in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
Interpreting and getting attention and asking permissions	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can write a paragraph about my family in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can Understand the individual sounds in spoken words	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can Imitate and produce sounds of words	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can identify and use number one to ten	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can participate in short conversation with teacher and friends	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can participate in short conversation with teacher and friends	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).		

Assessment of Unit 3

After finishing this unit, the teacher should check the learners' progress and write it in their learning portfolio. The teacher can also prepare similar test questions if needed.

1. Introduction

A child's surroundings provide rich opportunities for learning. The theme "Our Environment" builds on children's own experiences with what is around them. Through this theme, they will learn to recognize and describe different things in their environment and talk about ongoing actions. They will also gain new vocabulary related to the theme, practice using prepositions to describe location, and become familiar with colors and flowers. In addition, they will learn how to use this and that in everyday communication. The theme helps learners develop communication and information management skills, show respect for the environment, and practice active listening.

This unit includes 22 suggested activities spread over three lessons. Of the total 12 working hours, 3 hours are allocated for teacher-led facilitation, while the remaining 9 hours are meant for learners' self-initiated activities.

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Describing location, identifying colors, talking about weather, describing people and places, giving directions, understanding and using number eleven to twenty

Listening	Speaking
<ul style="list-style-type: none"> ➢ Identify individual sounds in spoken words. ➢ Recognize and comprehend spoken words and Simple expressions . ➢ Identify key information from short speech or conversation. ➢ Respond to the teachers or audio verbally or nonverbally and follow the message in short conversation. ➢ Perform different types of listening comprehension task. ➢ Understanding simple stories with visual clues. 	<ul style="list-style-type: none"> ➢ Pronounce grade appropriate words correctly. ➢ Ask and answer short and simple questions. ➢ Produce simple words or phrase with intelligible pronunciation. ➢ Sing or recite songs by listening to the teachers or audio.
Reading	Writing
<ul style="list-style-type: none"> ➢ Recognize and read high frequency words including compound words. ➢ Perform rhyme and chant with appropriate rhythm. ➢ Read sentences and short paragraphs. ➢ Understanding simple texts of stories and letters. ➢ Retrieve different information (name, number) from reading text. 	<ul style="list-style-type: none"> ➢ Write words in correct order to form a sentence. ➢ Make compound words e.g. roundtable playground etc. ➢ Use suffix s/es to form plural nouns.

<ul style="list-style-type: none"> ➤ Decode words correctly which have initial blend (eg ;sn, sk, bl, br, ch, cl, dr, fl, gl, ph, pl, pr, sh, sm, sp, st, th, tr, tw, wh , qu). ➤ Consult dictionary to find out the meaning of words. 	<ul style="list-style-type: none"> ➤ Write dictated words, phrase and sentences.
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Required Materials for Learning ' Our Environment': meta cards, four-lined paper or copies, pencil, colors or color pencils, scissors, real picture etc.

Activity 4.1.1 Listen to the following story.

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The facilitator should read the story as preparation before the class. During preparation facilitators need to draw pictures (deer, bird, monkey, bear, duck, rose) in flashcards with proper colour which will be used for increasing vocabulary of learners.
- The objective of this story is to enable learners to learn about different animals, plants and colours in their surroundings, especially in zoo.

So, the following steps can be followed while facilitating this activity out:

Step 1: First the facilitator reads the story and asks learners to listen carefully (I DO). After reading once from yourself, ask learners to repeat after you which will increase speaking skill of learners (I DO). Then ask learners to underline the difficult words of story. Use picture flashcards prepared before telling the story. Use gestures will also improve their vocabulary with comprehension.

Step 2: Ask learners to tell the colour of different things in English in between the story. Tell the name of colours in their mother tongue or Nepali If they struggle at to tell in English.

Step 3: Tell the participants to list the following from the story, that are mentioned in the text.

Write the name of Colour

Birds and Animals	Plants	Colours
Deer	Rose	Yellow
-----	-----	-----
-----	-----	-----
-----	-----	-----

Step 4: As an additional challenge to learners ask them to tell summary of Rubina's story after listening to the whole story.

Activity 4.1.2

Match the following with their colour which Rubina saw in the zoo.

Instructions for facilitators:

This activity needs to be facilitated with partial support from facilitators. Facilitators need to prepare set of cards word flash cards, while using word flash cards draw picture of those things at the back side of flashcards and use the same colour to write the colour name, for example ; in flashcards with name of colours- write in “red” fonts for writing ‘red’ colour. Similarly for the words draw picture of that word – for example write Deer in one side of flashcard and draw picture of deer with proper colours at the back side of flashcards. Two sets of words and colour name needed to carryout this matching activity. Use pocket chart if available for this activity.

Step 1: Divide the participants in to two different groups. Remind them to go back to the story and identify the different colours of ‘animal’, ‘plants’ or ‘objects’ as mentioned in the story. Distribute the set of cards to each group and instruct them that they are going to match the colour with objects.

Step 2: After distributing sets of cards, ask learners to arrange those sets matching the different plant, animals and objects with their colours. Facilitator may add more matching questions based on number of learners in the class. The team who completes the assignment with correct order will get five claps and the team who completes assignment with correct order will get 3 claps.

Step 3: Ask learners to go back their seat, and match colour of animal, plant or object as given in the textbook, activity number 4.1.2.

Activity 4.1.3 Fill in the blanks using words from the box.

Instructions for facilitators:

This activity is self-initiated reading and writing activity to be carried out by learners themselves where facilitators should provide clear instruction to learners. So, facilitators should support the learners If required. The following are the steps to be followed during this activity.

Step 1: Ask learners to read the given text (activity number 4.1.1) again and ask learners to find the sentences in the paragraph and complete the sentences given in the activity 4.1.3 choosing the correct alternate from the bracket.

Activity 4.1.3: Fill in the blanks using from the box.

- The brown monkey is on a
- The green bird is in the yellow
- Mother bear is eating fruits under the
- Rubina sees a red rose with green

tree cage leaves tree

Step 2: Ask learners to get support from their peers if they struggle to complete the sentences using words from the bracket.

Step 3: As an additional task ask selected learners to read those sentences aloud in class.

Activity 4.1.4 **Read the words underlined in the above activity.**

Instructions for facilitators:

This activity is self-initiated by learners with the partial support of facilitators. The objective of this activity is to enhance reading skills of learners along with the familiarization with words which are related to prepositions in English. So, ask learners to be in a pair with a friend next to them and read the underlined words of activity number 4.1.3. After reading by one of the pair ask to switch their role. If they struggle to read those words, they provide remedial support to learners.

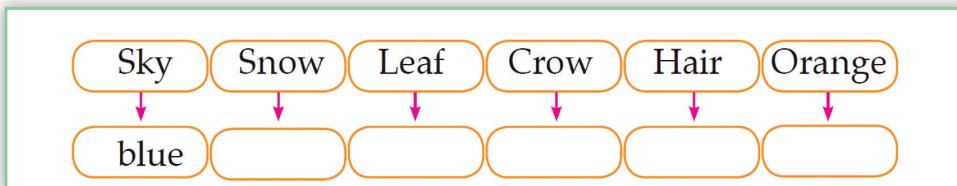
Activity 4.1.5 **Write the name of the original colour below the names.**

Instructions for facilitators:

Objective of this activity is to enable learners to identify colors and write the original colour of different things around us. So, this activity should be facilitated by providing partial support from facilitators or higher-grade members of family (if available). based on the needs of the learner. Facilitator should also prepare word flashcards writing words (more than given in textbook) and different names of colours along with charts with blank boxes as shown in the textbook.

So, following are the steps to be followed.

Step 1: Divide the participants into two different groups. Distribute the meta cards with words to one group and the colour names to another group. Ask them to stand or sit facing another group. Put the charts with blank boxes between two groups. Tell them that they are going to play a game in group.



Step 2: Ask one group who has words of objects, plant or animal to put the cards in the above row and ask another group to discuss in a team and choose the card based on the original colour of those objects, plant or animal and put the card with colour name in the below row. Ask each group member to read those words and colors one by one.

Step 3 : After pronunciation practice of one set words and their colour , ask them to switch their role and follow the same process to identify the original colour along with

pronunciation practice.

Step 4: Ask learners to go back to their seats and write the name of the original colours below the names. Or facilitators may assign this work as homework for learners.

Activity 4.1.6

Draw picture of a cage and a tree on your copy paper and colour them.

Instructions for facilitators:

This activity is self-initiated writing activity to be carried out by learners themselves where facilitators should provide clear instruction to learners. gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and also enabled to use the appropriate colours identifying the original colour of those objects. So ask learners to draw the picture on copies and colour them.

Activity 4.2.1 Listen to the following story.

Instructions for facilitators:

This activity should be conducted in a face-to-face classroom setting, with full guidance from the teacher. The facilitator is expected to read the story in advance as preparation for the session. The objective of this listening activity is to enable learners to recognize and comprehend spoken words and Simple expressions.

So, the following steps can be followed while facilitating this activity:

Step 1: First the facilitator reads that story of Simran with appropriate pronunciation (I do). Then ask the learners to repeat you. While reading the story, read each sentence clearly so that learners can recognize and repeat the sentences.

Step 2: After reading once or two times facilitator should encourage learners to read by themselves. At this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation and identification of words.

Step 3: As an additional challenge to learners ask 2-3 volunteers to share about themselves as shared by Simran in the textbook, mentioning name, age, name of schools and favorite subjects. This activity will enable their speaking skills.

Hello, friends. My name is Simran.
I am 12 years old. My mother's name is Usha. She is 54 years old.
My School's name is Janapriya Secondary School. I like my school.
My favorite subject is math.

Activity 4.2.2

Make a sentence arranging the below words in the correct order.

Instructions for facilitators:

This activity should be facilitated with partial support from facilitators. The objective of this activity is to enable learners to compose simple sentences from the given words. As a preparation facilitator, we should write the words of the sentences in meta cards prior to session facilitation. (each sets of cards should be equal to number of groups to be divided)

- Step 1:** Divide participants into 3 groups. Tell them "You will get some words in meta cards. These cards are set in a mixed order. Your job is to put them in the correct order to make a sentence."
- Step 2:** Give an example of arranging sentences through mixed words. As follows
Words in flashcards: dog / a / is / this
Facilitator arranges: This is a dog.
- Step 3:** Distribute cards with words to each group. Ask them to arrange these cards and make sentences from them keeping in right order. The groups who complete at the first will be awarded by clapping five times, second group will be awarded with 3 and third with two times clapping.
- Step 4:** Ask learners to go back to their own seats and ask to complete the activity (4.2.2) given in the textbooks.

Activity 4.2.3

Write five (5) sentences about your day.

Instructions for facilitators:

The objective of this writing activity is to enable learners to write words in correct order to form a sentence. So facilitators should encourage learners to form sentences of their own and support if they have not written the words in correct form.

The following are the steps to be followed during this activity.

- Step 1:** Remind participants the structure of sentences they have practiced in previous activity. Then ask them to tell what they have done today from early in the morning. Ask them to write five sentences on what they have done.
- Step 2:** Provide immediate feedback and support if they struggle to say in correct. Ask them to write those sentences in a copy. Provide your support focusing on learners who are struggling at to write.
- Step 3:** Ask them to be in a pair and share to their pair. After sharing by one of the pair, switch their role to share and listen.

Activity 4.2.4

Draw a picture of house and colour it. Then describe your house to a friend.

Instructions for facilitators:

This writing and speaking activity is learner centered activity which enables learners to hold pencils and draw lines correctly along with describing things through speaking activity. So, facilitator needs to ask learners to draw a picture of house and colour it. Ask participants to be in a pair they had in previous exercise. Instruct them to describe their house in English with their friend. Ask them to switch their role to describe their house.

Activity 4.2.5 Listen and Act.

Instructions for facilitators:

This activity aims to enable learners to comprehend and respond to the instruction or command verbally. So, this activity should be carried out with the active participation of facilitators and learners.

Following are the steps to be followed.

Step 1: Ask participants to come front and stand in shape. Facilitators need to stand in front and tell the instructions as given in the textbook. Along with instruction facilitators need to do, the act based on the directions. Following the facilitator ask learners to copy and repeat the gesture or act (I DO).

Step 2: Ask participants to follow you doing the gesture along with the instructions together with the facilitator. (WE DO)

Step 3: In this stage facilitator gives simple commands where learners will respond non-verbally (through act) based on those commands. (YOU DO)

Step 4: As additional practice, ask learners to be in a pair and practice this activity by themselves.

- Turn right.
- Turn around.
- Turn left.
- Go ahead.

Activity 4.2.6

Complete the answer based on the clue from the bracket as shown in the example.

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. The objective of this activity is to enable learners to write the numbers in to English words to complete the sentences.
- As a preparation of this activity facilitator need to manage number chart (number in English words) which can be used by learners as reference.

So, following are the process to be followed to facilitate this activity.

Step 1: At the first step, facilitator should prepare number chart (from 11-50) jointly with learners. Facilitators may ask learners to get support from the laminated number chart or prepared number chart in card sheet paper.

Step 2: As given in the example facilitator should solve one question and ask learners to complete the sentences by using words instead of numbers. Provide immediate feedback with remedial support to learners If they struggle at to write their own.

Step 3: Ask learners to read those sentences aloud after completing them based on the direction in brackets.

1. **Question:** How many birds are there in a tree? (20)
Answer: There are twenty birds in a tree.
2. **Question:** How many districts are there in Nepal? (77)
Answer: There aredistricts.
3. **Question:** How old is Sapana? (38)
Answer: She is years old.
4. **Question:** How many districts are there in Karnali province? (10)
Answer: There districts in Karnali province.
5. **Question:** How many trees are there in a garden? (54)
Answer: There are trees in a garden.

Activity 4.2.7 Read and Answer.

Instructions for facilitators:

This activity is facilitator supported activity. The objective of this reading activity is to enable learners to read and comprehend the text including learning numbers in English and vocabulary on pets and animals. Facilitators need to focus on reding comprehension so that learners can extract information from reading text. As a preparation facilitator will prepare the picture flashcards on the difficult words given in the text, so that facilitator could show them during reading.

The following are the steps to be followed during this activity.

Step 1: At first the facilitator will read the given text along with use of picture flashcards of difficult words in between and will ask learners to listen carefully (I DO). After reading one time facilitator will also ask participants to repeat him/her with correct pronunciation of words in the sentences.

Step 2: In this stage on facilitator will ask to read the text by learners (You Do) and will ask to underline the difficult words and tell their meaning in their mother tongue.

Step 3: Ask learners to underline the numbers in words in the text and ask them which animals or pets have the similar quantity in the passage.

Step 4: Ask participants to fill in the blanks identifying the correct words from the above text and tell the answers.

Activity 4.3.1 Listen and Chant.

Instructions for facilitators:

- This activity should be conducted in a face-to-face classroom setting, and it requires the facilitator to prepare thoroughly in advance. The facilitator is expected to learn the chant's lyrics and tune before the session.
- The purpose of the chant is to help learners to talk about the weathers including enhancing English vocabulary through listening and speaking practice.

So, the following steps can be followed while facilitating this activity out:

Step 1: First the facilitator sings that chant with appropriate pronunciation (I do). Sing the given rhyme with proper gestures on your own. Then ask the learners to follow you to chant the song with gestures following your gesture.

Step 2: Repeat the chant for at least two times and after chanting one or two times facilitator should ask learners to follow him/her. At this stage the facilitator will ask learners to sing the chant together (as chorus). At first facilitator and learners collaboratively sing the chant without gesture and practice to sing together with proper gestures.

Step 3: Then the facilitator asks learners to chant their own (You do). At this step the facilitator will be listening to the learners and providing feedback to correct their pronunciation and identification of sounds. This activity can be carried out until the learners are able to chant with correct pronunciation since it helps learners to pronounce the words in chant and the sound produced from initial letters.

Step 4: Ask learners to underline the words which represent weather (cloudy, rainy, windy, sunny and snowy). Then summarize the session, mentioning that there are different weathers. And ask learners "how is the weather today?"

How is the weather today?

It is sunny,

It is sunny.

It is sunny today.

How is the weather today?

It is windy,

It is windy.

It is windy today.

How is the weather today?

It is cloudy,

It is cloudy.

It is cloudy today.

How is the weather today?

It is rainy,

It is rainy.

It is rainy today



Punita lives in Jajarkot. Her father is a farmer. Her mother Sima is a teacher. They have one buffalo, two cows, and eight goats. There is a little dog in their house, and there are three puppies. They have also a small cat. Her name is Suri. There is a hen with seven chickens.

Activity 5.4.2 Let's Prepare a "weather wheel".

Instructions for facilitators:

This activity is participatory activity with creative writing skills. The learners will be able to write different weathers, symbolic drawings and can interpret the weathers through us of this wheel. As a preparation facilitator, we need to cut card sheet paper into circles equivalent to number of learners. Ask them to stitch that paper in hard papers (kut paper) if available.

Step 1: Ask learners to be in U shape, and distribute the circle pieces of paper to learners.

Step 2: Ask them to draw different lines to make room to write weather as shown in the example and tell them to draw the symbolic picture to describe these weathers. You will demonstrate to learners and provide feedback and support if needed.

Step 3: Tell learners to Prepare a hole at the center of wheels and prepare an indicator with arrow to move. And ask them to point the needle based on the weather outside classroom. Ask learners with question “how is the weather today”? they will show the weather pointed with indicators and will tell “ It is



Step 4: Ask learners to move the indicator with arrow, and practice the conversation such as;

A: How is the weather today?

B: It is

Ask them to practice on different weathers prepared in a wheel and ask to switch their role for proper practice of everyone.

At the end ask learners whether they stick their wheel in classroom or in their study room at home.

Activity 4.3.3 Read and Answer.

Instructions for facilitators:

This activity is reading activity which aims to enable learners to describe people based on the characteristics. As a preparation facilitator, they may prepare picture flashcards or difficult words to increase the vocabulary skills of learners.

Step 1: Read the Urmila's story as given in the text by yourself. Then ask learners to repeat those sentences after you with correct pronunciation. Use picture flashcards or the word flashcards with synonym words to tell the meaning of difficult words.

Step 2: Ask learners to identify the words which are used to describe characteristics and tell them to underline them. Ask them to read those words with correct pronunciations.

Step 3: Ask participants to list any 4 sentences from the passage which are used to describe people.

Activity 4.3.4 Listen and Say.

This activity is focused on reading, listening and speaking skills which enable learners to listen to the spoken words, and produce the same words by reading or repeating the sentences that are basically used to describe people and places. .

Step 1: Ask participants to be in a pair. Ask one of the friends to read the given words and another to repeat. After reading all words from the one participant, ask to switch

their role and practice the same by following same process.

Step 2: Observe the whole process of their listening and speaking activity and provide your immediate feedback if any.

Step 3: Ask them to write down those words in their 4 lined copy.

Activity 4.3.5

Write seven (7) sentences about your family on your four-lined copy paper.

Instructions to the facilitators:

This activity is self-directed learning activities by participants which enable learners to Write dictated words, phrase and sentences. So facilitator needs to ask learners to remember the above story about Urmila's family and write the similar seven sentences about your family in four lined copy.

Activity 4.3.6

Write the words with adjectives as shown in the example.

Instructions to the facilitators:

This activity is self-directed writing activity by participants with partial support from facilitators. Tell the participants that adjectives are words that are used to describe or give more information about a noun or pronoun. Ask participants to read the given activity where adjectives are already written followed by picture of noun. So, tell the participants to make a phrase using adjectives, writing nouns after the given words. Provide immediate feedback if learners struggle to write.

Activity 4.3.7

Underline the adjectives in the below sentences. Use the first one as an example.

Instructions to the facilitators:

This activity is facilitator supported writing activity. Which enables participants to decode adjectives from simple sentences. Remind learners that **adjectives are words that are used to describe or give more information about a noun or pronoun**. These could be characteristics, colours, mood/feelings, numbers etc. So, ask participants to read the given activity and see the first example where adjectives are underlined.

Following the similar process ask learners to underline the adjectives (words) from the given sentences and ask them to read aloud in classroom.

Activity 4.3.8 Write about yourself and share with a friend.

Instructions to the facilitators:

This activity is self-directed writing activity by participants Which enables participants to write dictated words or phrases to make simple sentences. As preparation prepare a similar chart in A4 size paper and distribute to each of them to fill the blank space. So, ask participants to fill in the blanks with appropriate words and phrases to complete the sentences. Ask them to read those sentences to their friends and keep the chart in their learning file.

Activity 4.3.9

Write a paragraph about yourself using the sentences from the above charts.

Instructions to the facilitators:

This activity is self-directed writing activity by participants Which enables participants to write simple sentences. So, ask participants to copy the sentences they have prepared in above chart in their four lined copy. Ask 2-3 volunteers to read the sentences they have written.

Self-Assessment by learners:

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can identify and tell the different colours in English	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can tell about today's weather in English	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can write a paragraph about my family in English	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

I can write numbers in English words (up to 20)	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can sing a chant after teacher/facilitator	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can write simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can read simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can give command /order to my friend in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	

Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).

Assessment of Unit 4

After finishing this unit, the teacher should check the learners' progress and write it in their learning portfolio. The teacher can also prepare similar test questions if needed.

1. Introduction

Children are very attached to their belongings and like to keep them safe. They feel happy when others appreciate what they own. These belongings can therefore be used as useful tools in language teaching. Through this theme, learners will practice using prepositions of location, caring for their possessions, engaging in model reading, and reciting rhymes. At the same time, soft skills such as looking after personal belongings, effective communication, active listening, and respecting diversity will also be strengthened.

This unit includes 19 suggested activities spread over two major lessons. Of the total 8 working hours, 2 hours are allocated for facilitator-led facilitation, while the remaining 6 hours are meant for learners' self-initiated activities with partial support from facilitators

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Describing possessions, asking for and giving information about immediate possessions, understanding and using numbers (fifty-one to hundred), asking and answering Yes/No and Wh questions, narrating past events, understanding and using number Twenty-one to Fifty

Listening	Speaking
<ul style="list-style-type: none"> ➢ Comprehend words and simple expressions. ➢ Respond to teacher or audio verbally or through actions. ➢ Find specific information (name, date, time etc) from different kinds of spoken language. ➢ Listen and comprehend range of songs and stories with variety of visual clues. ➢ Follow message in simple and short conversation. ➢ Recognize and identify rhyming words from spoken language or audio (near- here). 	<ul style="list-style-type: none"> ➢ Produce words, phrases and simple sentences with integrable pronunciation. ➢ Participate in short conversation with teachers and friends using simple English. ➢ Describe familiar objects, events using simple adjectives and adverbs. ➢ Ask and answer simple short questions. ➢ Talk about present and past events.
Reading	Writing
<ul style="list-style-type: none"> ➢ Recognize and read highly familiar words including compound word. ➢ Perform rhymes and chant with appropriate rhythm. ➢ Read sentence and short paragraph correctly. ➢ Read and retrieve key information (name , number etc.) from short reading texts. 	<ul style="list-style-type: none"> ➢ Write words in correct order to form a sentence. ➢ Make compound words e.g. roundtable playground etc. ➢ Use suffix s/es to form plural nouns.

<ul style="list-style-type: none"> ➤ Decode words correctly which have consonant digraph in the initial (th, sh, ch, wh), vowel digraph (oe, ee, ea, oa, ow, ai, ay) and initial consonant blend (Sn, sw, sk, bl, br, ch, cl, cr, dl, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu). ➤ Read multi syllabic words composed of root prefix suffix. ➤ Read common abbreviation (Dr. Mr. AM PM). ➤ Consult dictionary to find out the meaning of words. 	<ul style="list-style-type: none"> ➤ Connect sentences using simple coordinators with 'and' and 'but'. ➤ Write dictated word, phrase and sentences.
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Required Materials for “My belongings” meta cards, **number charts**, **A4 sized paper**, four-lined paper or copies, pencil, colors or color pencils, scissors, real picture etc.

Activity 5.1.1 Listen and Read.

Instructions for facilitators:

This listening and reading activity needs to be facilitated in a face-to-face class. It is a fully teacher-supported activity. The objective of this text is to enable learners to learn about words used to describe possession (such as have, my, our...) and read sentences of the text.

Additional note for facilitator: *correction needed in textbook—instead of ‘our teacher are good, correct the sentence with “our teachers are good”.*

So, the following steps can be followed while facilitating this activity out:

- Step 1 :** First the facilitator reads the text and asks learners to listen carefully (I DO). After reading once from yourself, ask learners to repeat after you which will increase speaking skill of learners (I DO).
- Step 2 :** Ask learners to be in a pair and ask them to read the same text with correct pronunciation to their friend. Ask second learner of each pair to listen to the passage. After reading by one of them, they ask to switch their role.
- Step 3 :** Tell the participants to list words to describe possession. By asking questions whose? in between the passage.
- Step 4 :** If they struggle to find tell that the words used in the passage such as ; my, our, ..have are possessive words, to indicate the belongings.

Activity 5.1.2

Arrange the following words in the correct order to make sentences.

Instructions for facilitators:

This activity is to be conducted with partial guidance from the facilitator. Its main objective is to help learners form simple sentences using the given words. For preparation, the facilitator should write the sentence in broken words on meta cards before the session, ensuring that each group has an equal set of cards.

Step 1: Divide the participants into three groups. Explain to them: “You will receive some words written on meta cards. The words are arranged in a jumbled order, and your task is to arrange them correctly to form a proper sentence.”

Step 2: Give an example of sentences by arrangement of jumbled words in to correct order. Such as ; (this is external example-similar one example is given in the textbook as well)

Words in flashcards: dog / a / is / this

Facilitator arranges: **This is a dog.**

Step 3: Give each group a set of word cards. Instruct them to arrange the cards in the correct order to form sentences. The group that finishes first will be appreciated with five claps, the second group with three claps, and the third group with two claps.

Step 4: Ask learners to go back to their own seats and ask to complete the activity (4.2.2) given in the textbooks.

Activity 5.1.3 Make sentences as you can.

Instructions for facilitators:

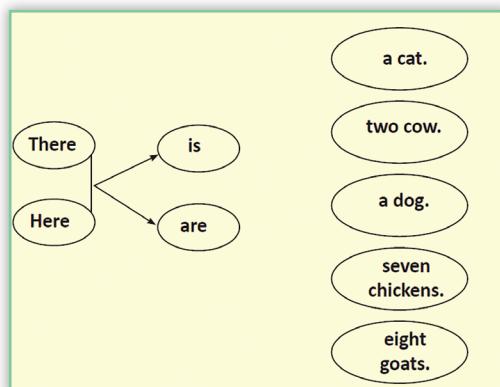
This activity is facilitator supported pyramid activity to be carried out in in-person session. This activity aims to enable learners to compose sentences by using the given words. So, encourage learners to make more sentences as much as they can. This activity can carry out in both ways, either in a small group or individually.

Additional note for facilitator: correction needed in textbook—instead of ‘two cow’, correct the word with “two cows”.

The following are the steps to be followed during this activity to be carried out in a group.

Step 1: Divide participants into 3 different subgroups. Instruct them that they can use the word pyramid to make maximum sentences in a group. But remember that the order of sentences should be correct.

Step 2: Ask learners to go into their distributed groups and give marker and card-sheet paper to each group. Ask them to take a book for reference and make sentences



by groups as much as they can. Provide time limit of 5 minutes for them to make sentences.

Step 3: After 5 minutes say, stop writing and ask them to stick their sentences in front of class in a same row. Tell them to share/present their work by reading sentences they have prepared. Finally, the team who composes maximum number of sentences with correct words and order will get 5 claps and gradually 3 and 2 for other groups.

Activity 5.1.4 Complete the table as shown in the example answers.

Instructions for facilitators:

This activity is self-initiated by learners with the partial support of facilitators. The objective of this activity is to use suffix s/es to form plural nouns. Along with this they will also learn about demonstrative pronoun 'this' and 'these'. They will also be able to compose sentence and pronounce them.

So, following are the steps to be followed to facilitate this activity.

Step 1: Instruction to the learners: Facilitator needs to introduce suffix - s/es as they are used to make noun plural. So, Facilitator need to instruct learner on basic rules. If the question is started from 'this' – use singular (noun only) and if the question is started with 'these' use plural (s/es) after noun taking clues from the pictures in the table.

Step 2: facilitator need to suggest learners to fill in the gaps as shown in the example in the textbook and complete the sentences. In the whole blank, they can take reference from above sentences and complete their task. Provide your immediate support on filling up the information taking clue from the pictures in table.

Step 3: Ask learners to be in a pair and ask one of them to question given in the table and another to respond these simple questions. Ask them to switch their role if one completes questioning.

Picture	Question	Answer
	What is this?	This is a mango.
	What are these?	These are mangos.
	What is this?	This is a
	What are these?	These are
	What is this?
	What are these?
	What is this?
	What are these?
	What is this?
	What are these?

Activity 5.1.5 Complete the dialogue box and practice for review.

Instructions for facilitators:

Objective of this activity is to enable learners to write and speak in English language using simple sentences and read them with intelligible pronunciation. This is facilitator supported activity to be carried out in person session and is kept as a recap or review of previous activities to introduce by greeting and sharing name and address.

So, following are the steps to be followed.

- Step 1:** Ask participants to be in a pair. Fill in the blanks writing their own name in the blanks space after “My name is” in the second dialogue box. Similarly ask them to fill their pair (friend’s) name in the third dialogue box after “ I am”. Ask learners to write their own address in the fourth dialogue box after “I live in” and friend’s address in the fifth dialogue box.
- Step 2:** Ask them to practice the dialogues in a pair and provide support to them if they struggle to pronounce the words of sentences correctly.
- Step 3:** Ask learners to practice the same conversation at least three times and move around the classroom observe closely with immediate support to them based on the observations.

Activity 5.1.6 Answer the following questions from your own.

Instructions for facilitators:

The objective of this writing activity is to enable learners to write words in correct order to form a sentence along with proper use of possessive pronouns (My and your). So, facilitators should encourage learners to form sentences of their own reminding them of the previous activity (5.1.5). After completing the response of each question, learners ask them if they want to share their responses. Or they can practice asking questions and responding to them in a pair as well. Also ask them to copy their answers in their four-lined copy as well.

Activity 5.1.7 Listen and Act.

Instructions for facilitators:

This activity aims to enable learners to comprehend the listening text and respond to them by extracting information from the simple text. Another objective of this listening text Learners will be able to participate in short conversation with teachers and friends using simple English having different colour names as adjectives. So, this activity should be carried out with the active participation of facilitators and learners.

Note for the correction: please correct the statement of shopkeeper in page-81 as “we only have medium size for this item” replace word medium by ‘large’.

Following are the steps to be followed.

Step 1: Facilitators need to read the conversation at first, where learners will listen to the spoken sentences. (I DO).

➤ Facilitators need to stand in front and read the conversation between shopkeeper and customer, given in the textbook. Following the facilitator asks learners to copy and repeat the gesture or act (WE DO).

Step 2: Ask participants to be in partner and practice the same conversation.

Step 3: Ask participants to list the different colours used in the conversation. One of them will role of shopkeeper and another will as Sapana. After completing conversation once ask them to switch their role. Facilitator will be moving around the classroom and provide remedial learning support if they struggle.

Activity 5.1.8 True and False.

Instructions for facilitators:

The objective of this writing activity is to enable learners to comprehend the text in conversation and extract information from the text. To assess the learners reading comprehension, So facilitators should encourage learners to do the assignment from their own. Only partial support need to be provided if needed.

Step 1: Ask learners to read the given text again and write T for true and F for False statements. Provide your immediate feedback if needed.

Activity 5.1.9 Underline the colours mentioned in the conversation and write them.

Instructions for facilitators:

The objective of this activity is to enable learners to identify the adjectives, especially the colour name from the given text. So, ask participants to identify the words that represent colour name and ask to underline them. After completing it, ask two volunteers to read them aloud in classroom and ask others to repeat him/her. (two repetitive conversation practices will be held in classroom).

Activity 5.1.10

Read the below example and complete the sentences below each picture. (This/ That, These, Those).

Instructions for facilitators:

This activity aims to enable learners to use the demonstrative pronoun correctly including proper use of singular and plural. They will also learn and practice on 'this' and 'that' and 'these' and 'those'. So, follow following steps; can be followed

Step 1: Remind participants that they have learnt the use of demonstrative pronoun this and these in previous activity (5.1.4). They have also learnt to use suffix-s/es to make the noun plural.

Step 2: Share them additional information that If the demonstrated object is farther (not-near) we use 'that' instead of 'this' and 'those' instead of 'these'.

Step 3: Ask participants to see the picture and complete the sentence using appropriate demonstrative pronouns (this/that or these/those). After completing it by everyone, ask two of them to read those sentences. Also ask remaining learners to repeat.

Activity 5.2.1 Listen and Practice.

Instructions for facilitators:

This listening and speaking activity aims to enable learners to comprehend the listening text along with their participation in conversations given in the text. This activity will be focused on speaking practice along with the vocabulary and pronunciation of words especially numbers, possessive pronouns (such as my, your.) and demonstrative pronouns (such as these, that,...) So, this activity should be carried out with the active participation of facilitators and learners.

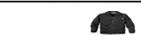
Following are the steps to be followed.

Step 1: First, the facilitator should read the conversation aloud while the learners listen carefully to the spoken sentences (I DO).

Step 2: The facilitator stands in front of the class and reads the dialogue between the Sapana, Rubina and Mina from the textbook. Afterward, the facilitator asks the learners to copy and repeat the conversation with actions or gestures together (WE DO).

Step 3: Ask three of the participants (voluntary) and read the conversation with proper gesture and role play based on the conversation. With roles of Mina, Rubina and Sapana.

Step 3: Ask learners to underline the words in the conversation that they are not familiar with. Ask them to find the meaning of those words by consulting the dictionary. If they struggle to find provide your support to consult dictionary.

 	
This is a Jacket.	That is a Jacket.
 	
..... is a cap. is a cap.
 	
.....
 	 
These are egg.	Those are eggs.
 	 
These	Those
 	 
.....

Activity 5.2.2

Role Play (Practice the above conversation in your classroom with two friends).

Instructions for facilitators:

This activity is related to previous activity for listening and speaking practice. So following are the steps to carry out this practice session.

Ask participants to be in group of 3 through group division. Ask to play role in their group and observe their role play. One of them will role of Mina, another in role of Sapana and 3rd volunteer in the role of Rubina. After completing conversation once ask them to switch their role. Facilitators will be moving around the classroom and providing immediate feedback and support if needed.

Activity 5.2.3

Draw these pictures and colour them.

Instructions for facilitators:

This activity is writing activity but reminds learners the possession. Along with this they will also be able to identify the appropriate colours on those pictures. So ask to draw the picture of following by their own in their exercise copy. So, the following steps can be followed while facilitating this activity out:

- Your school bag
- Your mother's hair
- Your sister's earrings
- Your father's eye

Activity 5.2.4

Draw a picture of a flower and a flag and colour them. Describe these pictures to a friend.

Instructions for facilitators:

This activity is creative writing activity which enables learners to draw pictures, use appropriate colours and explain their picture. So, ask learners to draw the pictures, colour them and describe their picture with their friend next to them. While describing also encourages us to describe the colours they have used.

Activity 5.2.5

Listen and read.

Instructions for facilitators:

This activity is reading activity which aims to enable learners to narrate past events including understanding of words used as adjectives and comprehending the text and extracting key information from the text. Learners will also be enabled to understand the connective words ('but' and 'and') As a preparation facilitator; they may prepare picture flashcards of difficult words to increase the vocabulary skills of learners.

Step 1: Read the Ranju's story as given in the text by yourself. Then ask learners to repeat those sentences after you with correct pronunciation. Use picture flashcards or the word flashcards with synonym words to tell the meaning of difficult words.

Step 2: Ask learners to identify the words which are used as connectives and tell them to underline them. Ask them to read those words with correct pronunciations.

Step 3: Ask participants to list any 2 words that are used to connect two different phrases or sentences from the passage.

Step 4: As an additional activity for revision of previous learning, ask learners to tell the adjectives (words that are used to describe nouns).

Activity 5.2.6 Tell your teacher.

This activity focuses on listening and speaking. It helps learners find the key information in a text and answer questions by speaking. So, based on the previous story, learners ask the following questions and listen to their responses. If they are not responding correctly provide your immediate feedback and support. After being asked once by facilitator, ask learners to be in a pair and practice the question and answer.

Correction needed: In the second question correct 'Ranje' replacing with 'Ranju' which occurred due to typo error.

Activity 5.2.7

Work with a friend to find the meaning of these words from English- Nepali dictionary. Read those words and tell their meaning to your teacher.

Instructions for facilitators:

The objective of this activity is to enable learners to consult the English Nepali dictionary and practice to pronounce blended words along with their meaning in Nepali. Facilitator should ensure availability of English Nepali dictionaries equal to the subgroups, before starting the session.

Step 1: Divide groups into four different groups, ask learners to find the meaning of given words by consulting the dictionary. Ask to find the correct meaning in Nepali as soon as possible. Once they finish, they ask for attention from the facilitator and other groups. Ask to use card sheet paper to write words and their meaning.

Step 2: After completion of group work ask each group to present their work dividing each of the coloums of table. If they struggle to read, provide your immediate feedback with repetitive practice. Pay attention towards pronunciation of blended sounds of words.

Step 3: Tell the learners to read each of the sentences by their own, and ask for the support of facilitator If they need.

Activity 5.2.8

Use the words in activity 5.2.7 to match words with similar first sounds and write them on your copy paper.

Instructions to the facilitators:

This activity is self-directed writing activity by participants with partial support from facilitators. Tell the participants, as shown in the example, write another alternative word that starts with blended sounds. For the ease of learners one example is given there and facilitator may add another example. Then ask learners to accomplish the remaining exercise of this activity. (For example, from the blended sound sn- 'snake' and 'snow.'

Activity 5.2.9

Complete the following sentences and tell your teacher.

Instructions to the facilitators:

This activity is writing activity to be carried out by learners with support from facilitators. The facilitator should provide clear instruction to learners. And need to provide support as needed. Ensure the guidance for each type of activity.

- Step 1:** Ask learners to fill in the gaps based on picture. In the first picture, fill in the gaps with words or phrases considering what else the girl is wearing. Such as red sari, white ribbon...
- Step 2:** Ask learners to go the second question and ask to explore the answer of second question and fill in the blanks, like balls, footballs, or football net....
- Step 3:** Then ask learners to reflect on them and ask what they are wearing and fill in the blanks with the things they are wearing on. Ask them to write 3 things they are wearing on and complete the sentence.
- Step 4:** Following completion of third questions, ask learners to share what they have written. Ask to share voluntary.

Activity 5.2.10

Work with a friend. Tell the answer to your teacher.

Instructions to the facilitators:

This activity is self-directed writing activity by participants Which enables participants responding towards the questions using Yes/no responses. Learning will be able to practice Yes/No questions including dictating the correct words of the picture. Divide participants in a pair and ask them to complete the sentences with Yes/or no responses. Provide your feedback and support if they struggle to write. After completion of this activity ask them to practice where one friend asks questions pointing to the picture and another responses with Yes/No responses.

Self-Assessment by learners:

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can ask questions in English.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can understand and use number fifty-one to hundred	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can use suffix s/es to form plural nouns	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can connect sentences using simple coordinators like with 'and' and 'but'	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can Consult dictionary to find out the meaning of words	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can write simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can participate in the short conversation with teachers and friends in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can find specific information (name, date, time etc) from different kinds of spoken language	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).		

Assessment of Unit 5

After completing this unit, the teacher needs to review the learners' progress based on the assessment tool given in the learning materials and record it in their learning portfolio. If necessary, the teacher may also create similar test questions.

1. Introduction

The theme “Our Culture” has been integrated into the curriculum to foster cross-cultural awareness among students and to promote a harmonious life in society. It aims to encourage learners to talk about the various festivals celebrated within our communities and to explore the religious places associated with different faiths. By engaging in this theme, students can develop respect for diversity, broaden their knowledge of cultural traditions, and strengthen social harmony. It also helps them appreciate their own cultural identity while valuing the practices of others.

This unit has 19 suggested activities divided into two different lessons. Out of the total 8 working hours, 2 hours are planned for teacher-led guidance, and the other 6 hours are set aside for learners’ own self-directed activities.

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Talking about months of the year, narrating past events, understanding and using number twenty-one to fifty

Listening	Speaking
<ul style="list-style-type: none"> ➢ Comprehend words and simple expressions. ➢ Listen and respond to wide variety of spoken stimuli (word, sentence, questions, instructions) both verbally and through action. ➢ Find specific information (name, date, time etc.) from different kinds of spoken language. ➢ Listen and comprehend range of songs and stories with variety of visual clues. ➢ Follow message in simple and short conversation. ➢ Show understanding of simple stories with visual clues. ➢ Recognize and identify rhyming words from spoken language or audio (near- here). ➢ Listen to participate in variety of short conversation. 	<ul style="list-style-type: none"> ➢ Produce words, phrases and simple sentences with integrable pronunciation. ➢ Participate in short conversation with teachers and friends using simple English. ➢ Describe familiar object, person and events using simple adjective and verbs. ➢ Sing or recite chat listening to the teachers or audio.
Reading	Writing
<ul style="list-style-type: none"> ➢ Recognize and read high frequency words including compound words. ➢ Understand the meaning of grade appropriate words. ➢ Perform rhymes and chant with appropriate rhyme and rhythm. 	<ul style="list-style-type: none"> ➢ Write words in correct order to form simple sentences. ➢ Write simple paragraphs about oneself, people place and things.

<ul style="list-style-type: none"> ➢ Read sentences and short paragraphs. ➢ Retrieve information (name, number etc.) from reading text. ➢ Decode words correctly which have consonants. ➢ Digraph in the initial (th, sh, ch, wh), vowel digraph (oe, ee, ea, oa, ow, ai, ay) and initial consonant blend (Sn, sw, sk, bl, br, ch, cl, cr, dl, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu) and final consonant blends (nd, nk, nt, mp). ➢ Read multi syllabic words composed of root prefix suffix. ➢ Recognize silent letters (e- home, b-comb, K- knee, gh- right, t-often, l-walk). ➢ Read common abbreviation (Dr. Mr. AM, PM). ➢ Retrieve required information from para orthographic text such as chart, table, graph, map. 	<ul style="list-style-type: none"> ➢ Use correct spelling of words. ➢ Connect sentences using simple coordinators. ➢ Use present with/without (using- s/es) and regular past (using -ed) forms of verbs. ➢ Use suffix s/es for plural nouns ➢ Make compound words e.g. roundtable playground etc. ➢ Arrange words in alphabetical order.
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Required Materials for “Our Culture”: meta cards, four-lined paper or copies, pencil, colors or color pencils, scissors, real picture etc.

Activity 6.1.1 Look at the picture and describe what you see.

Instructions for facilitators:

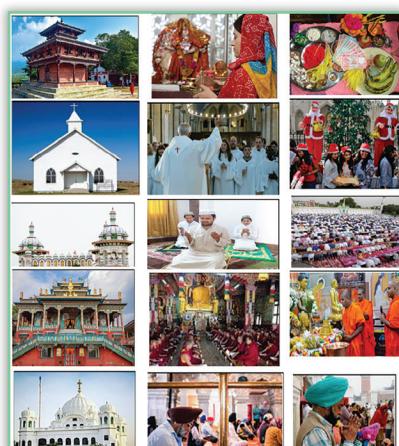
- This activity is picture reading activities which will enable learners to learn each other's religion through the symbolic picture along with description of the pictures.
- This is reading activities to be carried out with the facilitators support where facilitator will support learners to tell the name of different religious symbols in English to increase their vocabulary.

So, the following steps can be followed while facilitating this activity out:

Step 1: First divide learners into 3 groups and ask them to guess and discuss among groups what they see in the picture. Ask them to find the name of English of that picture.

Step 2: Ask each group to share in English what they see in the picture. If they struggle to tell the name of different symbols (description) of picture provide your support in between. Focus on how they compose sentences and tell verbally.

Step 3: Summarize the activity that these are symbolic description of picture, which describes the different religion, their religious places and festivals. So ask learners to guess which pictures are related to which religion.



Activity 6.1.2

Draw a picture of our religious places, choosing from the list below.

1. Church 2. Temple, 3. Gurudwara, 4. Mosque, 5. Gumba

Instructions for facilitators:

This activity needs to be facilitated with partial support from facilitators. Facilitators need to ask learners to draw a picture of any religious places (to pray) of their own choosing one from the above-mentioned religious places.

Activity 6.1.3 Listen and Practice.

Instructions for facilitators:

This activity is facilitator supported listening and speaking exercise where facilitators should provide support to learners to read the sentences with correct pronunciation and practice the conversation by learners. This activity aimed to enhance learners to narrate past events along with their religious activities.

Step 1: Read aloud the given conversation carefully and ask learners to repeat the conversation (I DO). After reading the conversation ask learners to underline what the religious leader or priest of that religion.

Step 2: After reading aloud twice, ask learners to be in a pair next to them and practice the conversation with role of Irfan and Archana. Observe the conversation and provide your remedial support to them if needed. Then ask to switch their roles and practice the same conversation (YOU DO).

Step 3: Ask learners to read the words they underline and tell the meaning into their own language.

Additional Note: observe the correct use of verbs to narrate past events and provide your support to enhance them to correctly pronounce the simple past (verb-2).

Activity 6.1.4

Write five (5) sentences about “Muslim Religion.”

Instructions for facilitators:

This activity is self-initiated writing activity by learners. So, facilitator will ask to write five sentences about Muslim religion by their own. Following the writing activity ask learners to share what they have written. Provide your remedial support to learners If they have not structured the sentences correctly. Ask them to either write in the four lined blank in the textbook or in their four lined copies.

Activity 6.1.5 Listen and Read.

Instructions for facilitators:

This is listening and reading activities to be facilitated with support of facilitators. The objective of this activity is to enable learners to learn about Dashain festival of Hindus and the activities carried out while celebrating Dashain festival. Along with this, this activity also enables learners to narrate past events and words with consonant blends. As preparation of this activity prepare picture flashcards or synonym word flashcards of difficult words from the text.

So, following are the steps to be followed.

- Step 1:** Read Laxmi's story from the text aloud. Instruct learners to repeat each sentence after you, ensuring accurate pronunciation.
- Step 2:** Direct learners to identify the difficult words from the passage and utilize picture flashcards or synonym word flashcards to clarify the meaning of difficult words. Also provide guidance for practicing their pronunciation correctly.
- Step 3 :** Instruct learners to list any five key words from the passage that the people do while observing Dashain festival.
- Step 4:** Then ask learners to be in a group of 4. Ask them to read the story of Laxmi among their groups where one learner will read and other will repeat. Observe the reading of learners along with feedback and support to them on pronunciation. Ask to read the same story until everyone's turn is completed.
- Step 5:** As an additional challenge to learners among group, ask learners to identify the verb-2 (simple past) words from the paragraph, underline them and tell.

Activity 6.1.6 Answer the following from the above story.

Note: Correct activity numbers as 6.1.6 instead of 6.1.7 given in the textbook.

Instructions for facilitators:

This activity is self-initiated speaking and writing activity to be carried out by learners themselves where facilitators should provide clear instruction to learners to retrieve the key information from the text (activity no. 6.1.5) to answer this question. This activity plans to measure reading comprehension among learners. So, ask questions given to learners at the interval of 3 (ask each of 3rd learners in a row) and wait for their responses. Provide immediate feedback to learners If they struggle at to tell the answer correctly.

Activity 6.1.7 Write the words for each photo choosing from the story.

Note: Correct activity number as 6.1.7 instead of 6.1.8 given in the textbook.

Instructions for facilitators:

This activity is reading and writing activity which enables learners' vocabulary through reading the given story. So, ask learners to identify the words for the given pictures and write them next to pictures. This activity should be facilitated in a face-to-face classroom setting. So, the following steps can be followed while facilitating this activity:

- Step 1:** Ask learners "What are the objects they see in the pictures?" Following their responses in mother tongue ask learners to identify the English words for those pictures from the given text (activity no. 6.1.5).
- Step 2:** Ask them to write their names (words) next to the picture and pronounce those words. Ask others to repeat and provide immediate support to learners if they struggle to pronounce.
- Step 3:** As an additional challenge remind them about previous learning of sounds and ask them to tell the initial and final sound of each word.

Activity 6.1.9 Match the words with their past simple (V2) form.

Note: Correct activity number as 6.1.8, instead of 6.1.9 given in the textbook.

Instructions for facilitators:

This activity should be facilitated with support from facilitators during in-person session. The objective of this activity is to enable learners to identify simple past (Verb2) form of verbs given in the textbook and match verb 1 with verb 2 form. So following process can be followed to accomplish this activity.

- Step 1:** Divide participants into 3 groups. Tell them to discuss with in their group and match the past simple (verb 2) form of given words as quick as possible. Ask to use pencil to match these words.
- Step 2:** To notify others tell them to clap if they complete the task within their groups. Ask to share. Ask each group to show and tell the matching words they have done through group work. The first (fastest) group with correct responses will get 5 marks followed by 3 and 2. Ask to clap everybody to honor them with number of claps based on their score. Provide remedial support to learners to match and read the words if they face difficulties.
- Step 3:** Ask learners to go back and have their own seats. Ask to copy these words and write the matching words (verb-2) next to them showing by arrows.

Activity 6.1.9

Read the following words and write in the appropriate religion based on the place where people go to pray, the holiday listed below, or the religious leader listed below.

Note: Correct activity number as 6.1.9, instead of 6.1.10 given in the textbook.

Instructions for facilitators:

The objective of this writing activity is to enable learners to write words related to different religions as given in the textbook. So, ask learners to work in groups. Prepare a blank chart (card sheet paper) as shown in the textbook as preparation and write different words in flashcard (as given in the textbook) ensuring one set for each group.

The following are the steps to be followed during this activity.

Step 1 : Divide class into 3 different groups. Distribute the sets of word flashcards to each of the groups and the prepared blank chart with boxes.

Step 2 : Ask learners to discuss in a group and put /stick the meta cards/word flashcards in blank boxes based on their relativity on different religion. For example, 'Pujari' under Hindu and 'Maulana' under Muslim.

Step 3 : Ask them to stick all the flashcards in a chart and clap once they complete. Ask each of the groups to stick their chart in a wall and to present (read) what are the words they have kept under each religion and ask why? Provide your immediate support if needed. Ask them to stick these flashcards permanently in a chart and hang the chart on wall of classroom.

Activity 6.2.1 Listen and Read.

Instructions for facilitators:

This activity integrates listening and reading skills and is to be conducted with the full support of facilitators. Its objective is to help learners understand and learn about Janakpur temple. Additionally, it aims to enable learners to narrate past events and learn English words which have consonant blend (Sn, sw, sk, bl, br, ch, cl, cr, dl, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu). For preparation, facilitators should develop picture flashcards or synonym flashcards to explain difficult words from the text.

So, following are the steps to be followed.

Step 1 : Read Radhika's story from the text aloud. Ask learners to repeat each sentence after you, ensuring accurate pronunciation.

Step 2 : Guide learners to identify difficult words from the passage. Use picture flashcards or synonym flashcards to explain the meanings and provide support for practicing correct pronunciation.

Step 3 : Instruct learners to list any five key activities mentioned in the passage that Radhika did during her visit to Janakpur.

Step 4 : Organize learners into groups of four. Within each group, ask one learner to read the story of Radhika while the others repeat. Observe the reading process by giving feedback and support on pronunciation. Ensure that all learners take turns reading until everyone has had a chance.

Step 5 : As an extended activity, ask learners to identify verbs in the simple past tense (verb-2 forms) from the passage, underline them, and share with the class.

Activity 6.2.2 Tell the answer.

Instructions for facilitators:

This is a learner-centered speaking and writing activity to be carried out independently by learners. The facilitator's role is to provide clear instructions, guiding learners to retrieve key information from the text (Activity No. 6.2.1.) to answer the given question. The activity is designed to assess learners' reading comprehension skills.

To conduct this, pose the provided questions to learners at interval of two, addressing every second learner in a row. Allow adequate time for them to respond. If learners face difficulty in answering correctly, provide immediate feedback and necessary support to help them improve.

Activity 6.2.3 Read and underline these words in the above text.

Instructions for facilitators:

This activity is self- initiated activity to be carried out by learners independently with direct observation and feedback from facilitators. The objective of this activity is to enable learners to identify and pronounce the words with consonant blends (Sn, sw, sk, bl, br, ch, cl, cr, dl, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu). Prior to the session prepare word flashcards of each of the words.

Step 1 : Ask learners to underline the given words in the paragraph given in textbook.

Step 2 : Show the word flashcards and ask learners to pronounce them one by one.

Step 3 : Ask them to write these words in their four lined copies and read these to their friend next to them. Ask them to switch their role once read by one of the pair. Facilitator need to pay special attention toward the blended initials and provide immediate feedback to learners if needed.

Activity 6.2.4

Tell your teacher the answer to the questions, choosing from what is in each bracket.

Note: Correction on activity (6.2.4) is made by rephrasing the statement.

Instructions for facilitators:

This activity should be conducted in a face-to-face classroom setting, and it requires the facilitator to provide support to learners. The purpose of the activity is to help learners to identify the different activities carried out by different religions Which will enable learners to listen and respond to wide variety of spoken stimuli (word, sentence, questions, instructions) verbally.

So, the following steps can be followed while facilitating this activity out:

Step 1: Ask participants to reflect to the previous activities, Picture of activity 6.1.1. and different conversations and stories they have listened to or read.

Step 2: By exploring the text across the unit, ask them to retrieve information from the text and fill in the blanks choosing appropriate options from the bracket.

Step 3: After completion of fill in the blanks ask learners to be in a pair with friends next to them. Instruct them to practice questions and answers as given in the textbook. One of the friends will ask given questions and another will respond with correct answers based on the correct clues from the bracket. Move around the classroom to observe and provide immediate feedback and support to the pair.

Step 4: Ask them to switch their roles once completed once in their pair.

Activity 6.2.5 Let's sing a song.

Instructions for facilitators:

This is listening and speaking activity which enables learners to listen and learn different 12 months of a year in English language. From this activity participants will recognize and identify rhyming words from spoken language or audio (near- here). So, this activity needs to be facilitated in classroom with full support from facilitators. Prepare 12 word flashcards of 12 months of a year.

Step 1: (I do) : At first sing a song with appropriate pronunciation, then chants it with proper gestures (picking up the month card to show) on your own, then instruct learners to repeat the song.

Step 2: (we do): The facilitator instructs learners to sing a song together following him/her. During this stage, facilitators and learners will sing this song collaboratively together with repeated practice.

Step 3: (You do): At the third stage of this activity facilitator asks learners to sing their own (You do). The facilitator will be listening and observing to the learners and providing feedback to correct their pronunciation and identification of months of a year. This activity can be carried out until the learners are able to sing with correct pronunciation since it helps learners to pronounce the words (months of a year) in a song and the sound produced from these words.

Step 4: Ask learners to underline the months given in a song and tell them to their teacher. Facilitators need to ask learners to write these months in their four lined copies.

Activity 6.2.6 Listen and Read.

Instructions to the facilitators:

This is listening and reading activities to be facilitated with support of facilitators. The objective of this activity is to enable learners to learn about 'New Year' and discuss on how these are celebrated. As preparation of this activity prepare picture flashcards or synonym word flashcards of difficult words from the text.

So, following are the steps to be followed.

- Step 1:** Read the given passage about 'New Year' aloud from your own and ask learners to listen carefully. After reading once again, read the text and instruct learners to repeat each sentence after you, ensuring accurate pronunciation.
- Step 2:** Suggest learners to identify the difficult words from the passage and underline them. Use picture flashcards or synonym word flashcards to clarify the meaning of difficult words. Also support learners to pronounce these difficult words correctly.
- Step 3:** Instruct learners to list any two key words 'or' sentences from the passage that the people do while celebrating 'New Year'.
- Step 4:** Divide learners into groups of four. Within each group, instruct them to read the passage together, where one learner reads aloud and another repeats. Monitor the groups closely, providing feedback and support to improve their pronunciation. Ensure that the reading activity continues until all group members have had their turn.

Activity 6.2.7

Look at these pictures and write the name of these musical instruments by asking teacher.

This activity is focused on writing activity to be carried out with the support of facilitator. As some of the instrument's name might be new for the learner's facilitator needs to prepare two sets of flashcards with words and pictures of instruments (picture on one side of card and the word or picture name on the other side). The objective of this writing activity is to enable learners to understand and learn name of musical instruments.

Following are the processes that can be followed to facilitate this activity.

- Step 1:** Divide participants into two different groups. Distribute one set-meat card/ flashcards of picture and word to each group. Ask each group to find out the name of musical instruments by using word plus picture flashcards.
- Step 2:** After identification of name of musical instrument with the help of flashcards, ask them to write the name of musical instrument under each picture and discuss among the groups (could be their own language). Also provide space to discuss how these instruments are played with.
- Step 3:** Ask learners to read those instruments name aloud and provide immediate feedback and support on pronunciation if needed.

Activity 6.2.8 Prepare your birthday month chart.

Instructions to the facilitators:

This activity is self-directed writing activities by participants which enable learners to encode months of a year based on their born months. Prepare a big chart in card sheet paper as shown in the textbook. And ask each of the learners to write or stick their name in the appropriate month (in both Nepali calendar and English calendar) based on their born months. After completing the table, ask learners to stick the chart in classroom wall.

Activity 6.2.9 Complete the sentence and tell your teacher.

Instructions to the facilitators:

This activity is self-directed writing activity by participants with partial support from facilitators. Divide participants into 3 sub-groups and distribute 3 calendars to each group. With the support of wall calendar, ask learners to fill in the blanks given in the textbook which is about the order of months in English and Nepali calendar. For Nepali calendar count the months starting from Baishakh and in English calendar ask to count the months starting from the month of January.

Activity 6.2.10 Write the number of these months.

Instructions to the facilitators:

This activity is facilitator supported writing activity. Which enables participants to learn sequence of months in English. So, ask learners to write sequence of month and the number in English. After completion of this activity ask 2-3 volunteer to read what they have written in the table.

Self-Assessment by learners:

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can talk about Nepali months of a year.	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can talk about we months of a year in English.	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Listen and respond to spoken simple sentences in English.	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Can tell past events/story	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

I can sing a chant after teacher/facilitator	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can write simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can read simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
Retrieve information (name, number etc.) from reading text	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	

Note to the facilitator: Provide remedial support, based on both the learners' and your own ratings, to help learners achieve at least a rating of 4 (Good).

Assessment of Unit 6

Upon completion of this unit, the teacher should assess learners' progress and record the outcomes in their learning portfolios. If necessary, the teacher may also develop additional test questions to further evaluate learners' understanding.

1. Introduction

The theme ‘Communication Technology and Market’ is one of the prescribed areas in the curriculum. The lessons under this theme include texts and activities that introduce learners to concepts, practices, and vocabulary related to modern communication tools and market systems. Engaging with these materials will provide learners with meaningful exposure, enabling them to develop both content knowledge and language skills. As a result, they will be better equipped to comprehend ideas connected to this theme and confidently communicate about them in spoken and written forms.

This unit includes 22 suggested activities spread over two lessons. Of the 8 working hours, 2 hours are allocated for teacher-led facilitation, while the remaining 6 hours are meant for learners’ self-initiated activities.

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Asking for and giving information, using the telephone with conversation, understanding and using number fifty-one to hundred	
Listening	Speaking
<ul style="list-style-type: none"> ➢ Comprehend words and simple expressions. ➢ Listen and respond to wide variety of spoken stimuli (word, sentence, questions, instructions) both verbally and through action. ➢ Find specific information (name, date, time etc.) from different kinds of spoken language. ➢ Listen and comprehend range of songs and stories with variety of visual clues. ➢ Follow message in simple and short conversation. ➢ Recognize and identify rhyming words from spoken language or audio (near- here). ➢ Show understanding of simple stories with visual clues. ➢ Listen in order to participate in variety of short conversation. 	<ul style="list-style-type: none"> ➢ Produce words, phrases and simple sentences with integrable pronunciation. ➢ Participate in short conversation with teachers and friends using simple English. ➢ Describe oneself, people and objects using adjectives, adverbs and prepositions. ➢ Sing or recite chat listening to the teachers or audio. ➢ Make simple telephone conversation.
Reading	Writing
<ul style="list-style-type: none"> ➢ Recognize and read high frequency words including compound words. ➢ Understand the meaning of grade appropriate words. ➢ Perform rhymes and chant with appropriate rhyme and rhythm. 	<ul style="list-style-type: none"> ➢ Write words in correct order to form simple sentences. ➢ Write dictated words, phrases and sentences. ➢ Use capital letter, full stop and question mark correctly.

<ul style="list-style-type: none"> ➢ Read sentences and short paragraphs. ➢ Retrieve information (name, number etc.) from reading text. ➢ Decode words correctly which have consonants ➢ digraph in the initial (th, sh, ch, wh), vowel digraph (oe, ee, ea, oa, ow, ai, ay) and initial consonant blend (Sn, sw, sk, bl, br, ch, cl, cr, dl, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu) and final consonant blends (nd, nk, nt, mp). ➢ Read multi syllabic words composed of root prefix suffix. ➢ Recognize silent letters (e- home, b-comb, K- knee, gh- right, t-often, l-walk). ➢ Retrieve required information from paragraph. ➢ Orthographic text such as chart, table, graph, map. ➢ Consult dictionary to find out meanings of words. 	<ul style="list-style-type: none"> ➢ Connect sentences using simple coordinators e.g. 'and' and but. ➢ Use suffix s/es for plural nouns. ➢ Express ideas in simple sentences. ➢ Write short stories through completion, matching pictures and ordering. ➢ Make compound words eg roundtable playground etc.
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Required Materials for this unit (Communication Technology and market): meta cards, four-lined paper or copies, pencil, colors or color pencils, scissors, real picture etc.

Activity 7.1.1 Listen and read.

Instructions to the facilitators:

This activity integrates listening and reading skills and should be facilitated with the guidance of the teacher. Its primary objective is to help learners become familiar with vocabulary related to information and communication technology. In addition, the activity aims to strengthen learners' ability to narrate past events and to practice words containing consonant blends.

For preparation, the teacher should create picture flashcards or synonym flashcards to explain the difficult words from the text. These teaching aids will support learners in understanding new vocabulary, improving pronunciation, and enhancing comprehension during the activity.

So, following are the steps to be followed.

Step 1 : Read Sunita's story from the text aloud. Ask learners to repeat each sentence after you, ensuring correct pronunciation.

Step 2 : Guide learners to identify difficult words in the passage. Use picture flashcards or synonym flashcards to explain their meanings and provide support for practicing accurate pronunciation.

Step 3 : Instruct learners to list any three activities carried out with use of technology or devices.

Step 4 : Divide learners into groups of four. Within each group, have one learner read the

story of Sunita aloud while other group members repeat. Observe their reading carefully, offering feedback and support on pronunciation. Continue the activity until every learner has had a turn.

Step 5 : As an additional challenge ask one from each group members to identify verbs in the simple past tense (verb-2) from the passage, underline them, and share with the class.

Activity 7.1.2 Answer the following.

Instructions for facilitators:

This activity is speaking and writing activity to be carried out with partial support from the facilitator. So, facilitators should provide clear instructions to learners to retrieve the key information from the text (activity no. 7.1.2.) to answer this question. This activity plans to measure reading comprehension among learners. So, ask questions given to learners at the interval of 4 (ask each of 4th learners in a row) and wait for their responses. Provide immediate feedback to learners If they struggle at to tell the answer correctly.

Activity 7.1.3

Underline the verbs in the past simple in the above text and write their simple present form in your copy.

Instructions for facilitators:

This activity should be facilitated with support from facilitators during in-person session. The objective of this activity is to enable learners to identify simple past (Verb2) form of verbs given in the textbook and explore and write verb 1 of those words. So following process can be followed to accomplish this activity.

Step 1 : Divide the participants into three groups. Instruct each group to discuss among themselves to find out the simple past words (verb-2) from the given passage.

Step 2 : When a group completes the task, again give 5 minutes time to explore and write Verb -1 of those words (verb-2). Ask them to clap to inform others that they have completed their classwork. Invite each group to present their answers by showing and explaining the both verbs. Award 5 marks to the fastest group with correct responses, followed by 3 marks and 2 marks for the next groups. Ask the whole class to clap in recognition of their performance, with the number of claps corresponding to the score achieved. Provide remedial support to learners who encounter difficulties in matching or reading the words.

Step 3 : Ask learners to return to their seats. Instruct them to copy the words (verb-2) into their notebooks and write their corresponding verb-1 forms next to them, using arrows to show the matches.

Activity 7.1.4

Look at these icons and tell your teacher what they are used for? Choose the words from the bracket.

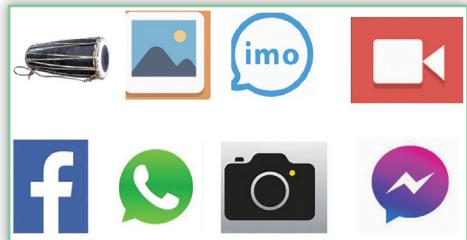
Instructions for facilitators:

- This activity is self-initiated by learners with the partial support of facilitators. The objective of this activity is to enable learners to identify the different icons related to information and communication along with understanding their use in day-to-day life.
- As preparation Facilitator needs to write the words (given in the boxes) in word flashcards and draw the pictures of icons in picture flash cards. Different sets of flashcards (both words and pictures) should be equal to the number of divided groups.

Following are the steps to be followed to carry out this activity.

Step 1 : Divide participants into groups of four and ask them to be in a group. Tell them that they are going to play a matching game between different groups.

Step 2 : Distribute flashcards to each group and tell them to start finding the matching (word and picture) using flashcard. Ask them to arrange them onto the floor. Ask learners of each group to discuss pictures by sharing what they are used for. After completion, ask learners to select the one leader from group to share among big groups,



Step 3 : Ask everyone to be together and move to each group where one of the selected leaders will share the presentation. Others will be providing support if they struggle to share about use of those icons or communication facilities.

Step 4 : Facilitator will be also supporting to describe the use of those facilities if they struggle at to share.

At the end of the session, ask everyone to have their own seats and write the name of icons under the given pictures.

Activity 7.1.5 Draw the picture of following.

Instructions for facilitators:

Objective of this activity is to enable learners to identify different equipment related to information, communication and technology. This writing activity will also enable learners to practice writing through drawing different lines and filing the colors. So, ask every learner to draw pictures of telephone and computer and colour them. As an additional activity facilitator may ask questions to the learners to describe what they are used for.

Activity 7.1.6

Draw a picture of a cage and a tree on your copy paper and colour them.

Instructions for facilitators:

This activity is self-initiated writing activity to be carried out by learners themselves where facilitators should provide clear instruction to learners. gain control to draw lines, curves, circles, etc. to draw line patterns, develop hand-eye coordination and enable to use the appropriate colours identifying the original colour of those objects. So, ask learners to draw the picture on copies and colour them.

Activity 7.1.7

Listen and act.

Instructions for facilitators:

This activity aims to enable learners to ask for and give information along with telephone conversation. In addition to this, learners will also comprehend the text along with reading practice. So, this activity should be carried out with the active participation of facilitators and learners.

Note: Correct the sentence by replacing question(?) mark with full stop(.) in the given sentence “Okay sir, I have booked your room for tomorrow?”

Following are the steps to be followed.

Step 1 : Ask participants to come front and stand in ‘U’ shape. Facilitators need to stand in front and read the conversation between customer and the shopkeeper as given in the text. Following the facilitator asks learners to copy and repeat the sentences.

Step 2 : Ask participants to follow you doing the same conversation along with the gesture based on the role given in the conversation.

Step 3 : In this stage facilitator will ask two of the volunteers to come front and practice the same conversation. Facilitator will observe the conversation between two learners and provide remedial instructions to read and pronounce the words and sentences given in the conversation.

Step 4 : As additional practice, facilitators will ask learners to be in a pair and practice this activity by themselves.

Activity 7.1.8

Underline the following words in the text above and read aloud to your teacher.

Note: Correct the phrase given in the bracket (consonant blend) with (vowel diagram) in the instruction given below the box.

Instructions for facilitators:

- This activity should be facilitated with partial support from facilitators. The objective of this activity is to enable learners' vocabulary skills along with identification and pronunciation of vowel diagraph /u/ from oo letters and consonant blend (/wh/, /st/, /pl/, /kn/, /wh/. So, facilitators need to adopt the learning activities which were used to facilitate the consonant blend in the previous units.
- Ask learners to identify and underline the words given in the texts (conversation) and read aloud in classroom.
- After reading by learners ask them to additionally explore any three words that have vowel diagraph 'u' from 'oo'.

Activity 7.1.9

Read to your teacher and make a sentence from words below.

The objective of this writing activity is to enable learners to make simple sentences using the words given (with blended sound) in the textbook. Along with these learners will be able to read those sentences aloud. So, facilitators should encourage learners to form sentences of their own and support if they have not written the words in correct form. This activity can be carried out as individual activity to practice, 'or' facilitator may facilitate through the group exercise. For the group exercise, facilitator needs to prepare word flashcards of words as given in the textbook.

The following are the steps to be followed during this activity.

Step 1 : Divide participants into two groups. Distribute the word flashcards to each of the groups (one set for each). Ask them to stand face to face and tell them that they are going to play 'sentence structure" game between two groups.

Step 2 : Ask one group to put the cards randomly from back side and another group will pick one card from random set of cards. After picking cards the group member who picked them need to compose sentences and tell the sentences to others. If the group members find difficulties composing other members of group will assist to compose. If the whole group struggles another group will assist in composing the sentence. In the same way the next group picks the cards randomly from the first group and composes the sentence from picked words. Step 3 : In a similar process, practice the same process until everyone's turn is completed.

Step 4 : After practice for 2-3 times ask learners to go back to their seats and complete the sentences by using the words. Also ask to pronounce the sentences voluntarily asking from 2-3 participants.

Activity 7.1.10 Read the following story of Sumina.

Instructions for facilitators:

- This reading activity is learner centered activity which enables learners to learn about the different context related to market along with use of simple past. This will enable learners to develop reading skills along with speaking practice. Facilitators need to identify one of the participants from the classroom and ask to read aloud the text. Where other participants will be repeating the sentences of paragraph following the reader. After practicing repeating the paragraphs, ask learners to be in a small group along with reading the paragraph in a turn. Facilitators should observe them and provide immediate support to read the paragraph with intelligible pronunciation.
- As next step ask learners to underline the numbers that are use in the paragraph and read aloud.
- As an additional activity ask learners to list down the words that are used as simple past (verb-2) in the paragraph.

Activity 7.1.11

What are these? Complete the sentences and tell your teacher.

Instructions for facilitators:

- This activity needs to be facilitated in a face-to-face class. The objective of this activity is to enable learners to use plural nouns including suffix s/es.
- As preparation of this activity facilitator needs to prepare sets of plural form for the noun as given in the pictures.

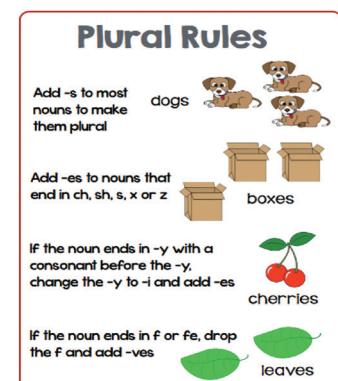
So, following are the process to be followed to facilitate this activity.

Step 1 : At the first step, facilitators should divide learners into two groups. After formation of groups distribute sets of flashcards (written plural form) of noun. Ask them to match these plural nouns based on the pictures and fill in the blanks.

Step 2 : After completed by each groups ask them to share what they have selected from cards and filled up. Ask them to read the sentences and provide your remedial support if needed.

Step 3 : Tell the learners that sometimes the noun which have -f- or -fe- at the end have ves instead of only adding s/es.

Step 4 : As an home assignment Also ask learner to explore the English book and find out the various words which have -ves suffix to make plural.



Activity 7.2.1

Prepare plural rules as shown in the picture and stick on your classroom wall.

Instructions for facilitators:

- This activity is facilitator supported writing activity to be led by learners which enables learners to use the plural nouns with appropriate suffixes. Ask learners to write and draw the given picture in a big chart paper and stick on their classroom wall. The following are the steps to be followed during this activity.
- After sticking to the rules on wall, ask learners to read the rules.
- Tell participants that they will remember the rules while making plural form of different nouns in English.

Activity 7.2.2

Complete the following sentences choosing from the bracket.

Instructions for facilitators:

This activity should be conducted in a face-to-face classroom setting, and objective of this session is to enable learners to use the singular and plural nouns correctly. In addition to this writing and reading these sentences will enable learners to compose paragraphs on ‘The Cow’

So, the following steps can be followed while facilitating this activity out:

Step 1 : Remind learners about use of plural suffix -s/es or ves for plural noun (If number of noun is more than one) and not to use suffix if noun is singular (only one).

Step 2 : Ask them to fill the blanks with either singular or plural nouns (selecting from the bracket). After completion, ask learners to share with friends voluntarily. Also observe their answers and provide remedial support if needed.

Step 3 : Facilitator may develop additional tool (questions) and administer for additional practice on singular and plural nouns.

Activity 7.2.3

Write a short paragraph using the sentences above.

Instructions for facilitators:

This is writing activity to be carried out by learners where facilitators will provide additional support if needed. So, for this activity ask learners to copy the above written sentences in their four lined copies; and ask them to keep the title as ‘The Cow’. Once completed ask 2-3 learners voluntary to share what they have written.

Activity 7.2.4 Tell the plural forms of the following words.

Instructions for facilitators:

This activity is reading activity which aims to enable learners to identify and share plural form of nouns as given in the text. This will enable both writing and speaking skills through group work. As preparation for this activity facilitator needs to prepare two different tables in card sheet (chart) papers.

Step 1 : Divide participants into two different groups. Distribute them to the chart paper with table of nouns (one for each group). Ask them to discuss among teams and complete the table by finding plural form of nouns.

Step 2 : Once they are completed ask both groups to identify the leader and present their work among whole class. Provide remedial support to them as required.

Step 3 : Ask participants to go back to their seats and complete the table given in the textbook. If learners struggle to complete their own, ask them to get support from their friends.

Step 4 : select four volunteers and ask them to share plural forms of nouns they have written in their textbooks.

Activity 7.2.5 Listen to this conversation and act in your classroom.

Instructions for facilitators:

This activity aims to enable learners to listen and speak in simple conversation with friends. ask for and give information along with telephone conversation. Participants will also learn to use the short form AM, PM, FM in from the conversation and practice to ask question and answers at present action. So, facilitator may follow the following process to facilitate this activity.

Note for the correction in textbook: at the fourth conversation by Puja correct the sentence by adding 'am' between 'and' and 'watching'. Another correction is just adding word 'you' between 'are' and 'doing' in the same conversation by Puja.

Following are the steps to be followed.

Step 1 : Ask the participants to come to the front and stand in a 'U' shape. The facilitator stands in front and reads the conversation between Puja and Archana from the text. Then, the facilitator asks the learners to repeat the sentences.

Step 2 : As a next step ask participants to be in a pair and practice the same conversation. Move around the classroom and observe along with immediate feedback and support to read the conversation by participants.

Step 3 : After practice once ask them to switch their role and do the same conversation again. Provide your remedial support based on the observation.

Step 4 : As an additional activity ask learners to find the short form of PM, FM and TV exploring the dictionary or books in the classroom and tell the facilitator.

Activity 7.2.6

Tell your answer to the teacher from the above telephone conversation.

Instructions to the facilitators:

This activity is facilitator supported learning activity to be carried out in-person session. The objective of this activity is to enable learners to retrieve the information from the text and respond to the simple questions in English. So, remind participants about the above text and ask questions to the learners randomly. Facilitator may add some additional questions for additional practice.

Note: Please correct the 3rd question as “*At what time are they planning to meet?*” to align the sentence structure correctly.

Activity 7.2.7

Match the things with their use.

Instructions to the facilitators:

This activity is facilitator supported activity which aims to enable learners to tell the name of different information communication technology and their use. As a preparation facilitator, we need to prepare flashcards, writing the name of information and communication technologies in one set and their use in another set. So, facilitators need to carry out the activity in different two groups using following process.

- Step 1 :** Divide learners into two different groups and ask both groups to stand in a row facing another group. Distribute set of cards with information and communication technology/devices to one group and set of cards with their use to another groups.
- Step 2 :** Ask learners to read the name of devices from one group where another group will find the card and tell their use reading from flashcards.
- Step 3 :** Switch the role of groups and practice the same process, where one group will read the device name and another group will read their use.
- Step 4 :** At the end of the session all participants ask to be together and match the words (cards of device name) with their use (cards of use of device) in a ground. At the end ask learner to go back to their seat and complete the matching activity.

Activity 7.2.8

Make sentences through the match activity as shown in the example.

Instructions to the facilitators:

This activity is facilitator supported writing activity. Which enables participants to decode adjectives from simple sentences. Remind learners that adjectives are words that are used to describe or give more information about a noun or pronoun. These could be characteristics, colours, mood/feelings, numbers etc. So, ask participants to read the given activity and see the first example where adjectives are underlined.

Following the similar process ask learners to underline the adjectives (words) from the given sentences and ask them to read aloud in classroom.

Activity 7.2.9

Make sentences through the matching activity as shown in the example.

Instructions to the facilitators:

This activity is self-directed writing activity by participants Which enables participants to write dictated words or phrases to make simple sentences. So, facilitators should remind the learner about different devices and their use which they have learnt through matching activity. Then tell participants to compose simple sentences by writing the device name and their use as shown in the example. Use four-line copies or space given in textbook for writing practice of lower and uppercase letters of words.

Activity 7.2.10

Draw the picture of following things in your copy.

Instructions to the facilitators:

This activity is self-directed writing activity by participants which enables participants to decode different information and communication related device names in English along with drawing pictures of them. So, ask learners to draw picture of different devices as given below, in their own copies.

Radio, Television, camera, smartphone, watch and computer.

Activity 7.2.11

Look at the picture and write their names choosing from the box.

Instructions for facilitators:

This is a learner-led activity with partial guidance from the facilitators. The main objective is to help learners recognize different pictures related to information and communication and write their names.

For preparation, the facilitator should write the given words on word flashcards and draw the corresponding devices on picture flashcards. Each group should receive an equal set of both word and picture flashcards. In the textbook only five names of picture are given and facilitator needs to ensure the name of all pictures while developing flashcards.

Following are the steps to be followed to carry out this activity.

Step 1 : Divide the participants into groups of four. Ask them to join their groups and inform them that they will play a matching game competing with other groups.

Step 2 : Give each group a set of flashcards and instruct them to match the words (name of device) with the corresponding pictures. Ask them to arrange the matched pairs on the floor. Encourage group members to discuss the pictures and talk about their uses. Once they finish, ask each group to choose one leader to present their work to the larger group.

Step 3 : As an additional challenge facilitator may ask learners about the use of those devices. At to share.

At the end of the session, ask everyone to have their own seats and write the names below the given pictures.

Activity 7.2.12

Write about the different types of roads, air and water transportation.

This is writing activity which enables learners to learn about different means of transportation in English. Facilitators need to remind participants about different means of transportation they have learnt in activity number 7.2.10. This activity may be facilitated through pair work. So ask learners to be in a pair with friends right to them. Ask to complete the table discussing with their pair. Ask to share it to the whole group.

Activity 7.2.13

Draw a picture of market you have visited including following pictures.

This is creative writing activity which enables learners to learn about different things they have seen in a market in English. Distribute half sized A4 paper to everyone. Then tell them to draw a picture of market ensuring Shops, people, money, food items, vegetables for selling, cycles, motors in the picture. Following this ask them to paint these pictures with appropriate colors.

Self-Assessment by learners:

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can ask and give answers in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can use telephone with simple conversation in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can tell the use of different information devices and their use	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can perform rhymes and chant with appropriate rhyme and rhythm	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can sing a chant after teacher/facilitator	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can write simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	

<p>I can use capital letters, full stop and question mark correctly</p>	 <p>SATISFIED GOOD NEUTRAL BAD UNSATISFIED</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>I can give command /order to my friend in English</p>	 <p>SATISFIED GOOD NEUTRAL BAD UNSATISFIED</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach a rating 4 (good).</p>		

Assessment of Unit 7

After completing this unit, the facilitator should assess the learners' progress and record it in their learning portfolio. If necessary, the teacher may also create additional test questions for further evaluation.

1. Introduction

The theme “**Fruits and Vegetables**” has been included as an important part of the curriculum to help learners develop both language and conceptual understanding through familiar, real-life contexts. The lessons under this theme consist of texts, conversations, and engaging activities centered on different types of fruits and vegetables. These materials are designed not only to enhance learners’ vocabulary but also to build their confidence in describing, identifying, and discussing them in meaningful ways. Through reading, speaking, and interactive exercises, learners gain exposure to new words, sentence patterns, and expressions related to the theme. As a result, the learners will be able to comprehend and talk about different fruits and vegetables.

This unit comprises **14 suggested activities** distributed across **two lessons**. Out of the total **four working hours**, **one hour** is set aside for **teacher-guided facilitation**, and the remaining **three hours** are reserved for **learner-driven activities**, where students take the lead in practicing and reinforcing their learning independently or in groups.

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Giving information, describing fruit and vegetables	
Listening	Speaking
<ul style="list-style-type: none"> ➢ Comprehend words and simple expressions. ➢ Listen and respond to wide variety of spoken stimuli (word, sentence, questions, instructions) both verbally and through action. ➢ Find specific information (name, date, time etc.) from different kinds of spoken language. ➢ Listen and comprehend range of songs and stories with variety of visual clues. ➢ Follow message in simple and short conversation. ➢ Show understanding of simple stories with visual clues. ➢ Listen to participate in variety of short conversation. 	<ul style="list-style-type: none"> ➢ Produce word, phrase and simple sentences with integrable pronunciation. ➢ Participate in short conversation with teachers and friends using simple English. ➢ Ask and answer short simple questions. ➢ Describe oneself, people and objects using adjectives, adverb and prepositions. ➢ Sing or recite chat listening to the teachers or audio. ➢ Talk about present and past.
Reading	Writing
<ul style="list-style-type: none"> ➢ Recognize and read high frequency words including compound words. ➢ Understand the meaning of grade appropriate words. ➢ Perform rhymes and chant with appropriate rhyme and rhythm. 	<ul style="list-style-type: none"> ➢ Write words in correct order to form simple sentences. ➢ Write dictated words, phrases and sentences. ➢ Use capital letter, full stop and question mark correctly.

<ul style="list-style-type: none"> ➢ Read short text find out the main ideas and supporting details of the text. ➢ Retrieve information (name, number etc.) from reading text. ➢ Decode words correctly which have consonants digraph in the initial (th, sh, ch, wh), vowel digraph (oe, ee, ea, oa, ow, ai, ay) and initial consonant blend (Sn, sw, sk, bl, br, ch, cl, cr, dl, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu) and final consonant blends (nd, nk, nt, mp). ➢ Read multi syllabic words composed of root prefix suffix. ➢ Recognize silent letters (e- home, b-comb, K- knee, gh- right, t-often, l-walk. ➢ Show understanding of different types of reading text (stories letters etc.). ➢ Understand plural (-s) verb tense, contractions and simple comparatives . ➢ Retrieve required information from para orthographic text such as chart, table , graph , map. ➢ Read poems and short stories with pleasure. ➢ Consult dictionary to find out meanings of words and rhythm. 	<ul style="list-style-type: none"> ➢ Connect sentences using simple coordinators e.g. 'and' and but. ➢ Use suffix s/es for plural nouns ➢ Express ideas in simple sentences. ➢ Express ideas in simple sentences . ➢ Write short stories through completion, matching pictures and ordering.
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Materials required for this unit: meta cards, laminated chart/ drawn chart of fruits and vegetables four-lined paper or copies, pencil, colors or color pencils, scissors, real picture etc.

Activity 8.1.1 Listen and Read (Our Fruit Garden).

*This activity combines **listening and reading skills** and is intended to be carried out under the **teacher's guidance**. The main goal is to help learners become **familiar with vocabulary** related to the theme of **Fruits**. Additionally, it seeks to enhance learners' ability to **describe present actions** including **speaking practice** using words that contain **consonant blends**. As preparation, the teacher should **prepare picture flashcards** featuring various words (fruit names) found in the text*

Correction Needed in the text:

- a. In the first line correct the sentence with space in between words as: Hello, I am Sapana. I live in Siraha.
- b. Add 'the' on fifth line to make phrase "of the garden".
- c. At the ninth line add "trees" after banana to make 'banana trees.

So, following are the steps to be followed.

Step 1: Read aloud the paragraph about Sapana from the text. Ask learners to repeat each sentence after you, ensuring correct pronunciation.

Step 2: Guide learners to identify difficult words in the passage. Use picture flashcards of fruits to explain their meanings and provide support for practicing accurate pronunciation.

Step 3: Instruct learners to list any three five fruits that are mentioned in the text.

Step 4: Divide learners into groups of four. Within each group, one learner reads the paragraphs aloud while other group members repeat the same. Observe their reading carefully, offering feedback and support on pronunciation. Continue the activity until every learner has had a turn.

Step 5: As an additional challenge ask one from each group members to identify verbs in the simple present tense (verb-1 or verb -5) from the passage, underline them, and share them with the class.

Activity 8.1.2 Complete the conversation and practice in a pair.

Instructions for facilitators:

This activity is speaking and writing activity to be carried out with partial support from the facilitator. So, facilitators should provide clear instructions to learners to retrieve the key information from the text (activity no. 8.1.1) to answer this question. This activity plans to measure reading comprehension among learners. So, ask learners to be in a pair and complete the sentences through collaborative work. After completion of task ask learners to act the conversation as role of 'Lila' and 'Gaurav'. Observe their conversation and provide immediate feedback to learners If they find difficulties on pronunciation.

Activity 8.1.3 Tell your teacher.

Instructions for facilitators:

This activity should be facilitated with minimum support from facilitators during in-person session. The objective of this activity is to enable learners to identify names of different fruits from the text and explore other fruit's names in English. So, following process can be followed to accomplish this activity.

Step 1: Divide the participants into three groups. Distribute one of the given questions to each groups. Each group will identify the responses through group work.

Step 2: When a group completes the task, ask each group to share their responses among larger groups one after another. Ask to add additional names from the groups and provide your feedback to them.

Step 3: Ask learners to return to their seats and write the responses in their copy for further writing practice.

Activity 8.1.4

Look at the picture and write their name choosing from irregular words from the box.

Instructions for facilitators:

- This activity is self-initiated by learners with the partial support of facilitators. The objective of this activity is to enable learners to identify the different fruits and vegetables through visual clues (pictures).
- As preparation Facilitator needs to write the words (given in the boxes) in word flashcards and draw the pictures of fruits and vegetables in picture flash cards. Different sets of flashcards (both words and pictures) should be equal to the number of divided groups.

Following are the steps to be followed to carry out this activity.

Step 1: Divide participants into groups of four and ask them to be in a group. Tell them that they are going to play a matching game between different groups.

Step 2: Distribute the flashcards to each group and instruct them to match the words with their corresponding pictures. Ask the groups to arrange the matched pairs on the floor. Once the task is completed, ask each group to select a leader who will present their group's work to the larger class.

Step 3: Bring everyone together and move around as a class to visit each group. The selected group leaders will present their matched items. Other group members can assist the leader if they face difficulties while presenting.

Step 4: The facilitator should also provide support whenever learners face challenges. At the end of the session, ask all learners to return to their seats and write the names of the fruits and vegetables under the given boxes in their textbook using the words provided.

			
			
			
Carrot potato	Pumpkin tomato	coconut grapes	Litchi banana
		mango	pear cauliflower
		spinach	

Activity 8.1.5 Read and answer.

Instructions for facilitators:

This reading activity is learner centered activity which enables learners to learn about the different context related to market, fruits and vegetables along with use of simple past. This will enable learners to develop reading skills along with speaking practice. Facilitators need to identify one of the participants from the classroom and ask to read aloud the text. Where other participants will be repeating the sentences of paragraph following the reader. After practicing repeating the paragraphs, ask learners to be in a small group along with reading the paragraph in a turn. Facilitators should observe them and provide immediate support to read the paragraph with intelligible pronunciation.

As next step ask learners to underline the names of fruits mentioned in the text and read aloud.

As an additional activity ask learners to list down the words that are used as simple past (verb-2) in the paragraph.

Activity 8.1.6 Answer these questions:

Instructions for facilitators:

- This activity is self-initiated speaking activity to be carried out with partial support from facilitator. This activity aims to enable learners to retrieve key information from the text which is related to names, numbers, quantity etc. along with use of simple past while responding to the questions.
- So, to facilitate this activity divide participants into pairs and ask them to ask the question to paired one. Once one of them completes responding to the questions asked by pair, they suggest switching their roles and observing the process and the responses along with immediate feedback to them.
- Ask all learners to go back to their seats, ask the question to the bigger group where learners will respond voluntarily. Facilitator should focus on correct use of verbs (simple past) and the key information retrieved from the text.

Note: Correct the sentence by replacing word 'bite' by 'sting' in the text as 'sting' is the appropriate word instead of 'bite'.

Activity 8.1.7

Pronounce these words to your teacher and underline the silent letters in the words below:

Instructions for facilitators:

This activity aims to enable learners to identify the silent letters in words and pronounce them correctly. So, prepare word flash cards equivalent to the words given in the textbook. Ask learners to pick one card from the sets. Ask each learner to read the card which they have picked. Provide your immediate support if they struggle to read or pronounce the word correctly.

As the next step, ask each learner to practice the same activity with the partner they had in activity 8.1.4. The facilitators should closely observe the learners' speech, paying special attention to the pronunciation of words that contain silent letters.

Based on their reading, provide remedial support to the learners if they find difficulties to pronounce the words having silent letter.

At the end, ask learners to identify and underline the silent letters in the words and tell to the facilitator.

Activity 8.1.8

Consult your dictionary and match the following words with their meaning.

Instructions for facilitators:

- This activity is a leaner-leading activity which aims to enable learners' skills to consult dictionary to find the meaning of words. So, facilitator needs to divide the groups equivalent to the dictionaries available in the class.
- As a next step facilitator should ask them to find the meanings of words consulting with dictionaries and match the words with their meanings given in the textbook. Followed by the presentation or sharing to the whole group.
- Facilitators need to pay attention towards how collaboratively they are consulting dictionaries and also nee to provide support to them on finding words in dictionary in chronological order.
- Provide remedial support as needed.

Activity 8.1.9

Write the plural forms of following.

Instructions for facilitators:

- The objective of this writing activity is to enable learners to identify the plural nouns in English language. So, ask learners to be in the same group that they were during activity number 8.18. Ask them to draw the same table in their exercise copies through collaborative work among groups and share with the whole group through presentation. Provide remedial learning support if required.

Activity 8.1.10 Draw a picture of a fruit you like most.

Instructions for facilitators:

This is writing activity to be carried out by learners themselves. The objective of this activity is to enable learners to draw a picture of any fruit they like most. So, ask learners to draw their own picture, colour them and present to their friends and the facilitator.

Activity 8.2.1 Listen and read.

This activity combines listening and reading skills and is intended to be carried out under the teacher's guidance. The main goal is to help learners become familiar with vocabulary related to the farmer along with speaking practice using words that contain consonant blends. Additionally, it seeks to enhance learners' ability to describe present actions. As preparation facilitator need to prepare picture flashcards or synonym word card for the difficult words used in the text.

So, following are the steps to be followed.

- Step 1:** Read aloud the paragraph about a 'farmer' from the text. Ask learners to repeat each sentence after you, ensuring correct pronunciation.
- Step 2:** Guide learners to identify difficult words in the passage. Use picture flashcards of fruits to explain their meanings and provide support for practicing accurate pronunciation.
- Step 4:** Divide learners into groups of four. Within each group, one learner reads the paragraphs aloud while other group members repeat the same. Observe their reading carefully, offering feedback and support on pronunciation. Continue the activity until every learner has had a turn.
- Step 5:** As an additional challenge ask learners to underline the letters of words, which have consonant blend.

Activity 8.2.2 Tell the answer to your teacher.

Instructions for facilitators:

This activity is speaking activity to be carried out with partial support from the facilitator. So, facilitators should provide clear instructions to learners to retrieve the key information from the text (activity no. 8.2.1) to answer this question. This activity plans to measure reading comprehension among learners. So, ask learners to be in a pair and identify the answers to the questions given. So, ask learners to complete the peer assignment and play the role of questioner and respondents. Once one of them completes asking the questions ask them to switch their roles. Observe their conversation and provide immediate feedback to learners if they find difficulties on pronunciation.

Activity 8. 2.3

Draw the picture of fruits which are mentioned in the text above.

Instructions for facilitators:

This is writing activity to be carried out by learners themselves. The objective of this activity is to enable learners to draw a picture of any fruit which was mentioned in the text above. So, ask learners to draw their own picture (any three), colour them and present to their friends and the facilitator.

Activity 8.2.4

Look at the price chart below and answer the question.

Instructions for facilitators:

This activity aims to enable learners to read and retrieve information (names, price, quantity) from the text. So, this activity needs to be facilitated in person. Learners will also increase vocabulary related to fruits.

While carrying out this activity facilitator may ask learners to use laminated picture chart of fruits and vegetable or may draw in picture chart if they struggle at to identify the names of fruits in English.

Following are the steps to be followed.

Step 1: Divide participants into 3 groups and inform them that they are going to play a quiz today. Ask them to have their books open to read the price chart for fruits. As a preparation draw three columns on a paper to write the score of each group.

Step 2: As a next step ask participants to pay attention and respond to the questions. Ask given questions to the group one by one, if one group struggles to respond correctly, pass the question to the next group. At the end of quiz, calculate the total scores that every group achieved.

Facilitator may add additional questions from the text to make the quiz interesting.

Step 3: Ask learners to be on their seats. Ask to complete the information in the answer row of the text column. Ask to practice the same question -answers with a pair next to them. Facilitator will observe the conversation between two learners and provide remedial instructions to read and pronounce the words and sentences.

Fruits	Price	Fruits	Price
	Rs. 70 per kg		Rs. 80 per kg
	Rs. 100 per kg		Rs. 220 per kg
	Rs. 100 per kg		Rs. 60 per dozen
	Rs. 45 per kg		Rs. 130 per kg

Self-Assessment by learners:

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can tell the names of fruits and vegetables in English.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can tell answer with getting information from the chart.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can read simple texts in English.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can write simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can find meanings of words with the help of English dictionary.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can participate in simple conversation in English jointly with friends and facilitator.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).		

Assessment of Unit 8

After finishing this unit, the teacher should check the learners' progress and write it in their learning portfolio. The teacher can also prepare similar test questions if needed.

1. Introduction

Hobbies and Interests is one of the key themes included in the curriculum. The lessons under this theme are designed with texts and activities that relate to learners' personal interests. Learners will participate in activities they enjoy, which will help them express their likes and dislikes confidently. These activities will also provide exposure to relevant vocabulary and content connected to the theme. Consequently, learners will develop the ability to understand and communicate effectively about different hobbies and interests.

This unit includes 7 suggested activities within a lesson. Total 8 working hours are allotted for this theme where 2 hours are allotted for in person session and 6 hours for self-initiated learning activities.

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Expressing likes and dislikes	
Listening	Speaking
<ul style="list-style-type: none"> ➢ Comprehend words and simple expressions. ➢ Listen and respond to wide variety of spoken stimuli (word, sentence, questions, instructions) both verbally 'or' through action. ➢ Find specific information (name, date, time etc.) from different kinds of spoken language. ➢ Listen and comprehend range of songs and stories with variety of visual clues. ➢ Follow message in simple and short conversation. ➢ Perform variety of listening comprehension tasks. ➢ Show understanding of simple stories with visual clues. ➢ Listen in order to participate in variety of short. conversation. 	<ul style="list-style-type: none"> ➢ Produce simple words or phrases with intelligible pronunciation. ➢ Participate in short conversation with teachers and friends using simple English. ➢ Ask and answer short simple questions. ➢ Sing or recite chat listening to the teachers or audio. ➢ Talk about present and past. ➢ Make simple telephone conversation.
Reading	Writing
<ul style="list-style-type: none"> ➢ Recognize and read high frequency word including compound words. ➢ Understand the meaning of grade appropriate words. ➢ Perform rhymes and chant with appropriate rhyme and rhythm. ➢ Read short text find out the main ideas and supporting details of the text. 	<ul style="list-style-type: none"> ➢ Write words in correct order to form simple sentences. ➢ Write dictated words, phrases and sentences. ➢ Use capital letter, full stop and question mark correctly. ➢ Connect sentences using simple coordinators e.g. 'and', 'but' and 'because'.

<ul style="list-style-type: none"> ➢ Understand plural (-s) verb tense , contractions and simple comparatives. ➢ Decode words correctly which have consonant. ➢ digraph in the initial (th, sh, ch, wh), vowel digraph (oe, ee, ea, oa, ow, ai, ay) and initial consonant blend (Sn, sw, sk, bl, br, ch, cl, cr, dl, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu) and final consonant blends (nd, nk, nt, mp). 	<ul style="list-style-type: none"> ➢ Use suffix s/es for plural nouns. ➢ Use meaningful sentences to compose simple paragraph. ➢ Simple troughs completion, matching with pictures or ordering. ➢ Write short stories through completion, matching pictures and ordering.
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Required Materials for Learning 'Our Environment': meta cards, four-lined paper or copies, pencil, colors or color pencils, scissors, real picture etc.

Activity 9.1.1

Look at the pictures below and describe what they are doing.

Instructions for facilitators:

This activity is reading and speaking activity which needs to be facilitated with the support of facilitators. The objective of this activity is to enable learners to describe the present actions using present tense. So, the facilitator needs to ask learners to guess “what they are doing?” Participants will be describing the picture with their current action. Facilitators need to provide immediate support to learners expecting their responses in present continuous tense. Then at the end facilitator summarizes the pictures with description of pictures using present continuous tense.

Activity 9.1.2

Read and Answer.

Instructions for facilitators:

This activity needs to be facilitated with support from facilitators. The objective of this activity is to enable learners to express their likes and dislikes in English language. While reading the text facilitator need to prepare picture flashcards to explain the meaning of difficult words from the text.

So, the following steps can be followed while facilitating this activity out:

Step 1: First the facilitator reads the paragraph about Kiran and Anita and will request learners to listen carefully (I DO). After reading once facilitator, ask learners to repeat after you which will increase speaking skill of learners (I DO). Use picture flashcards prepared before telling the story. Using gestures will also improve their vocabulary with comprehension. Then ask learners to read by themselves. Suggest learners to underline the difficult words of story.

Kiran Loves	Anita Loves
Fishing	Flying Kites
-----	-----
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Step 2: Ask learners to make two different columns with demo on a chart and write ‘Kiran’ at first column and “Anita” in the second column. Then ask learners to write Kiran’s hobbies and interest in the first column and Anita’s hobbies and interest in the second column.

Step 3: Observe everyone’s writing activities and provide remedial support if needed.

Step 4: As an additional challenge Ask learners what they love to do.

Activity 9.1.3

Rubina is trying to say about hobbies of herself and her brother. Support Rubina to complete a paragraph choosing from bracket.

Step 1: Divide the participants into two different groups. Remind them about ways to express likes and dislikes. So, suggest them discuss among groups and complete the sentences using clues from the boxes.

Step 2: After completion of group work, ask them to select one leader and present in larger groups. Ask another group to provide feedback and provide your final feedback and support if needed

Step 3 : Ask learners to go back to their seat and complete the sentences in their textbook. As an additional challenge ask them to share about their likes and dislikes.

Activity 9.1.4

Write about Rubina's hobbies and interests by arranging the words in a sentence.

Instructions for facilitators:

This activity is self-initiated writing activity to be carried out by learners themselves where facilitators should provide clear instruction to learners. So, facilitators should ask learners to arrange the words in correct order to compose sentences. This activity enables learners to compose sentences by arranging the irregular words given in the textbook.

As a next step ask selected learners to read those sentences aloud in classroom where others will repeat those sentences. Provide remedial support if needed.

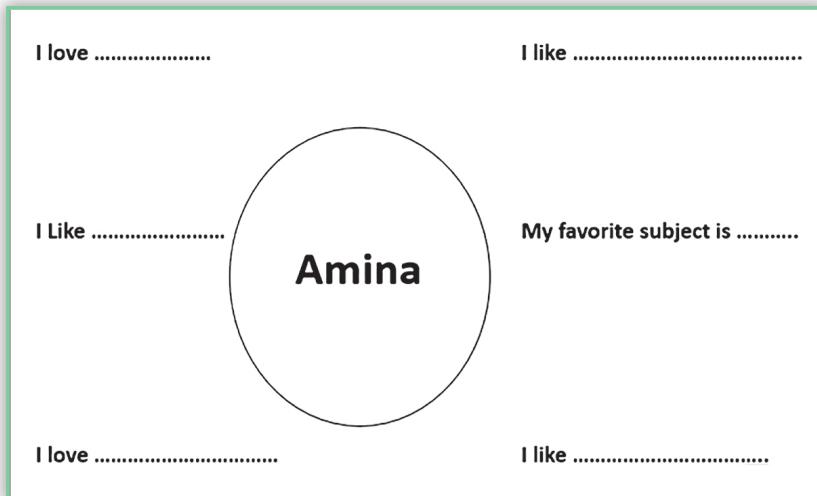
Activity 9.1.5

Write about your hobbies and interests as Rubina has.

Instructions for facilitators:

This activity is self-initiated activity led by learners with the partial support of facilitators. The objective of this activity is to enhance learners’ writing skills about their hobbies and interests. As mentioned by Rubina, asks learners to write about their own hobbies and interests followed by sharing. Facilitator may ask two three learners to share their hobbies and interests.

As a next activity, distribute half A4 sized paper. Ask them to draw a circle and their name in the center. Surrounding the centers ask them to write about their hobbies and interests. Ask them to share among groups and keep them in their learning files.



Activity 9.1.6 Listen and Act.

Instructions for facilitators:

This activity aims to enable learners to comprehend the listening text and respond to them by extracting information from the simple text. Another objective of this listening text Learners will be able to participate in short conversation with teachers and friends using simple English. So, this activity should be carried out with the active participation of facilitators and learners.

Note for the correction: please correct the statement in the fifth line narrated by vegetable seller, as "How many tomatoes do you want?"

Following are the steps to be followed.

- Step 1:** Facilitators need to read the conversation at first, where learners will listen to the spoken sentences. (I DO). At this stage role of conversation will be led by facilitator.
 - Facilitators need to stand in front and read the conversation between vegetable seller and Kalpana, given in the textbook. Following the facilitator, ask learners to copy and repeat the gesture or act (WE DO).
- Step 2:** Ask participants to be in partner and practice the same conversation. (YOU DO) and provide your feedback and support based on observation.
- Step 3:** Ask learners to identify the difficult words from the text and underline them. Ask them to consult with dictionary and find the meaning of those words. As an additional task ask participants to list the different fruits and vegetables mentioned in the text.

Activity 9.1.7

Underline the following words in the text and read to your teacher.

Instructions for facilitators:

This activity is self-initiated reading activity to be carried out by learners themselves where facilitators should provide clear instruction to learners. So, ask learners to find out the given words or phrases and read aloud to the teacher. Ask each learner to read aloud one after another until everyone's turn is completed. Provide your remedial support to pronounce If they struggle at to pronounce correctly.

Activity 9.1.8 Answer the following.

Instructions for facilitators:

This activity should be conducted in a face-to-face classroom setting, with full guidance from the teacher. The objective of this speaking activity is to enable learners to answer the questions by retrieving information from the text So, facilitators should encourage learners to form sentences of their own reminding them of the previous activity (9.1.5). Or they can practice asking questions and responding to them in a pair as well. Also ask them to copy their answers in their four-lined copy as well.

Self-Assessment by learners:

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can participate in the conversation with friend or teacher.	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can tell about my hobbies and interest.	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can arrange words to make a sentence.	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

I can use full stop, comma, and question marks in words correctly.	 SATISFIED GOOD NEUTRAL BAD UNSATISFIED <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can read the words in English correctly which have silent letters.	 SATISFIED GOOD NEUTRAL BAD UNSATISFIED <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can find the meanings of English words consulting with dictionary.	 SATISFIED GOOD NEUTRAL BAD UNSATISFIED <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can write simple sentences in English	 SATISFIED GOOD NEUTRAL BAD UNSATISFIED <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I can read simple sentences in English	 SATISFIED GOOD NEUTRAL BAD UNSATISFIED <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).

Assessment of Unit 9

After completing this unit, the teacher needs to assess the learners' progress and record it in their learning portfolios. If necessary, the teacher may also design additional test questions for further evaluation.

1. Introduction

Children need to learn about surroundings as well as different birds and animal in our environment. This unit includes texts and activities focused on birds and animals. They also cover topics such as describing size, shape, color, food, and habitats, along with the use of prepositions like in, on, and under. These materials help learners become familiar with vocabulary and content related to this theme, enabling them to understand and talk about it confidently.

This unit includes 17 suggested activities spread over two major lessons. Of the total 8 working hours, 2 hours are allocated for facilitator-led facilitation, while the remaining 6 hours are meant for learners' self-initiated activities with partial support from facilitators.

Expected Learning outcomes of this unit provisioned in the curriculum:

Language Functions: Describing birds and animals, expressing abilities, retelling stories	
Listening	Speaking
<ul style="list-style-type: none"> ➢ Comprehend words and simple expressions. ➢ Respond to teacher or audio verbally or through actions. ➢ Find specific information (name, date, time etc) from different kinds of spoken language. ➢ Listen and comprehend range of songs and stories with variety of visual clues. ➢ Show understanding of simple stories with visual clues. ➢ Listen in-order-to participate in variety of short conversation. 	<ul style="list-style-type: none"> ➢ Produce words, phrases and simple sentences with integrable pronunciation. ➢ Participate in short conversation with teachers and friends using simple English. ➢ Describe familiar objects, events using simple adjectives and adverbs. ➢ Ask and answer simple short questions. ➢ Talk about present and past events. ➢ Make simple telephone conversation.
Reading	Writing
<ul style="list-style-type: none"> ➢ Recognize and read highly familiar words including compound words. ➢ Understand the meaning of grade appropriate words. ➢ Retrieve information (name, numbers ...) from the different kinds of reading text (stories, letter). ➢ Understand plural (-s) verb tense, contractions and simple comparatives. ➢ Show understanding of different types of reading text (stories letters etc.). 	<ul style="list-style-type: none"> ➢ Write words in correct order to form simple sentences. ➢ Write dictated words, phrases and sentences. ➢ Use meaningful sentence to compose simple paragraphs. ➢ Connect sentences using simple coordinators e.g. 'and' , 'but' and 'because'.

<ul style="list-style-type: none"> ➢ Recognize silent letter such as (e- home, b-comb, K- knee , gh- right, t-often, l-walk. ➢ Read short text find out the main ideas and. ➢ supporting details of the text. ➢ Read poems and short stories with pleasure. 	<ul style="list-style-type: none"> ➢ Use suffix s/es for plural nouns. ➢ Express ideas in simple sentences. ➢ Write simple paragraphs birds and animals. ➢ Simple trough completion, matching with pictures or ordering.
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Required Materials for “Birds and animals” meta cards, A4 sized paper, four-lined paper or copies, pencil, colors or color pencils, scissors, real picture etc.

Activity 10.1.1 Listen and Chant (Domestic animals).

Instructions for facilitators:

This activity should be conducted in a face-to-face classroom setting. It requires proper preparation by the facilitator before the class. The facilitator should review and learn the lyrics in advance. The main goal of this chant is to help learners identify the names of different domestic animals and understand where each of them lives and the sound they produce.

So, the following steps can be followed while facilitating this activity out:

Step 1- (I do): At first the facilitator sings a chant with appropriate pronunciation, with proper gestures, then instructs learners to follow.

Step 2- (we do): The facilitator first guides the learners to sing the chant together, following his or her lead without using gestures. Afterward, they practice the chant again, this time adding appropriate gestures. During this phase, learners and the facilitator sing together repeatedly, helping the learners gain confidence and rhythm through collaborative practice.

Step 3- (You do): In the third stage of this activity, the facilitator encourages the learners to perform the chant on their own (“You do”). While they chant, the facilitator listens carefully, observes their performance, and provides feedback to help them improve pronunciation and sound recognition. The activity can be repeated until learners can chant accurately with proper pronunciation. Using gestures also helps enhance their vocabulary and overall comprehension.

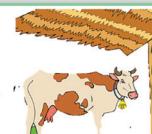
Step 4 : Ask learners to tell the name of other domestic animals around them and sounds they make which are mentioned in the chant. As an additional challenge to learners

A cow in the shed

A cow in the shed

Moo--moo says the cow

Cow in the shed



A hen in the coop

A hen in the coop

Cluck cluck says the hen

A hen in the coop

A dog in the kennel

A dog in the kennel

Woof—woof says the dog

A dog in the kennel



ask them to tell what other domestic animals are missing in the chant but exist over there.

Activity10.1.2

Complete this conversation and practice with your friend.

Instructions for facilitators:

This activity is speaking and writing activity to be carried out with partial support from the facilitator. So, facilitators should provide clear instructions to learners to retrieve the key information about living place of domestic animals (activity no. 10.1.1) to complete the sentences. This activity plans to measure reading comprehension among learners. So, ask learners to be in a pair and complete the sentences through collaborative work. After completion of task ask learners to act the conversation as role of 'Bipana' and 'Sulav'. Observe their conversation and provide immediate feedback to learners If they find difficulties on pronunciation.

Activity 10.1.3 Match the animals with the sound they produce.

Instructions for facilitators:

This activity is learner led activity to be carried out in in-person sessions. This activity aims to enable learners to understand and match the sounds with the domestic animals. So, ask learners to be in a group of 4, and work collaboratively to match the animals with the sound they produce. At the end ask learners to share their matching.

Additional note for facilitator for correction needed in textbook- As both column 1 need to be replaced with name of animals instead of sounds they produce. Which are as follows.

Cow	quack – quack
Hen	meow – meow
Duck	ba- ba
Horse	cluck- cluck
Cat	neigh, neigh

Activity 10.1.4 Listen and Read.

Instructions for facilitators:

This activity combines listening and reading skills and is intended to be carried out under the teacher's guidance. The main goal of this activity is to help learners become familiar with vocabulary related to the animal along with enhancing language skills to tell the story. Additionally, it seeks to enhance learners' ability to describe past action. As preparation facilitators need to prepare picture flashcards or synonym word card for the difficult words used in the text.

So, following are the steps to be followed.

- Step 1:** Start the activity by asking participants to guess what they have seen in the picture. Ask them whether they have heard this story before. Then summarize that today "we are going to listen a short story about a "Lion and a mouse".
- Step 2:** Read aloud the story of a Lion. Ask learners to repeat each sentence after you, ensuring correct pronunciation.
- Step 3:** Guide learners to identify difficult words in the story. Use picture flashcards of difficult words with their meanings and provide support for practicing accurate pronunciation.
- Step 4:** Divide learners into groups of four. Within each group, one learner reads the story by themselves aloud while other group members repeat the same. Observe their reading carefully, offering feedback and support on pronunciation. Continue the activity until every learner has had a turn.
- Step 5:** As an additional challenge ask learners to underline the letters of words, which have consonant blend.

Activity 10.1.5 Answer the following.

Instructions for facilitators:

The objective of this writing activity is to enable learners to comprehend the text in conversation and extract key information from the text (activity 10.1.4). To assess the learners' reading comprehension, facilitators should encourage learners to do the assignment from their own. Only partial support needs to be provided if needed.

Steps to be followed :

- Step 1:** Ask participants to be in a pair next to them and collaboratively find the answers from the reading text (story of lion and a mouse).
- Step 2:** After completion of peer assignment ask them to play the role of questioner and respondents based on the given questions in the textbook.
- Step 3:** Once one of them completes asking the questions ask them to switch their roles. Observe their conversation and provide immediate feedback to learners If they find difficulties on pronunciation.

Step 4: Ask all learners to complete the sentence by identifying answers from the text.

Activity 10.1.6 Look at the pictures below and describe them as given.

Instructions for facilitators:

The objective of this activity is to enable learners to describe animals in English language. Read the given example of 'A Cow' by yourself first. Then facilitators need to ask each individual learner to write description of animals given in the picture (in textbook) with reference from given example of 'A cow'. Provide your immediate feedback to complete the box with description of animals if needed.

Once they complete their own, ask some of them to read aloud their description.

Activity 10.1.7

Identify the following birds and tell your friend about them.

Instructions for facilitators:

This is speaking activity which aims to enable learners to describe birds in English language. This activity need to be carried out with partial support from facilitator where learners will actively participate to describe pictures (of birds) in English language. As preparation facilitator need to prepare word cum picture flashcards to tell names of these birds.

Step 1: Remind participants that they have learnt about animals in the previous activities of this unit. Tell them that they are going to describe about the birds in English language today. So, start the activity by asking them to guess the name of birds.

Step 2: Divide participants into two different groups. Provide sets of word and picture flashcards to each group. And ask them to match the picture with their name. Following the matching of picture and words (names) ask them to discuss them in groups such as colour, they eat, live in etc.

Step 3: At the end of activity ask learners to select five volunteers from each group and describe the picture (of birds) verbally based on the discussion among groups. Provide your remedial support to learners if needed.

Activity 10.1.8

Make a sound for each of the birds above without telling their name. And ask your friend to tell the name of birds from their sound.

Instructions for facilitators:

➤ This listening and speaking activity aims to enable learners to comprehend the sounds produced by those birds. This activity will be focused on speaking practice along with the vocabulary and pronunciation of words name of birds.

Following are the steps to be followed.

Step 1: Ask them to be in their previous groups and remind participants that they are going to play a game between their groups.

Step 2: Ask one of the groups to produce the sounds by different birds where another group will guess the name of bird. Provide your feedback if needed.

Step 3: Once completed by one group, ask groups to switch their role, at this stage the group which was making sound of birds will guess the name and vice versa.

Step 4: Provide your feedback and summarize that the birds produced different sounds. Practice once together with learners to produce sounds as birds after their name.

Activity10.2.1 Listen and Act.

(Listen to the telephone conversation between Sapana and Bimal)

Instructions for facilitators:

This activity aims to enable learners to comprehend the listening text and participate in short conversation with teachers and friends using simple English having ability of different animals. So facilitators need to provide support to learners for this listening and reading activity.

Following are the steps to be followed.

Step 1: The facilitator begins by reading the conversation aloud while the learners listen carefully to the sentences (I DO). Standing in front of the class, the facilitator reads the dialogue between Sapana and Bimal from the textbook. Then, learners are asked to repeat the sentences and imitate the gestures or actions demonstrated by the facilitator (WE DO).

Step 2: Next, ask the learners to work in pairs and practice the same conversation together.

Step 3: Have the pairs list what a buffalo can and can't do, as well as identify the different colors mentioned in the conversation. One learner takes the role of the shopkeeper, and the other plays Sapana. After completing the conversation once, ask them to switch roles. The facilitator should move around the classroom, observing and providing support or corrective feedback where needed.

Activity 10.2.2 Practice the above conversation with your friend.

Instructions for facilitators:

- For better practice ask learners to practice the same conversation in a pair. Ask them to switch the role as well after completing it once.

Activity 10.2.3 Tell your answer.

Instructions for facilitators:

The goal of this speaking activity is to help learners understand the conversation text and identify key information from it (Activity 10.2.1). To evaluate their reading comprehension, facilitators should encourage learners to complete the task independently, offering only minimal guidance when necessary.

- Step 1:** Ask participants to be in a pair and identify the answers of given questions collaboratively. After finding the answer extracting the information from the conversation ask them to practice on their own, where one participant will ask question and another will respond.
- Step 2:** Observe the question answer activity, being done by learner and provide your immediate feedback and support if they find difficulties.
- Step 3:** Once one of them completes asking the questions ask them to switch their roles. Observe their conversation and provide immediate feedback to learners If they find difficulties on pronunciation.
- Step 4:** Ask all learners to write the answers of given questions in four lined copies. Also make necessary correction for the correct use of verbs, (past simple) while responding.

Activity 10.2.4 Listen and Sing.

Instructions for facilitators:

This activity is listening and speaking activity which aims to enable learners to express abilities of different birds and animals using 'can' and 'can't'. Learners will be also enabled to extract key information from the text through reading comprehension.

Here are the suggested steps for facilitating this activity:

- Step 1: (I do):** The facilitator begins by singing the chant clearly with correct pronunciation and appropriate gestures. After demonstrating, the facilitator instructs the learners to follow.
- Step 2: (We do):** Next, the facilitator asks the learners to sing the chant together, first without gestures and then with proper gestures. During this phase, learners and the facilitator chant together repeatedly, helping learners build confidence and accuracy through practice.
- Step 3: (You do):** In this stage, the facilitator invites the learners to chant on their own. While they perform, the facilitator observes and provides feedback to help them improve pronunciation. The activity can be repeated until learners are able to chant fluently and accurately. Using gestures supports learners in developing vocabulary and better comprehension.

Step 4: Finally, ask learners to share the abilities that boys and girls can do as mentioned in the chant. Encourage them to suggest additional abilities that are not included in the chant but that boys and girls can do.

Activity 10.2.5 Answer the following.

Instructions for facilitators:

The objective of this writing and activity is to enable learners to comprehend the text in conversation and extract key information from the text (activity 10.2.4). To assess the learners' reading comprehension, facilitators should encourage learners to do the assignment from their own. Only partial support needs to be provided if needed.

For additional practice, facilitators may ask learners to practice the question answer verbally among participants by making pair. Once completed for the round 1, participants may switch their role for asking questions and responding.

Activity 10.2.6

Discuss with your friend and write what this animal can do and can't do.

Instructions for facilitators:

The objective of this activity is to enable learners to write about the abilities of different birds and animals around us. This activity should be carried out by participants with the support of facilitators.

Step 1: Facilitator needs to divide participants into 3 groups. Distribute card sheet (chart paper) to each of the groups and ask them to draw table as shown in the textbook. Following drawing of table ask them to complete the table by filling what these birds and animals can do or can't do.

Step 2: After completion of group work ask each group to select one leader to present and facilitate group presentation by them.

Step 3: Provide your remedial support If needed. And ask participants to stick those classrwork on a classroom wall.

Activity 10.2.7

Listen and Sing.

Instructions for facilitators:

This activity is facilitator supported listening and speaking activity by participants with partial support from facilitators. This activity will enable learners to identify the name of babies of different birds and animals in English. So, as preparation prepare flashcards of different birds/animals and their babies writing names on the corners of flashcards to be shown in while singing.

Step 1: **(I do):** The facilitator begins by singing the chant clearly with correct pronunciation and appropriate gestures. After demonstrating, the facilitator instructs the learners to follow.

Step 2: **(We do):** Next, the facilitator asks the learners to sing the chant together, first without gestures and then with proper gestures. During this phase, learners and the facilitator chant together repeatedly, helping learners build confidence and accuracy through practice. In between the song, show the flashcards along with name of babies of those birds and animals.

Step 3: **(You do):** In this stage, the facilitator invites the learners to chant on their own. While they perform, the facilitator observes and provides feedback to help them improve pronunciation. The activity can be repeated until learners are able to chant fluently and accurately. Using flashcards in between supports learners in developing vocabulary and better comprehension.

Activity 10.2.8

Complete the following table with support from your teacher.

Instructions for facilitators:

This activity is writing activity to be carried out by learners with support from facilitators. The facilitator should provide clear instruction to learners. . Also provide your clear instruction and remedial support as needed.

Step 1: The facilitator divides the participants into three groups and provides each group with a sheet of chart paper. Ask them to draw a table like the one shown in the textbook. Once the table is ready, instruct the groups to fill it in by writing name of babies of those birds and animals.

Step 2: After the group work is completed, ask each group to choose one leader to present their work. Provide remedial support for the group presentations as they share their ideas.

Step 3: Provide remedial support if necessary and then ask the participants to display their completed classwork on the classroom wall.

Name of Animals	Babies
Cat	
Rabbit	
Elephant	
Tiger	
Cow	
Dog	
Duck	

Activity 10.2.9 Colour the birds and animal in the puzzle below.

Instructions for facilitators:

This activity is self-directed writing activity by participants which enables participants to identify different birds and animals from the puzzle box. So Based on the clues given in the textbook ask learners to find and colour names of birds and animal from their own. Wait everyone to find all birds and animals from the puzzle. Once completed , clap to the person who complete at the first.

Z	Y	C	Z	K	I	N	G	F	I	S	H	E	R	A	T	S
K	P	R	K	B	V	E	A	G	L	E	G	C	Z	L	I	K
D	H	B	D	R	H	I	N	O	A	P	L	C	D	C	G	T
B	Z	U	W	Q	V	X	N	Q	U	A	I	L	B	H	E	C
E	D	L	R	A	C	C	O	O	N	X	O	J	L	Y	R	K
R	L	B	L	E	P	O	A	R	D	I	N	Q	A	E	B	C
C	V	U	C	U	C	K	O	O	C	H	M	G	I	N	E	R
S	Q	L	C	J	L	R	R	P	I	G	E	O	N	A	A	O
F	Q	I	B	U	F	D	W	G	I	R	A	F	F	E	R	W
N	I	S	L	R	H	D	O	E	D	A	D	X	Q	I	T	L
S	I	P	E	Z	Y	P	L	R	O	B	I	N	K	Y	A	X
J	K	A	P	N	B	D	F	Y	P	I	R	X	L	K	Q	T
G	Z	R	H	X	P	E	A	C	O	C	K	J	G	O	W	L
V	T	R	A	M	K	M	F	G	P	A	R	R	O	T	M	Y
S	Y	O	N	P	G	T	I	J	N	C	S	Z	E	B	R	A
V	C	W	T	Q	M	I	N	W	X	S	L	D	W	A	Z	Y
D	U	C	K	C	T	A	H	N	P	M	K	I	J	D	A	W

BEAR

BULBUL

CROW

CUCKOO

DEER

DUCK

EAGLE

ELEPHANT

GIRAFFE

HYENA

KINGFISHER

LEPOARD

LION

OWL

PARROT

PEACOCK

PIGEON

QUAIL

RACCOON

RHINO

Self-Assessment by learners:

Key outcomes	Rating by participants (tick on box)	Rating by facilitators (1-5 rating)
I can ask questions in English.	     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

I can share what I can do and What I can't do.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can tell you the names of domestic animals.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can describe birds and animals.	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can Match the animals with the sound they produce	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can write simple sentences in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can participate in the short conversation with teachers and friends in English	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
I can find specific information (name, date, time etc) from different kinds of spoken language	     SATISFIED <input type="checkbox"/> GOOD <input type="checkbox"/> NEUTRAL <input type="checkbox"/> BAD <input type="checkbox"/> UNSATISFIED <input type="checkbox"/>	
Note to the facilitator: Based on the rating by learners and yourself, provide remedial support at least to reach at rating 4 (good).		

Assessment of Unit 10

After finishing this unit, the teacher should assess learners' progress using the assessment tools provided in the learning materials and document the results in their learning portfolios. If needed, the teacher can also design additional test questions for further practice and evaluation.

Based on Non-formal and alternative education

MY ENGLISH

Level- 1 (condensed)

Learning Material



Government of Nepal
Ministry of Education Science and Technology
Center for Education and Human Resource Development



Government of Nepal
Ministry of Education Science and Technology
Center for Education and Human Resource Development
Sanothimi, Bhaktapur