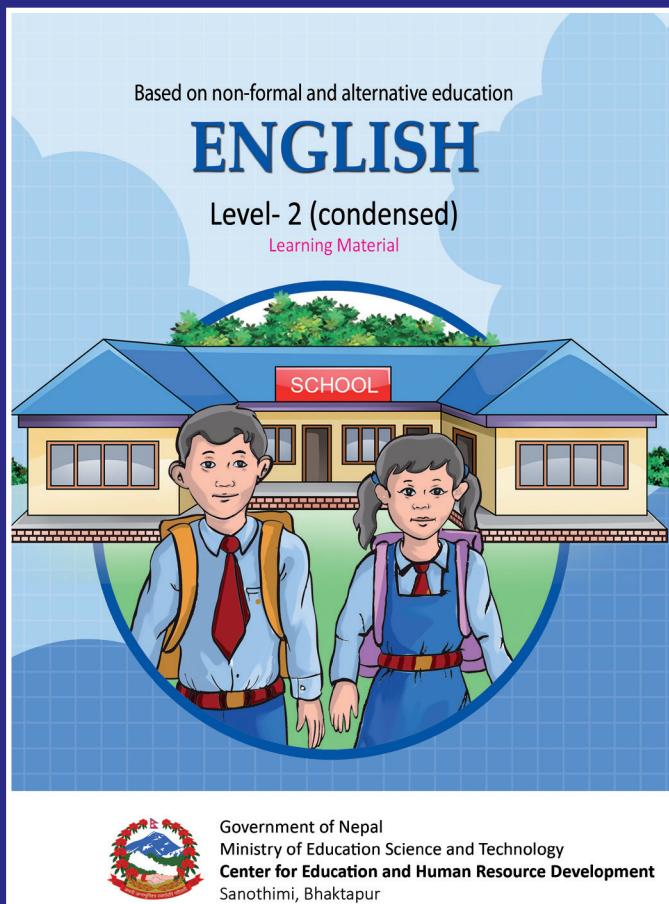


Non-formal and Alternative Education Program

Facilitator's Guide for the English Subject

Level 2, 2081



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 2 (grade 4-5)** 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-2, this Facilitator's Guideline -2025 has been developed. This guideline has been prepared by **Mr. Ramesh 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

Content

Unit	Subject	Page
1	Greeting, Introducing and Leave Taking	2
2	Possession	12
3	Asking for Information	22
4	Requesting and Apologizing	32
5	Expressing Quantity	42
6	Congratulation and Thanking	52
7	Making Comparison	62
8	Describing Location	72
9	Stating Truths and Facts	80
10	Instructions and Directions	90
11	Narrating Events	99
12	Asking for and Giving Reasons	109
13	Describing People and Places	119
14	Expressing Likes and Dislike	130
15	Expressing Ability	139
16	Agreeing and Disarranging	148
17	Taking about Future Plane	159

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 2 based on the condensed curriculum. The two-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

This is the first unit in the learning material. It focuses on the language function 'Greeting, Introducing, and Leave-taking'. There are ten main activities in this unit. These include Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has 9 credit hours: 2 direct and 7 self-initiated.

2. Learning outcomes from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words, phrases, and expressions relating to themselves, family, and immediate surroundings.
- Ask and answer simple questions on familiar topics.
- Use appropriate vocabulary, phrases and sentences to introduce themselves and others.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Write simple paragraphs about themselves and on familiar topics.
- Write date, name, nationality, address, age, date of birth on a registration form.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files
- School registration form

4. Learning facilitation:

Activity 1: Getting started

This is the first task of the lesson. This is a self-initiated learning activity. Follow the procedures given below to facilitate these tasks.

Objectives

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

Follow these steps:

A. Look at the picture and guess what these people are doing.

- Ask the learners to look at the pictures and guess what the people are doing. Tell them to share it with their friends. (In the face-to-face session, elicit responses like: The people in the picture are friends. They are greeting each other.)
- Tell them that we can use expressions such as, "Hello, Good morning, Good evening, Hi!, How are things, It's good to see you, when we meet people.
- Ask learners what we say if we are taking leave.
- Elicit responses such as: Nice meeting you, See you later, Goodbye, or Take care.

B. Listen and sing.

- This activity is to be done in a face-to-face class. It is a fully facilitator supported activity.
- Learn the tune of the song beforehand. When you sing it for the first time, ask learners to follow you and point to the lyrics.
- Sing the song and ask the learners to follow along.
- Sing it again and have them sing the song with you.
- Focus on the words and expressions used for introducing and greeting.

Reading I

This is the first reading text in this unit. This is to be done with the partial support of the facilitator. It's a very short reading text that makes learners familiar with the expressions used for greeting and introducing.

Objectives

- To identify the exponents of introducing and taking leave such as: Hi, Nice to meet you!, Hi, etc.
- To read the text and do the comprehensive tasks

Follow these steps.

Pre-reading activities

- Show each picture to the learners and discuss who these people are, where the girl is, and what she is doing.
- Pick any two learners to talk about themselves. Provide hints if necessary. When they finish their sharing, appreciate them by clapping. Talk about yourself, too.
- Ask the learners if they find unfamiliar words in the text. Teach all these words providing examples, acting, defining, and following pronounce, spell and pronounce (PSP) model. In this model, the learners first pronounce the words; secondly, they spell and finally, pronounce the words again. For this, the facilitator's modelling is necessary at the beginning.

- Assess the learner's vocabulary understanding level by asking them to create meaningful sentences.

While reading activities

- Ask the learners if anyone is willing to read the text. If anyone gets ready, appreciate their initiation. If not, pick two of them randomly to read the text. Assess their reading ability simultaneously, which will help address their difficulties while teaching reading.
- Read the text for the first time at a normal pace, using appropriate gestures. Ask the learners to point to the lines with their fingers.
- Ask them to read the text in the whole class.
- Now, discuss the expressions in the book used for greeting, introducing and taking leave. For this, read the given expressions one by one and let the learners identify whether the statements are of greeting, introducing, or leave-taking.
- Tell learners to read **Task A** where learners are supposed to read these words given in the book focusing on the pronunciation of the letters in red. Once they read, ask the meanings of the words. If they cannot tell them the meaning of the words.
- Ask the learners to fill in the table given in **Task B** finding the information from the reading text.
- Move around the classroom to make sure that all learners are engaged in the activity. Help them to find answers from the text by pointing to the lines or providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer			
Name	Mohan	Tina	Selena
Age	11	13	13
Favourite subjects	Maths, Science and Nepali	Arts and Physical Education	Arts and Physical Education
Games	Football	Tennis	Volleyball
School's location	Damauli	Near Biratnagar	Near Biratnagar

- Ask the learners to read the questions given in Task C and find the answers from the reading text.
- Move around the classroom to make sure that all learners are engaged in the activity. Help them to find answers from the text by pointing to the lines or providing hints if necessary.
- Pick two learners to share their answers with the whole class once they complete the task.
- If their answers are wrong, correct the answers and explain the reason behind it. (Note: Tell the learners that they need not do the first question as the answer does not exist in the text.)

Answer	
b. Bipin, Tilak and Rahul	c. sweets and candy
d. Tina and Selena	e. at 10 o' clock
f. Their mothers are nurses and fathers are engineers.	
g. because Selena stays at her house	

Post-reading activity

Ask the learners to tell about their best friend in the class. For this, invite some of them in front of the class and ask them to talk. Provide feedback on the basis overall presentation.

Grammar I

This section introduces the learners about the forms of present simple tense. This is a self-initiated activity.

Objective

- To use the structure of present simple tense appropriately

Follow these steps.

A. Study the sentences carefully.

- Tell the learners that they have to read the given sentences and identify the form of the verb in the sentences.
- Tell them to notice the words in red in the given sentences.
- Tell them to underline the present form of the verbs. Then, ask them to derive the rules from the sentences. (positive, negative and question)
- When they come up with the derived structures, observe and provide feedback.

B. Write the answers to the following questions.

- This is a practice exercise where learners are expected to answer the questions about themselves using the structure of the present simple tense.
- You may assign this task as a home assignment for the learners. Remind them to write in the simple present tense.
- When they come to the contact session, observe their answers and provide feedback if needed.

C. Choose the correct alternatives from the brackets and complete the sentences.

- Remind the learners that a singular subject takes a singular verb (e.g. plays) and a plural subject takes a plural verb (e.g. play).
- Assign this task as a home assignment as it is also a self-initiated task.
- After they come back to the contact session, check their answers and provide feedback.

Answer	
a. plays	b. doesn't
c. Doesd.	d. goes
e. take	f. Does that bus go
g. do not	h. tries
i. Who pays	j. do not close

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short introduction and choose the correct answer

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and write 'True' for true and 'False' for false statements.

- Provide the audio to the learners and tell them to listen to a short self-introduction of a lady.
- Tell them to read the statements in **Task B**. Tell them to understand the questions first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and write 'True' for true and 'False' for the false statements.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Introduce yourself with your parents at home.

- Tell the learners that they have to introduce themselves in English with their parents. They can also do this task with someone senior who understands English.
- Tell them that they have to share the following information:
 - Name
 - Age
 - Address

- Learning level at the learning centre
- Name of the school/learning centre
- Likes and dislikes

➤ Tell the learners to record it and bring it into the face-to-face class.

Speaking

The activities under this skill are self-initiated activities and activities that the learners need to carry out with the help of their parents or guardians.

Objective:

➤ To introduce self and others.

A. Study these expressions.

➤ This is a self-study task. Tell the learners to read the table and learn some common ways of greeting, introducing and taking a leave.

➤ Tell them that they can also take the help of the internet and make a list of more useful expressions for greeting, introducing and leave taking.

B. Act out the following conversation.

➤ Tell the learners to find someone in their family who can talk in English.

➤ Then ask the learner to take one role and the next person the next role.

➤ Tell them to have the conversation given in the exercise.

C. How do you respond in the following situations? Have conversations in pairs.

➤ Tell the learners to read the situations given there ensuring they understand the situations.

➤ Tell them to have conversations as in exercise B in the situations given there.

➤ They will have conversations with someone from their family as in exercise B.

➤ Ask the learners to record the video/audio of their conversation and share it with the facilitator in the face to face classes.

Writing I

This is a writing activity in which the learners practise the use of capital letters and full stops. They will also write a paragraph about themselves and their best friend.

Objective:

➤ To make correct use of capitalization and full stops (periods)

➤ To write a short description about oneself based on the given text

➤ To write a short description about best friend

A. Use capital letters and full stops where necessary.

This is a fully facilitator-supported activity. This is supposed to be done in the face to face class.

Follow these steps:

- Ask the learners what they know about capitalization and full stops.
- Listen to their responses and appreciate them for their effort.
- Explain the importance of punctuation marks giving examples. Let them know how punctuation helps to make the sentences meaningful.
- Write the simple sentences on the board and ask them to identify errors and correct sentences.
- Tell learners to study the paragraph and find out where to use capital letters and full stops.
- Let them do the activity. Assist them where necessary.
- Finally, check their answers and make corrections if needed.

Answer

- I'm Manish Tamang. I am from Dhading. I live in Kathmandu with my parents. I study in grade five. The name of my school is Panchakanya Secondary School.
- My father's name is Harka He is a mechanic. My mother's name is Januka. She is a shopkeeper. She runs a grocery in Kathmandu. I also have a sister. She is five. She studies in nursery.
- Pizza is my favourite food. I love to play and watch football matches. I read a lot. I like to read true life stories.
- My hobby is travelling. I love to visit different places. I take the photos of the places I visit.

B. Writer a similar paragraph as in exercise A about yourself.

- This is a self-initiated activity. Follow these steps.
- Give clear instructions to the learners telling them that they are going to write a paragraph about themselves based on the information given in the book.
- Tell them to re-read the paragraph given in Task A and underline the words they should replace with.
- Ask them to develop a similar paragraph about themselves based on the sample given in Task A at home.
- Ask them to show their task to someone who knows English and get feedback or bring it to the face to face session.

C. Write a short paragraph about your best friend.

- This is a writing task the learners carry out in the partial support of the facilitator. Follow these steps.
- Give clear instructions to the learners telling them that they are going to write a paragraph about their best friend.
- Tell them to re-read the paragraph given in Task A and underline the words they should replace with.
- Ask them to develop a similar paragraph about their best friend based on the sample

given in Task A.

- Check their writing and provide feedback.

Reading II

This is the second reading text in the unit. It is a poem entitled 'Good Morning'. This is followed by three activities: finding rhyming words, answering the questions, and talking about sounds of animals.

Objectives

- To recite the poem and find the rhyming words
- To do the comprehension tasks

Follow these steps.

Pre-reading activities

- Ask the questions given in the book to the learners. Take their responses.
- Ask the learners if there are any unfamiliar words to them in the poem. Let them underline if any.
- Ask them to read the lines with these words and guess the meaning.
- Clarify the meaning of the words.

While reading activities

- Ask the learners if they know how to recite the poem. Encourage them if anyone is willing to do.
- Recite the poem aloud with pitch, volume, gestures and expressions.
- Tell the learners to follow you pointing to the lines. Repeat the process until they are familiar with the poem.
- Let them recite the poem aloud dividing them into small groups.
- Discuss the summary of each stanza of the poem and make the concept clear.
- Introduce Activity A. Let them re-read the poem to find the rhyming words for the given words. Tell them to find one from the poem and the next they have to add themselves.
- Give an example such as; back rhymes with quack.

Answer			
a. back: quack, pack	b. meek: squeak, tick		
c. bow: wow, now	d. sleep: cheep, deep		

- Introduce Activity B. Tell the learners that it is a self-initiated activity and they will do it themselves.
- Instruct them clearly to answer the questions given in Task B which includes both intensive and extensive types of questions.
- Let them go through the poem to find the answers. If they face problems, facilitate them in their writing.

- Pick some of the learners to share their answers with the class and provide feedback.
- Write the correct answers on the board and ask them to recheck their answers.

Answer
<p>a. The feathers of the duck are on its back.</p> <p>b. The mouse was shy.</p> <p>c. (This question has no answer in the text. Replace with the other question or tell them to leave it.)</p> <p>d. A bird woke the poet from sleep.p</p>

Post-reading activities

- Tell the learners that the activity in C is to be done with the help of their parents at home.
- Tell them that they have to learn the sound from their parents and practise making the sound.
- Tell them to record it and produce in the face to face class.

Grammar II

This grammar section deals with prepositions of time: in, on and at.

Objective

- To use prepositions in, on and at correctly in the sentences

Follow these steps.

A. Study the following table.

Tell the learners that this is a self-initiated task. Ask the learners to study the table carefully and learn the situations in which 'in', 'on' or at are used.

B. Complete the following sentences with 'at', 'in' or 'on'.

- This is also a self-initiated task. Ask the learners to use 'in', 'on' or 'at' with the help of the examples given in the table in Activity A.
- Tell them to show their answers to someone senior to them who has the knowledge of using prepositions in English.

Writing II

This is a writing task. The learners have to do this task with the help of the parents.

Objective

- To fill in the school registration form.

Follow these steps.

- Ask the learners to read the form first.
- Tell them to get an idea about what they need to fill there.
- Tell them to ask for the required information from their parents and fill the form.
- Tell them to submit the form in the face-to-face class.
- Keep the form in the learner's profile.

Project work

It is a self-initiated activity. They are supposed to make their profile themselves.

Objective:

- To complete a form about themselves.

Follow these steps:

- Clarify the task to the learners.
- Tell them to take the help of their parents to complete the task.
- Tell them to do it on a separate sheet of paper.
- Ask them to submit it during the face-to-face class.
- Keep it in the learner's profile.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the writing tasks and project work of the learners. Use the following table for the evaluation of the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing about their best friend)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

This is the second unit in the learning material. It focuses on the language function 'expressing possession'. There are ten main activities in this unit. These include Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has 9 credit hours: 2 direct and 7 self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Write short simple postcards, messages, notes, letters/e-mails.

3. Required materials

- Sound files
- Greeting cards

4. Learning facilitation:

Activity 1: Getting started

This is the first task of the lesson. Follow the procedures given below to facilitate these tasks.

Objectives

- Identify various expressions for expressing possession.

Follow these steps:

A. Look at the picture and guess what these people are doing.

- This is a self-initiated activity.
- Ask the learners to look at the pictures and guess what the people have with them. Tell them to share it with their friends. (In the face-to-face session, elicit responses like: the boy's car, a man's luggage, etc.)
- Tell them that we can use expressions such as, a girl's bicycle, a girl's doll, my cat, my book, etc to express possession.

B. Listen and sing.

- This activity should be done with the full support of the facilitator.
- Tell the learners that they are going to sing a song on 'expressing possession'.
- Introduce the tune of the song asking the learners to follow you. Make sure the learners point to the lyrics when you sing. While singing, emphasize the expressions that are used for expressing possession.
- Secondly, sing the song and ask the learners to follow along with you. Sing together until they get familiar with the tune of the song.
- Ask the learners to sing in the chorus. Facilitate them where necessary.

Reading I

This is the first reading text in this unit. This is to be done with the partial support of the facilitator. It's a very short reading text that makes learners familiar with the expressions used for expressing possession.

Objectives

- To identify the expression of using possession.
- To read the text and do the comprehensive tasks.

Follow these steps.

Pre-reading activities

- Show each picture to the learners and ask what they are. (Elicit; a cat, a trumpet and a laptop.)
- Ask them if they have these things.
- Ask them if they like any of them.
- Ask them to give the reason why they like those things.
- Discuss if they have any other things with them. Encourage the learners to give responses.

While reading activities

- Ask the learners if anyone is willing to read the text. If anyone gets ready, appreciate their initiation. If not, pick two of them randomly to read the text. Assess their reading ability simultaneously, which will help address their difficulties while teaching reading.
- Read the text for the first time at a normal pace, using appropriate gestures. Ask the learners to point to the lines with their fingers.
- Ask them to read the text in the whole class.
- Now, discuss the expressions in the book used for expressing possession. For this, read the given expressions one by one and let the learners identify them.
- Tell learners to read the first task where learners are supposed to complete the sentences with the words given in the box. First, ensure that the learners are familiar with the meanings of these words. Then ask, them to complete the sentences with these words. Move around and help them.
- Once they finish, ask them to share their answers and provide feedback.

Answer	
a. professional	b. pet
c. laptop	d. internet
e. trumpet	

- Ask the learners to answer the questions in the second task finding the information from the reading text.
- Move around the classroom to make sure that all learners are engaged in the activity. Help them to find answers from the text by pointing to the lines or providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer	
a. The name of the cat is Billy.	
b. The cat loves Rajesh because it is his favourite pet.	
c. When Rajesh plays with the cat, he becomes happy.	
d. Shambhu works as a musician.	
e. Shambhu's favourite trumpet was made in America.	
f. Mary has a laptop.	

Post-reading activity

Ask the learners what favourite things they have. Make them talk in the pairs about their favourite things. Finally, ask some of them to share about their friends' favourite things.

Grammar I

This section introduces the learners about the use of possessive pronouns. This is a self-initiated activity.

Objective

- To use the possessive pronouns appropriately

Follow these steps.

A. Study the table below. Make as many sentences as possible.

- Tell the learners that they have to study the given table and make sentences.
- Tell them to make as many sentences as they can picking up one expression from each of the columns.
- Tell them to do this task at home and show someone who is better at English. Or, show to the facilitator during the face to face classes.

B. Choose the correct words and complete the sentences.

- This is a practice exercise where learners are expected to complete the sentences with the correct possessive words.
- You may assign this task as a home assignment for the learners.
- When they come to the contact session, observe their answers and provide feedback if needed.

Answer		
a. my	b. your	c. mine
d. her	e. yours	f. ours.

C. Complete the sentences with the correct words from the box.

- Remind the learners that a singular subject takes a singular verb (e.g. plays) and a plural subject takes a plural verb (e.g. play).
- Assign this task as a home assignment as it is also a self-initiated task.
- After they come back to the contact session, check their answers and provide feedback.

Answer				
a. my	b. theirs	c. your	d. its	e. his
f. mine	g. our	h. theirs	i. her	j. your

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task

Materials

- Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and choose the best answer.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the statements in Task B. Tell them to understand the questions first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and write complete the statements choosing one of the alternatives.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Tell your teacher what things you have got at home.

- Ask the learners what things do they have at their homes.
- Elicit the responses individually.

Speaking

The activities under this skill are self-initiated activities and activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To ask and answer about possession.

A. Act out the following conversations.

- This is a self-study task. Tell the learners to practise the conversation with one of their family members if they can read and speak English. If not, tell them to find someone from their locality.
- One will ask the question and the other will answer.
- Tell them to change their roles while doing this task.
- Tell them that they can also take the help of the internet and learn more about expressing possession.
- Tell them to have the conversation in similar way for the situations given there.
- Ask the learners to record the conversation and present in the face to face class.

C. How do you respond in the following situations? Have conversations in pairs.

- Tell the learners that they have to talk ask about the possession in these situations.
- Tell the learners to find someone in their family who can talk in English.

- Then ask the learner to ask the question about possession.

Writing I

This is a writing activity in which the learners practise writing notes. They will do the task in the partial support of the facilitator.

Objectives:

- To write short notes.

A. Study the following thank you note.

This task is supposed to be done in the face to face class.

Follow these steps:

- Tell the learners that it is a sample of a thank you note.
- Discuss the parts and the language of the note.

B. Your uncle has gifted a guitar to you on your birthday. You really like it. Write a thank you note to your uncle.

This task is supposed to be done with the partial support of the facilitator.

- Give clear instructions to the learners telling them that they are going to write a thank you note to their uncle for gifting a guitar on birthday.
- Tell them to re-read the letter given in Task A and write a parallel letter.
- Ask them to show their task to someone who knows English and get feedback or bring it to the face to face session.
- Observe their writing and provide feedback to their writing.

Reading II

This is the second reading text in the unit. It is a poem entitled 'My Virtual Puppy'. There are three activities in this reading task; matching words with their meanings, answering the comprehension questions and talking about pet.

Objectives

- To recite the poem and do the comprehension tasks

Follow these steps.

Pre-reading activities

- Ask the questions given in the book to the learners. Take their responses.
- Ask the learners if there are any unfamiliar words to them in the poem. Let them underline if any.
- Ask them to read the lines with these words and guess the meaning.
- Clarify the meaning of the words.

While reading activities

- Ask the learners if they know how to recite the poem. Encourage them if anyone is willing to do.

- Recite the poem aloud with pitch, volume, gestures and expressions.
- Tell the learners to follow you pointing to the lines. Repeat the process until they are familiar with the poem.
- Let them recite the poem aloud dividing them into small groups.
- Discuss the summary of each stanza of the poem and make the concept clear.
- Introduce Activity A. Let them re-read the poem to find the words in the first column and guess their meanings.
- Then, ask them to match the words with their meanings.
- Check their answers and give feedback.

Answer			
a. purchased	-	iv. bought	
b. virtual	-	vi. seen on the internet or computer	
c. fetching	-	iii. going to another place to bring something	
d. naps	-	i. sleeps	
e. pat	-	ii. a quick light touch	
f. poo	-	v. solid waste from the body	

- Introduce Activity B. Instruct them clearly to answer the questions given there which includes both intensive and extensive types of questions.
- Let them go through the poem to find the answers. If they face problems, facilitate them in their writing.
- Pick some of the learners to share their answers with the class and provide feedback.
- Write the correct answers on the board and ask them to recheck their answers.

Answer	
a. The puppy lives in an app.	
b. Giving virtual handshakes and fetching his virtual sticks.	
c. The virtual dog chases virtual cats.	
d. Cleaning the virtual poo	

Post-reading activities

- Ask the learners if they have any pets.
- Tell them to share about the pet to their friends if they have any.
- Tell them to say the animal, its name, what it looks like, what it does, why they like.

Grammar II

This grammar section deals with pronouns.

Objective

- To use personal pronouns correctly.

Follow these steps.

A. Study the following table.

- Tell the learners that this is a self-initiated task.
- Ask the learners to study the sentences.
- Tell them to focus on the words in boldface.
- Tell them that these words are called pronouns.

B. Write the correct personal pronoun ((I, you, he, she, it, we, they) in the box.

- Ask the learners to tell the personal pronouns.
- Elicit from them that we use 'she' for a girl, 'he' for a boy, 'it' for an animal or thing, and 'they' for more than one. Similarly, 'I' is used while talking about self and 'we' while talking about someone including the person who speaks.
- Now, ask them to write the correct pronoun in the boxes given in the beginning of the sentences.
- Tell them that they need to look at the nouns or pronouns given in the brackets against each sentence.

C. Rewrite the following paragraph using personal pronouns (I, you, he, she, it, we, they).

- Tell the learners that this is a self-initiated task.
- Ask the learners to mark the nouns in the passage.
- Then, tell them that they need to write pronouns.
- Tell them that after completing the task, they can show it to somebody who is better at English and get feedback.

Answer

She decided at the beginning of her first semester of college that she would run for thirty minutes every day. She knew that she would take a literature class with a lot of reading, so instead of buying print copies of the books her teacher asked for, she bought audiobooks. That way she could listen to the audiobooks as she ran.

Writing II

This is a writing task. The learners have to do this task with the support of the facilitator.

Objective

- To write messages.

A. Study the following messages.

Follow these steps.

- Ask the learners to look at the images and tell that they are the messages on the occasion of the birthdays. Tell them that the last one is a reply to the birthday message.
- Tell them to read the messages there and learn the language used.

B. Write similar messages for the following situations.

- Make the learners clear about the situations given there.
- Ask them to write the messages on the situations given there.
- Help them with the language and expressions if required.
- Move around and help them to do the task.
- Check their answers and give feedback after they finish the task.

Project work

It is a self-initiated activity. They are supposed to make their profile themselves.

Objective:

- To collect information about favourite possessions.

Follow these steps:

- This activity is supposed to be done as homework.
- Clarify the given instruction to the learners.
- For this, assign learners to visit their friends and collect information from them.
- Tell them to take notes and fill the information using the table given in the book.
- Have the learners share their notes in face to face class.
- Provide feedback based on the sharing.
- Make sure you talk about the project submission deadline. Provide time considering the level of the learners. It can be given up to a week considering the situation and the context.
- Keep the record in the profiles.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the writing tasks and project work of the learners. Use the following table for the evaluation of the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing notes and messages)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

This is the third unit in the learning material. It focuses on the language function 'asking for permission'. There are ten main activities in this unit. These include Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has 9 credit hours: 2 direct and 7 self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

There are two activities under this section. This section mainly focuses on the language

function 'asking for information'.

Objectives

- Learn the expressions for asking for information.

Follow these steps:

A. Work with your friend. Ask and answer questions about the pictures below.

- This is a self-initiated activity.
- Ask the learners to look at the pictures and answer the questions.
- Tell them to do this task in pairs. One will ask the question and the other will answer.

B. Listen and sing.

- This activity should be done with the full support of the facilitator.
- Tell the learners that they are going to sing a song on 'asking for information'.
- Introduce the tune of the song asking the learners to follow you. Make sure the learners point to the lyrics when you sing. While singing, emphasize the expressions that are used for asking information.
- Secondly, sing the song and ask the learners to follow along with you. Sing together until they get familiar with the tune of the song.
- Ask the learners to sing in the chorus. Facilitate them where necessary.

Reading I

This is the first reading text in this unit. This is to be done with the partial support of the facilitator. It's a very short reading about bus timetable of a city.

Objectives

- To read the text and do the comprehension tasks.

Follow these steps.

Pre-reading activities

- Ask the learners the questions given in pre-reading section.
- Get responses from the learners.
- Ask them to share their study timetable if they have any.
- Ask them whether they have found the study timetable. Ask them if it is important to make the timetable.
- Ask some of them to share their timetable.

While reading activities

- Ask the learners to study the timetable.
- Tell them that this is the time table of city bus.
- Tell learners to read the first task where learners are supposed to complete the sentences with the information from the table.
- Move around and help them.
- Once they finish, ask them to share their answers and provide feedback.

Answer			
a. Bus Park	b. 7:55	c. stadium	d. 9:25

- Ask the learners to answer the questions in the second task finding the information from the reading text.
- Move around the classroom to make sure that all learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer			
a. The bus stops at college.	b. The last stop of the bus route is hospital.	c. It takes us 15 minutes to travel from the stadium to the hospital.	d. No, because Bus 4 doesn't reach there.

Post-reading activity

This task is to be done with the support of the parents. Tell the learners to prepare their study timetable by taking help of their parents. Then, they will write the table on the chart paper and share it to their friends. Finally, ask the learners to submit their timetable to the facilitator for rating.

Grammar I

This section introduces the learners to the use of time adverbs. This is a self-initiated activity.

Objective

- To use the time adverbs correctly.

Follow these steps.

A. Study the following sentences.

- Tell the learners that the coloured words are time adverbs.
- Ask the learners to study the sentences and learn the place of adverbs.
- Tell them that they can also get more ideas from the internet.

B. Rewrite the following sentences using the words in brackets.

- This is a practice exercise where the learners must write the time adverbs in the correct place.
- Tell the learners to study the example first and then re-write the remaining sentences as in the example.
- Assign this task as a home assignment for the learners.
- When they come to the contact session, observe their answers and provide feedback if needed.

Answer
<p>a. He often listens to the radio.</p> <p>b. They sometimes read a book.</p> <p>c. Pete never gets angry.</p> <p>d. Tom is usually very friendly.</p> <p>e. I sometimes take sugar in my coffee.</p> <p>f. Ramon and Frank are often hungry.</p> <p>g. My grandmother always goes for a walk in the evening.</p> <p>h. Walter usually helps his father in the kitchen.</p> <p>i. They never watch TV in the afternoon.</p> <p>j. Christine never smokes.</p>

C. Answer the following questions using ‘always’, ‘never’ or ‘sometimes’.

- Remind the learners the place of adverbs in a sentence.
- Assign this task as a home assignment as it is also a self -initiated task. Provide an example for this. For example;

a. **How often do you go to the cinema?**

Answer: I sometimes go to the cinema.

- After they come back to the contact session, check their answers and provide feedback.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task

Materials

- Audio file and audio player

Follow these steps.

A. Look at the picture and answer the questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and answer the following questions.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the questions in Task B. Tell them to understand the questions first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and write the answers to the questions.

- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. What rules do you need to follow at a public library? Share it with your parents.

- Tell the learners to make a list of rules to be followed at a public library.
- You can tell them to visit a public library located nearby and learn the rules.
- Tell them to share it with their parents or someone who knows English.

Speaking

- The activities under this skill are self-initiated activities and activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To ask for information and give information.

A. Act out the following conversations.

- This task is to be done with the support of the parents. Tell the learners to practise the conversation with one of their family members if they can read and speak English. If not, tell them to find someone from their locality.
- One will act as a salesperson and the other as Gloria.
- Tell them to change their roles while doing this task.
- Tell them that they can also take the help of the internet and learn more about asking information questions and giving information.
- Ask the learners to record the conversation and present it in the face-to-face class.

B. Work in pairs. One will use the clues to ask questions. And the other will answer them.

- Tell the learners to study the conversation given in the example.
- Tell them to practise the conversation with someone who knows English.
- Tell them to practise the conversation in other situations given there.
- Tell them to record the conversation and present it in the face-to-face class.

C. Look at the picture below. Work in pairs. Ask and answer as many questions as you can.

- Tell the learners to study the picture carefully.

Writing I

This is a writing activity in which the learners practise punctuating the sentences and also write their daily routine.

Objective:

- To punctuate the sentences.
- To write a daily routine.

A. Punctuate the following sentences using capital letters, full stop and question mark.

This task is supposed to be done in the face-to-face class with the partial support of the facilitator.

Follow these steps:

- Ask the learners what they know about capitalization and full stops and question marks.
- Ask them to recall the use of full stop and capitalization that they did in the first unit.
- Listen to their responses and appreciate them for their effort.
- Ask them when we use the question mark.
- Elicit that it is used at the end of a question.
- Let them do the activity. Assist them where necessary.
- Finally, check their answers and make corrections if needed.

Answer
a. I like to have some juice. b. May I use your phone? c. Rita is coming to meet me today. d. Binita looks happy. e. What is your favourite fruit? f. How many books do you have? g. Sumit likes to play cricket.

B. Write the activities that you do in a day. Also mention the time.

This task is supposed to be done with the partial support of the parents.

Follow these steps:

- Give clear instructions to the learners telling them that they are going to write their daily schedule.
- Tell them to write the time and the activity they do at that time. Tell them to study the example and write in the same way.
- Tell them to write it on chart paper and keep it on the wall of their room. Tell them to get the help from their parents.
- Ask them to submit it when they come to attend the face-to-face class.
- Observe their writing and provide feedback.

Reading II

This reading text is about library rules. There are three activities in this reading task; completing sentences, True/False and discussing library rules.

Objectives

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done with the partial support of the facilitator.
- Ask the learners to look at the pictures given in the beginning.
- Ask them where they see those signs. (Elicit; hospital, temple, library, etc.)
- Ask them what those signs mean. (Elicit; no smoking, no photographs, no mobiles)
- Ask them about other signs too.
- Ask the learners to go through the text of Library Rules. Tell them to find the words in red. Discuss the meanings of those words.

While reading activities

- Ask some of the learners to read the text aloud. Help them to read if needed.
- Tell learners to read the first task, in which they are supposed to complete the sentences using the information from the text.
- Move around and help them.
- Once they finish, ask them to share their answers and provide feedback.

Answer
a. library b. six c. two d. take.

- Ask the learners to answer to read the statements in the second task.
- Tell them that they need to match the information given in these statements with the information given in the text. If the information matches, they have to write 'True' and if the information is wrong, they have to write 'False'.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

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

Post-reading activities

- This is a fully facilitator-supported activity. For this, take the learners to the library of your learning centre/ school.
- Divide the learners in groups.
- Ask them to make a list of rules to be followed by the visitors there.
- Help them to form the rules by giving hints or clues.

- Once they complete, check their writing and ask them to make necessary corrections.

Grammar II

This grammar section deals with questions.

Objective

- To form the information questions correctly.

Follow these steps.

A. Match the questions with their answers.

- Tell the learners that this is a self-initiated task.
- Ask the learners to study the questions and answers and match the questions with the correct answers.
- Tell them to focus on the wh-words and the type of information in their answers.

B. Write appropriate question words in the blank spaces.

- Tell the learners that this is a self-initiated task too.
- Tell them to write the correct wh-word at the beginning of each question.
- Suggest them to share their answers with someone who has the idea of wh-questions in their family or locality. If not, tell them to share it with you during the face-to-face class.

C. Make questions for the underlined words in the given sentences. Use the question word given in the brackets.

- This task is to be done with the partial support of the facilitator.
- Ask the learners about the wh-words in the questions and the information they demand. (Elicit; who- person, what-thing, where-place, when -time, whose-belongings, why-reason and how- way of doing things)
- Then, do the first one together with the learners.
- Ask them to complete the remaining exercises in the same way.
- Check their answers and give feedback after they finish the task.

Answer
<ol style="list-style-type: none"> What is Pasang Writing? Who walks home from school? Where are the children sitting? When does Peter go swimming? What does your rabbit have in the garden? How do they go to work? Why does David like cats? Whose house is in Terai? Where are you going? When are you leaving?

Writing II

This is a writing task. The learners have to do this task with the support of the facilitator.

Objective

- To write the rules of a classroom.

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

Follow these steps.

- This task is to be done with the complete support of the facilitator.
- First, make the learners brainstorm about the rules they need to follow in the classroom.
- After this divide them into groups of five in which they will share the ideas to each other.
- Provide them a piece of paper and ask them to write the rules they finalise on it.
- Move around and provide clues/hints if needed.
- Once they complete, make them present what they have written.
- Ask the remaining groups to give feedback.
- Choose the best one and keep it on the wall of the classroom of the learning centre as class rules and ask them to follow it.

Project work

This project work is to be carried out with the partial support of the facilitator.

Objective:

- To collect information about favourite possessions.

Follow these steps:

- This activity is supposed to be done in the face to face class with the partial support of the facilitator.
- Clarify the given instruction to the learners.
- For this, ask the learners to work together and make a draft of the classroom time table.
- Tell them to write the time and the activity done at that time. Give examples for this.
- Once it is finalised, ask them to write it on the chart paper.
- Check the spelling and other errors. After correcting them, paste it on the wall of the classroom.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the writing tasks and project work of the learners. Use the following table for the evaluation of the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing rules)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

This is the fourth unit in the learning material. It focuses on the language function requesting and apologizing'. There are ten main activities in this unit. These include Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has 9 credit hours: 2 direct and 7 self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

There are two activities under this section. This section mainly focuses on the language

function 'asking for information'.

Objectives

Learn the expressions of requesting and apologizing.

Follow these steps:

A. What do you think the people say in the following situations?

- This is a self-initiated activity.
- Tell the learners to look at the pictures and guess what they would say in that situation.
- Tell them that either they would make a request or they would apologize.
- Tell them to share it with someone who is better at English than them.

B. Listen and sing.

- This activity should be done with the full support of the facilitator.
- Tell the learners that they are going to sing the song.
- Introduce the tune of the song asking the learners to follow you. Make sure the learners point to the lyrics when you sing. While singing, emphasize the expressions that are used for saying sorry.
- Secondly, sing the song and ask the learners to follow along with you. Sing together until they get familiar with the tune of the song.
- Ask the learners to sing in the chorus. Facilitate them where necessary.

Reading I

This is the first reading text in this unit. This is to be done with the partial support of the facilitator. It's a short story. The title is 'A Farmer and His Wife'.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.

Follow these steps.

Pre-reading activities

- Start the discussion by eliciting learners' ideas related to the reading text. For example: Have you ever apologized? In what situation do we say sorry? How do you say sorry in your mother tongue when you do something wrong?
- Take their responses. Encourage them to talk in English.
- Share your personal experiences and examples of saying sorry in the form of a story.
- Let the learners share their experiences if they have. This will help learners to be more interactive in class.
- Ask the learners the questions given in pre-reading section.
- Get responses from the learners.
- Ask the learners to read the story and mark the unfamiliar words.
- Let them guess the meaning of the words from the context, encouraging them to infer meanings and use the words in real-life situations.

- For further clarification, explain, provide examples, act, and show pictures. Use concept-checking questions (CCQs) to assess their comprehension related to vocabulary. Concept-checking questions are the questions that are used at the end of an activity to assess the learners' understanding of a particular concept/topic.

While reading activities

- Ask the learners to preview the topic and guess what type of text it is. Elicit: A story.
- Tell them to read the story themselves and ask if they have heard of this or this type of story.
- Read the story line by line and ask oral questions frequently after reading each of the line. This helps them comprehend the story.
- Ask them the gist of the story. Further ask the tone of the story- whether they find the story serious, humorous or sad.
- Now, lead learners to Task A. This is a vocabulary exercise where learners should match the words with their meanings.
- Allow learners to attempt the questions independently. Encourage them to use their understanding of the context of the sentence where the word lies.
- Go around the class and make sure that all the learners are attempting to do the task. Provide support to learners who are in need.
- Provide a platform for them to discuss their answers and reasoning. Guide them to justify their choices. Offer constructive feedback and identify any common mistakes or misunderstandings.

Answer			
a. waste	-	iii.	to use much of something
b. usual	-	iv.	happening most often
c. tolerate	-	i.	to allow someone to do something that you do not agree with
d. utensil	-	vi.	a tool that is used in the house
e. water	-	ii.	to pour water onto plants

- Tell the learners to read the statements given in **Task B**. Tell them that they are going to read the text again and put the sentences in the correct order.
- Tell them to go back to the passage and find the order of the given statements and write a-g in front of each statement.
- When they complete the work, let some learners read out their answers to the class. If a learner's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.

Answer

-f.... The farmer said sorry to his wife.
-e.... The farmer could not do the work well.
-c.... The husband and wife agreed to do each other's work.
-g.... They lived happily after that.
-b.... The farmer told his wife was lazy.
-a.... A couple of a farmer lived in a village.
-d.... The woman worked in the field.

- Tell the learners to read the questions from 'a to e' given in **Task C**. Tell them that they are going to read the text again to find answers to the given questions.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Let them have some time to do the task. Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help, if any of them needs it.
- When they complete the work, check their answers and provide feedback.

Answer

- a. According to the farmer, his wife was lazy.
- b. The woman asked her husband to do her work at home.
- c. She did everything well.
- d. The cow kicked him.
- e. The farmer said sorry to her when his wife came home in the evening.

Post-reading activity

This task is to be done by themselves. Tell the learners to recall the moment that they have said sorry.

Grammar I**Objective**

- To use the time adverbs correctly.

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

- Tell the learners that this is a self study task.
- Tell them to study the sentences and learn to use 'was' and 'were'.
- Tell them we use 'was' with singular subjects and 'were' with plural subjects.

B. Rewrite the following sentences using the words in brackets.

- This is a practice exercise where the learners must write 'was' or 'were' in the blank spaces.

- Tell them to do this task as a home assignment and show it to someone who knows English better than them.
- When they come to the contact session, observe their answers and provide feedback if needed.

Answer
<p>C. Fill in the blanks with ‘was’ or ‘were’. Use negative where necessary.</p> <ol style="list-style-type: none"> A: Were you at home yesterday? B: Yes, I was. They were really happy after they won the football game. My sister was a college student last year. Thomas was on the train at three-thirty yesterday afternoon. A: Was Jennifer tired after she finished work? B: No, she wasn’t. My car broke down, so I was late for my appointment. A: Were Laura and Susan surprised? B: No, they weren’t. The cookies were delicious, so I ate three of them. A: Were you at the library yesterday? B: No, I was not. Many dinosaurs were really huge. I was born in 1996. When were you born? The movie we saw last night was very funny. I was a waiter last year, but I changed my job in September. My favorite program was on TV at eight o’clock last night. My classmates weren’t in class. They were outside.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task

Materials

- Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

Tell the learners that they have to do this task themselves.

Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

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

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the questions first.

If they cannot, they can take the help of their seniors who understand the English Language.

- Tell them to play the audio and complete the sentences.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

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

- Tell the learners that they need to do this task with the help of their parents.
- Tell them to ask their parents the ways of making requests in their mother tongue and make a list.
- Tell them to submit this task during the face to face session.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To make requests and apologise.

A. Act out the following conversations.

- This task is to be done with the support of the parents. Tell the learners to practise the conversation with one of their family members if they can read and speak English. If not, tell them to find someone from their locality.
- Tell them to change their roles while doing this task.
- Tell them that they can also take the help of the internet and learn more about making requests and apologizing.
- Ask the learners to record the conversation and present it in the face-to-face class.

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

- Tell the learners to study the conversation given in the example.
- Tell them to practise the conversation with someone who knows English.
- Tell them to practise the conversation in other situations given there.
- Tell them to record the conversation and present it in the face-to-face class.

C. Act out the following conversation.

- Tell the learners to practise the conversation with one of their family members if they can read and speak English. If not, tell them to find someone from their locality.
- Tell them to change their roles while doing this task.
- Tell them that they can also take the help of the internet and learn more about making requests and apologizing.
- Ask the learners to record the conversation and present it in the face-to-face class.

D. Work in pairs. Say sorry in the following situations.

- Tell the learners to study the situation given there.
- Tell them to practise the conversation in other situations given there.
- Tell them to record the conversation and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners practise punctuating the sentences and also write their daily routine.

Objective:

- To punctuate the sentences.
- To write a daily routine.

Rearrange the following phrases, sentences, and paragraphs to develop a complete letter.

This task is supposed to be done in the face-to-face class with the partial support of the facilitator.

Follow these steps:

- First, provide the jumbled form of the letter given in the learning material.
- Help the learners identify the different parts of the letter.
- Discuss with them the parts and their positions in a letter.
- Ask them to arrange the parts properly.
- Let them do the activity. Assist them where necessary.
- Finally, check their answers and make corrections if needed.

Reading II

This reading text is an email. There are three activities in this reading task; completing sentences, True/False and discussing library rules.

Objectives

- To read the text and do comprehension exercises.
- To learn how to write an email.

Follow these steps.

Pre-reading activities

- This task is to be done with the partial support of the facilitator.
- Ask the learners if they have ever written an email.
- Also ask them, why people write emails. (Elicit; to send and receive messages/information)
- Ask the learners, to read the coloured words and discuss their meanings.
- Ask them to read the text and find unfamiliar words, and discuss their meanings.
- Let them guess the meaning of the words from the context, encouraging them to infer meanings and use the words in real-life situations.

While reading activities

- Ask some of the learners to read the text and find different parts of the email.
- Discuss the language, too.
- Ask them to do Task A, where they read the email and complete the sentences in an email.
- Once they finish, ask them to share their answers and provide feedback.

Answer
a. Nitish b. basketball c. Mr. Suraj Chhetri

- Ask the learners to answer to read the questions in the second task.
- Tell them that they need to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer
a. Samyak b. To inform about basketball practice c. 2:00 pm d. ball e. interschool basketball competition

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to recall the moment in which they took part in a sports tournament and share their experience with someone from their family or community.

Grammar II

This grammar section deals affirmative and negative sentences.

Objective

- To form the information questions correctly.

The first two tasks are self-initiated tasks and the last one is to be done with the partial support of the facilitator.

Follow these steps.

A. Study the following sentences.

- Tell the learners that this is a self-initiated task.
- Ask the learners to study the affirmative sentences in the first column and their negatives in the second column.

- Tell them to focus on how the sentences are changed into negatives.

B. Choose the correct negative forms of the given sentences.

- Tell the learners that this is a self-initiated task, too.
- Tell them to choose the correct negative form of each sentence given there.
- Suggest that they show their answers to someone from their family or community.

C. Change the following sentences into the negative.

- This task is to be done with the partial support of the facilitator.
- Ask the learners to recall the ways of changing sentences into negatives.
- Then, do the first one together with the learners.
- Ask them to complete the remaining exercises in the same way.
- Check their answers and give feedback after they finish the task.

Answer
a. She is not a nurse. b. They are not friends. c. He was not in the office. d. We were not neighbours. e. You cannot go now. f. It may not rain today. g. He does not tell a lie. h. They do not talk to one another. i. The bus did not arrive very late. j. She is not knitting a sweater.

Writing II

This is a writing task. The learners have to do this task with the support of the facilitator.

Objective

- To write an email.

Write an email to your friend about a programme that you attended in your school.

Follow these steps.

- This task is to be done with the complete support of the facilitator.
- First, make the learners brainstorm about the parts of an email.
- Ask them to recall the email they did in Reading II.
- Tell them to do the task.
- Move around and provide clues/hints if needed.

- Once they complete, make them present what they have written.

Project work

This project work is a self-initiated task.

Objective:

- To narrate a story.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to recall a story they have read or heard.
- Tell them to share it to their family or other members of their community.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the writing tasks and project work of the learners. Use the following table for the evaluation of the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing an email)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The fifth of the material focuses on the language function of expressing quantity. There are ten main activities in this unit. These include Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has 9 credit hours: 2 direct and 7 self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Understand simple spoken descriptions about people, places and objects.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Use numbers, quantities, cost and time while speaking.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Read and understand simple stories.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Decode phonetically regular and irregular words using letter sound knowledge.
- Use basic punctuation marks correctly.
- Write simple paragraphs about themselves and on familiar topics.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

There are two activities under this section. This section mainly focuses on the language function 'expressing quantity'.

Objectives

- Learn the expressions of requesting and apologizing.

Follow these steps:

A. Tell a friend what these things are. How many things there are.

- This is a self-initiated activity.
- Tell the learners to look at the pictures and find out how many things there are.
- Tell them to look at other things at home and say how many things there are.
- Tell them to share it with someone better at English than them.

B. Listen and sing.

- This activity should be done with the full support of the facilitator.
- Tell the learners that they are going to sing the song.
- Introduce the tune of the song asking the learners to follow you. Make sure the learners point to the lyrics when you sing. While singing, emphasize the expressions that are used for saying sorry.
- Secondly, sing the song and ask the learners to follow along with you. Sing together until they get familiar with the tune of the song.
- Ask the learners to sing in the chorus. Facilitate them where necessary.

Reading I

This is the first reading text in this unit. This is to be done with the partial support of the facilitator. It's a short story. The title is 'A Farmer and His Wife'.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.

Follow these steps.

Pre-reading activities

- Start the discussion by showing the picture to the learners, ask the pre-reading questions given there and elicit the answers from them.
- Ask them if they have visited the supermarket.
- Share your personal experiences.
- Let the learners share their experiences if they have. This will help learners to be more

interactive in class.

- Ask the learners to read the text and mark the unfamiliar words.
- Let them guess the meaning of the words from the context, encouraging them to infer meanings and use the words in real-life situations.
- For further clarification, explain, provide examples, act, and show pictures. Use concept-checking questions (CCQs) to assess their comprehension related to vocabulary.

While reading activities

- Ask the learners to preview the topic and guess what type of text it is.
- Tell them to read the text themselves.
- Read the story line by line and ask oral questions frequently after reading each of the line. This helps them comprehend the story.
- Ask them the gist of the story. Further ask about the tone of the story- whether they find the story serious, humorous or sad.
- Now, lead learners to Task A. This is a vocabulary exercise where learners should match the words with their meanings.
- Allow learners to attempt the questions independently. Encourage them to use their understanding of the context of the sentence where the word lies.
- Go around the class and make sure that all the learners are attempting to do the task. Provide support to learners who are in need.
- Provide a platform for them to discuss their answers and reasoning. Guide them to justify their choices. Offer constructive feedback and identify any common mistakes or misunderstandings.

Answer			
a. supermarket	iv.	a big self-service shop selling foods and other goods	
b. groceries	ii.	food and other goods sold in a supermarket	
c. frozen	i.	kept safe by making very cold	
d. crisps	iii.	very thin slices of potato which is fried	

B. Write the names of the following things as in the example.

- This is a self-study task. Tell them to study the example and learn the unit of writing their quantity.
- Ask them to collect more information related to the units of goods.
- Tell them to make a chart of this and bring it into a face-to-face class.
- Check it and provide feedback.
- Ask the learners to read the questions in the third task.
- Tell them that they need to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.

- If the learners have written wrong information, correct the answer and explain the reason behind it.

Post-reading activity

This task is to be done by themselves. Tell the learners to recall the moment that they have said sorry.

Grammar I

Objective

- To recognize countable and uncountable nouns.
- To use 'How much...?' and 'How many ...?' correctly.

Follow these steps.

A. Put the following words in the right table.

- Tell the learners that this task is to be done in the support of the parents or someone who from their family or community.
- Tell them to group the nouns in the box as countable nouns and uncountable nouns.
- Tell them that they can collect other nouns too.

B. Study the following figures.

- This is a self-initiated task.
- Tell them to study the chart there and learn when we use 'How many ...?' and when we use 'How much ...?'
- Ensure that they know 'How much ...?' is used with uncountable nouns and 'How many ...?' is used with countable nouns.

C. Ask questions for the following statements using how much or how many. The first one has been done for you.

- This is also a self initiated task.
- Tell the learners to read the sentences there.
- Ask them to make questions using either 'How many...?' or 'How much...?' as per it is given in the questions.
- Tell them to make the questions as given in the example.
- Tell them to bring their answers to the face to face class. Observe the answers and provide feedback if needed.

D. Fill in the blank spaces with 'much' or many'.

- Tell the learners that this task is to be done in the support of the parents or someone who from their family or community.
- Tell them to do the task and show it to someone who is better at using English than them.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task

Materials

- Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and write 'True' for true and 'False' for false statements.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the sentences first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and write 'True' for true sentences and 'False' for false sentences.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. How many friends do you have? Who are they? Tell your parents.

- Tell the learners that they need to do this task with the help of their parents.
- Tell them to share their parents about their friends.
- Tell them to record the audio and present it in the face to face class.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To express quantity.

Look at the boxes below. Ask questions in each situation using 'how much' or 'how many'. Answer these questions too.

- This task is to be done with the support of the facilitator. Tell the learners to ask questions using 'How many...?' or 'How much ...?' to ask the information given in the brackets.
- Ask some of them to come to the front of the class and ask questions.
- Listen to them and provide feedback.

B. Work in a pair and ask each other some questions using 'how much' and 'how many'

- Tell the learners to work in pairs.
- Tell them to practise have conversation asking questions to each other about the information given in the learning material.
- Observe them and provide feedback if needed.

Writing I

This is a writing activity in which the learners practise punctuating the sentences and also write their daily routine.

Objective:

- To write a paragraph.

Read the paragraph below.

This task is supposed to be done in by the learners on their own.

Follow these steps:

- First, tell the learners to read the paragraph.
- Tell them to study how it is begun and ended.
- Tell them to study the words used, language there.
- Tell them to study the information there.

Now, write a similar paragraph describing your shopping experience.

- Ask the learners to write a paragraph about their experience.
- Tell them to write in the samy way as it is done before.
- Ask them to bring their writing in the face to face session.
- Finally, check their answers and make corrections if needed.

Reading II

This reading text is a story. There are four activities in this reading task; finding the words for the meanings, completing sentences, question-answers, and talking about a person.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done with the partial support of the facilitator.
- Ask the learners if they have ever talked to birds like saying good morning.
- Also ask them, what sounds like a duck, a dog and a mouse make.
- Ask them to read text and find out unfamiliar words and discuss their meanings.
- Let them guess the meaning of the words from the context, encouraging them to infer meanings and use the words in real-life situations.

While reading activities

- Ask the learners to do Task A where they read the story and find the words which have the meanings given in this exercise.
- Let them discuss and find the words.
- Once they finish, ask them to share their answers and provide feedback.

Answer

- a. giving no result – not successful
- b. an act to cheat others - trick
- c. surprised - shocked
- d. caring about oneself only - selfish
- e. answered - nodded
- f. a decision given after thinking carefully - (There is no word for this meaning. So, ask the learners to skip it.)
- g. a thing that you are given because you have done something good, worked hard, etc. - reward

- Ask the learners to read the words given in the box in Task B.
- Make sure that the learners know the meanings of the words.
- Tell them to read the sentences and complete the sentences choosing the words from the box.
- Check the answers and give feedback after they complete the task.

Answer

a. greedy	b. missing	c. worker
d. fifty	e. court	f. reward

- Tell the learners to read the questions in Task C.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer

- a. He wanted to have lots of money.
- b. A ten-year-old girl found the bag.
- c. The worker was honest.
- d. Sam wanted 75 coins.
- c. It was not Sam's bag and the girl and her father could take it.

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to recall someone who is greedy and talk about him or her with their friends.
- Tell them to share it in English.

Grammar II

This grammar section deals with the use of articles. The activities in this section are self-initiated activities.

Objective

- To use the articles correctly.

Follow these steps.

A. Read the text and underline the articles (a, an, the).

- Tell the learners that this is a self-initiated task.
- Tell them to read the text and underline the articles in the text.
- Tell them to guess the use of articles, the situations in which we use 'a' , 'an' or 'the'.
- Tell them to read the information given in the box to learn the ways of using articles.
- Tell them to explore in the internet or any other grammar book and learn more about their uses.

B. Fill in the blanks with a or an.

- Tell the learners that this is a self-initiated task too.
- Tell them to fill in the gaps with 'a' or 'an'.
- Tell them to recall the situations in which 'a' or 'an' is used and ask them to fill accordingly.
- Suggest them to show their answers to someone who knows it from their family or community.

C. Fill in the gaps with a, an or the wherever necessary.

- Tell them to do this exercise in a similar way as they do exercise B.
- Tell them to show their answers in the face to face class.

D. Rewrite the following story using articles a, an, or the.

- Tell the learners that this is also a self-initiated task.
- Tell them to fill in the gaps with 'a', 'an' or 'the'.
- Tell them to recall the situations in which 'a', 'an' and 'the' are used and ask them to fill accordingly.
- Suggest them to show their answers to someone who knows it from their family or community.

Writing II

This is a writing task. The learners have to do this task themselves.

Objective

- To use punctuation marks correctly.

A. Study the following sentences.

Follow these steps.

- This task is to be done the learners themselves.
- Tell them to study the sentences given there.
- Tell them to focus on the punctuation marks used in those sentences.
- Tell them to match the sentence structure with the punctuation marks used there.
- Suggest them to explore the internet and learn more about each punctuation marks and their uses.

B. Rewrite the following sentences using the correct punctuation marks. Use full stop (.), question mark (?), exclamation mark (!), comma (,) and capital letters where necessary.

- This task is to be done with the partial support of the facilitator.
- Ask them some questions orally about the punctuation marks. (Showing a mark; what is this? In which part of the sentence do we use it? In what type of sentence do we use it? Etc.)
- Ensure that they know the punctuation marks and their use.
- Ask them to use the punctuation marks correctly.
- Once they complete the task, check their answers and provide feedback.

Project work

This project work is a self-initiated task.

Objective:

- To make a price list of a shop.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to visit a shop and collect information of the goods available there and their prices.
- Tell them to write the goods and prices.
- Tell them to write in English.
- Tell them to share it to their friends, family members or someone from their community who knows English.
- You can also ask the learner to bring it in the school/learning centre and include in the portfolio.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the writing tasks and project work of the learners. Use the following table for the evaluation of the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Making a price list)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

Congratulating and Thanking is the sixth unit of this learning material. This unit consists of ten main activities. These are Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has 9 credit hours: 2 direct and 7 self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

There are three activities in this section in which the first focuses on 'thanking', second on 'congratulating' and the third one is poem focusing on 'thanking'.

Objectives

- Learn the expressions of thanking and congratulating.

Follow these steps:

A. Look at the pictures. Tell a friend what these people would say.

- This is a fully facilitator-supported activity.
- Show the learners the given pictures and ask them: What are the people in each picture doing? What do you think these people say in these situations?
- Encourage the learners to answer the question based on the evidence seen in the pictures. If they are unable to say, provide some clues that people in each picture are helping others in some ways. What do you say in these situations?
- Elicit responses like: How can I ever thank you? Thank you for helping me. Thanks for helping me move around.
- Encourage the learners to make attempts to thank others in as many ways as they can in the given situations. Thank them for their attempts.

B. What do you say to these people?

- This is a self-initiated activity.
- Tell the learners to look at the given pictures and guess: What the people in each picture are doing. What do you think these people say in these situations?
- Encourage learners to think of the ideas based on the evidence seen in the pictures.
- Tell them to think what they will say to the people when they see in this situation.

B. Listen and sing.

- Introduce the given song. The purpose of the song is to promote language learning through pronunciation, rhyme and melody, and make the learning process enjoyable and effective. So, make every attempt to involve the learners to sing the song actively.
- First, present the song providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask learners to follow along. Use gestures and other body language to encourage their active participation.
- For the third time, sing it again and have them sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.
- Introduce the discussion question: Why do you need to be thankful to god? Tell your friends.
- Make sure that everyone understands the discussion task clearly.
- Encourage the discussion by providing some examples like: for all these friends, for the opportunity to come to school, for the loving people around you, for the beautiful house you have and so on.
- You can write a few of these examples on the board and encourage learners to talk about other things for which they are thankful to the god.

Reading I

The first reading text in this unit is a 'Thank You Letter'. The learners have to read the letter and do the comprehension tasks. They will also be familiar with the language and the structure of a thank you letter.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.
- To learn the format and the language of a thank you letter.

Follow these steps.

Pre-reading activities

- Start with the pre-reading questions. Ask the first question and encourage the learners to give the answers.
- Ask the second question. Encourage them to think about various situations where they thank people. If they are hesitant to express, provide some clues such as: when somebody gifts you something, when somebody helps you in need etc.
- Encourage them to say as many such examples as possible. It makes them familiar with the situations for thanking people.
- Make it clear that people write thank you messages to express appreciation toward someone who has done something kind, helpful, or meaningful for them. It helps them internalise the context of the reading texts.
- Collect the unfamiliar words from them, write the words on the board. Ask if there are other unfamiliar words in the text.
- Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.
- Also discuss the layout and format of the text; how it is begun, how it is ended, what words are used to thank the person.

While reading activities

- Invite one or two learners in front of the class for a model reading while others point to the lines and read silently along with their friend.
- Ask some questions such as: Who has written the letter? Who is she writing it to? When is the letter written? Why has she written the letter? etc.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the letters. Instruct them to draw lines from words to their meanings in their textbook with pencil.
- Move around the classroom and help them if needed.
- After the matching activity, facilitate a class discussion and whole class feedback.

Answer	
a. trick	iv. a quick way of doing something
b. explain	iii. to describe
c. unique	ii. being only one
d. achievement	i. something one has done with hard work

- Tell the learners to read the questions given in Task C. Tell them that they are going to read the text again to find answers to the given questions.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help, if any of them needs it.
- When they complete the work, let some learners read out their answers to the class.
- If a learner's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let the learners correct their work.

Answer
a. Kabita wrote this letter to Miss Gurung.
b. Kabita wrote this letter to thank Miss Gurung for helping her.
c. The teacher explained the things in an interesting and unique way.
d. The writer praises the teaching of her teacher.
e. The writer wants to be a teacher in the future.

Post-reading activity

This task is to be done by themselves. Tell the learners to recall and make a list of the things that their teachers have done for them. Tell them to show their responses to someone from their family.

Grammar I

Objective

- To use adverbs correctly.

Follow these steps.

A. Study the following sentences.

- Tell the learners to do this task themselves.
- Tell them to read the sentences and learn what adverbs are, what meanings they carry, at what position of a sentence they are written. Etc.
- Tell them to explore the internet or a grammar book and learn more about their uses.

B. Choose the best answer to complete each sentence.

- This task is to be done with the partial support of the facilitator.

- Ask the learners to complete the sentences by choosing the right alternative given there.
- Ask them to do the task.
- Move around and ensure all are engaged in the activity.
- Once they complete the task, check their answers and provide feedback.

Answer	
a.	iii. usually get up
b.	ii. is never
c.	ii. Do you often travel
d.	iv. is often
e.	iii. usually

C. Rewrite the following sentences putting the words in brackets in the right place.

- This task is to be done with the partial support of the facilitator.
- Ask the learners about the position of adverbs. Give them the clear idea with the examples.
- Ask them to put the adverbs given in the brackets in the right position.
- Endure everyone is engaged in the task.
- Check their answers and provide feedback.

Answer
a. My sister never watches horror films.
b. It is often cold here.
c. He doesn't often eat fish.
d. We usually finish work at 6 am.
e. Andrew is sometimes angry with his boss.
f. Does your brother usually come home late?
g. She is hardly ever late.
h. They always go to bed before 11 pm.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and choose the best answer.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the sentences first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and choose the right option to complete the sentences.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. What do you say to your friends when they win a match?

- Tell the learners that they need to do this task themselves.
- Tell them to share what they say when their friends win something.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To thank and congratulate people.

A. Study the following table.

- This task is a self-initiated task.
- Tell the learners to read the table themselves and learn the ways of congratulating and thanking.
- Tell them to explore the internet and learn more ways.

B. Work in pairs. Act out the following conversations.

- Tell the learners to work in pairs.
- Tell them to practise have conversations asking questions to each other about the information given in the learning material.
- Tell them to change the roles while doing.
- Tell them to record it in their mobile phone and present it in the face to face class.

C. Work in pairs. Have conversations about the following situations.

- Tell the learners to work in pairs, with someone from their family or community
- Tell them to practise have conversations congratulating the people with the help of the clues given in the learning material.

- Tell them to change the roles while doing.
- Tell them to record it on their mobile phone and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners practise writing a thank you letter.

Objective:

- To write a thank you letter.

Your aunt gave you a wonderful gift on your birthday. Write a letter to thank her.

This task is supposed to be done by the learners on their own.

Follow these steps:

- Tell the learners to brainstorm ideas about the things they can mention in their thank-you letter first.
- Tell them to recall the format and language of the letter from the letter they studied in the reading section.
- Assign this task as a home assignment.
- Tell them to bring their writing to the face-to-face class. Check it and provide feedback.
- You can also include it in the learner portfolio.

Reading II

This reading text is a letter of congratulation. There are three activities in this reading task: writing true or false, answering questions and doing a post reading task.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done with the partial support of the facilitator.
- Ask the learners if they have ever written such letters.
- Also ask them when such letters are written.
- Ask them to read the text and find unfamiliar words, and discuss their meanings.
- Let them guess the meaning of the words from the context, encouraging them to infer meanings and use the words in real-life situations.
- Also, discuss the format and language of the text.

While reading activities

- Ask the learners to do Task A, where they read the text and find whether the statements are true or false.
- Tell them to read the statements first.
- Ask them to read the text and find the information in the text and tally it with the information given in the statements.

- Let them discuss and find the answers.
- Once they finish, ask them to share their answers and provide feedback.

Answer			
a. True	b. True	c. False	d. True

False

- Tell the learners to read the questions in Task C.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer			
a. Milan is Priya's uncle.	b. Sportsman of the year		
c. 1st May 2022	d. to congratulate Priya		
e. future success			

Post-reading activities

- **This is a self-initiated activity.**
- Tell the learners to read the instruction.
- Tell them to think of ways to congratulate.
- Tell them to share what they will say when their friends win a title given in the instruction.

Grammar II

This grammar section deals with the use of adverbs. The activities in this section are self-initiated activities.

Objective

- To use the adverbs correctly.

Follow these steps.

A. Study the following sentences. The underlined words are adverbs.

- Tell the learners that this is a self-initiated task.
- Tell them to read sentences and study the underlined adverbs.
- Tell them to explore the internet and find more information about the adverbs.

B. Complete the sentences below with the correct words.

- Tell the learners that this is a self-initiated task, too.
- Tell them to choose the correct answer from the given alternatives.
- Tell them to show their answers to someone who knows the answer.

C. Fill in the gaps with a, an or the wherever necessary.

- Tell them to do this exercise similarly how they do exercise B.
- Tell them to show their answers in the face-to-face class.

D. Rewrite the following story using articles a, an, or the.

- Tell the learners that this is also a self-initiated task.
- Tell them to fill in the gaps with 'a', 'an' or 'the'.
- Tell them to recall the situations in which 'a', 'an' and 'the' are used and ask them to fill accordingly.
- Suggest they show their answers to someone who knows it from their family or community.

Writing II

Your friend has recently won a district-level dance competition. Write a letter of congratulations to him/her.

Objective

- To write a message of congratulations.

Follow these steps.

- This task is to be done with the partial support of the facilitator.
- Make the learners clear about the task they need to do.
- Ask them to study the letter in reading II.
- Tell them to write a letter in the same pattern.
- Once they complete the task, check their writing and provide feedback.

Project work

This project work is a self-initiated task.

Objective:

- To make write the messages of congratulations.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to explore the internet or visit some people from their community who can talk in English,
- Tell them to collect five different messages of congratulations given on different occasions.
- Tell them to write in English..
- Ask the learner to bring it in the school/learning centre, and include it in the portfolio.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Write the messages of congratulations)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

This is the seventh unit in the learning material. It focuses on the language function 'making comparison' and consists of ten main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has nine credit hours: two direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. The first one is a conversation

activity in which the learners become familiar with making comparisons, and the second one is a song that familiarizes the learners with the exponents of making comparisons.

Objectives

- Learn the expressions making comparison.

Follow these steps:

A. Look at the pictures. Talk about them with a friend. Use the questions given in the boxes.

- This is a self-initiated activity.
- Tell the learners to look at the pictures. Tell them to compare the size, height, length, weight, etc, in each picture.
- Tell them to talk with their friends and make comparisons.
- Tell them to use the questions given below the pictures.

B. Listen and sing.

- Introduce the given song. Make every attempt to involve the learners to sing the song actively.
- First, present the song providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Use gestures and other body language to encourage the learners active participation.
- For the third time, sing it again and have the learners sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.
- After singing, ask: How are the days in summer? How are they in winter?
- Make sure that everyone understands the discussion task clearly.
- You can write a few of these examples on the board and encourage the learners to talk.

Reading I

This reading text makes a comparison between Nepal and Bhutan. The learners have to read the text and do the comprehension tasks. They will also be familiar with the language function 'making comparison'.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.

(Note: In the second sentence of the text, make it India and China instead of the different information given there.)

Follow these steps.

Pre-reading activities

- Start with the maps. Ask the learners to look at the maps.
- Ask the first question. Elicit the names of the countries from them.

- Ask them the second question. Elicit the answer 'Nepal' from them.
- Ask them to read the text and collect the unfamiliar words from them, then write the words on the board. Ask if there are other unfamiliar words in the text.
- Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.

While reading activities

- Invite one or two learners in front of the class for a model reading while others point to the lines and read silently along with their friends.
- Ask all the learners to read the text.
- Ask some questions comparing Nepal and Bhutan. (Ask about; religion, population, mountains, etc.)
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to match the words with their correct meanings.
- Move around the classroom and help them if needed.
- After the matching activity, provide a whole-class feedback.

Answer	
a. population	iii. all the people living in a place
b. majority	iv. greater number
c. currency	i. a system of money used in a country
d. plain	ii. a large area of flat land

- Tell the learners to read the questions given in Task B. Tell them that they are going to read the text again to find answers to the given questions.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help, if any of them needs it.
- When they complete the work, let some learners read out their answers to the class.
- If a learner's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let learners correct their work.

Answer
a. India, China and Bhutan
b. Nepal
c. Buddhism
d. Ngultrum (BTN).
e. There are high mountains covered with white snow.
f. mountains, hills, and the Terai

Post-reading activity

This task is to be done by themselves. Tell the learners to collect more information about Bhutan through the internet or with the help of their seniors.. Tell them to show their responses to someone from their family.

Grammar I

Objective

- To make a correct comparison.

Follow these steps.

A. Study the following table. What do you think is the difference between the words?

- Tell the learners to do this task themselves.
- Tell them to read the table and learn the positive, comparative and superlative degrees of adjectives..
- Tell them to explore the internet or a grammar book and learn the comparative and superlative forms of more adjectives.
- Tell them to make a chart and submit it during the face-to-face session.

B. Study the following sentences.

- Tell the learners to do this task themselves.
- Tell them to study the words in blue colour.
- Tell them to study the sentences and observe how the positive, comparative, and superlative forms are used there.
- Tell them to explore the internet or study a grammar book and learn more about the use of positive, comparative and superlative degrees of adjectives.

C. Complete the sentences, using the positive, comparative and superlative of the adjectives in brackets.

- This task is to be done with the partial support of the facilitator.
- Ask the learners about the use of positive, comparative and superlative degrees of adjectives.
- Elicit from them that positive degree of adjectives are used when we do not make any comparison, the comparative degree is used when we compare two, and the superlative degree is used when we compare one with all.
- Ask them to do the task accordingly.
- Check their answers and provide feedback.

Answer	
a. faster	b. bigger and bigger
c. more difficult	d. beautiful
e. best	f. nice/nicer
g. heavier	h. more expensive
i. taller/tallest	j. more/most

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task .

Materials

Audio file and audio player

Follow these steps.

A. Look at the pictures and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and choose the best answer.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the questions first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and write the answers to the questions.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Do you like to live in a village or in a city? Why?

- Tell the learners that they need to do this task themselves.
- Tell them to share where they like to live with their parents.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To thank and congratulate people.

Follow these steps:

A. Work in pairs. Ask and answer the questions.

- This task is to be done with the support of the parents or someone who is better at speaking English than the learners.
- Tell the learners to find someone who can talk in English from their family or community.
- Tell them to ask the question and the other will reply with the help of the clues given there.
- Tell them to take turns while doing so.

B. Work in pairs. Ask and answer these questions.

- Tell the learners to work in pairs.
- Tell the learners to find someone who can talk in English from their family or community.
- Tell them to ask the question given there and the other will reply using the superlative degrees of adjective.
- Tell them to change the roles while doing.
- Tell them to record it on their mobile phone and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners practise writing a paragraph comparing things around them.

Objective:

- To write a paragraph making comparison.
- Look at the things, trees, wall, animals and other. Compare them with each other as shown in the example.
- This task is supposed to be done with the partial support of the facilitator.

Follow these steps:

- Tell the learners to read the example.
- Tell them to write a similar paragraph.
- Assign this task as a home assignment.
- Tell them to bring their writing to the face-to-face class. Check it and provide feedback.
- You can also include it in the learner portfolio.

Reading II

This reading text is a poem. There are three activities in this reading task: learning the meanings, answering questions, and doing a post reading task.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Tell the learners to read the questions and share the answers to those questions with someone from their family, community or friends.
- Tell the learners to read the words and meanings given in exercise A.
- Tell them to read the poem and find unfamiliar words. They will consult the dictionary or the internet and learn the meanings of these words. They will do this task as a home assignment.

While reading activities

- This task is to be done in the partial support of the facilitator.
- Recite the poem and ask the learners to follow you.
- Ask them to recite themselves.
- Ask some of them to come to the front of the class and recite it.
- Then, discuss each line of the poem asking questions to the learners.
- Ask the learners to do Task B, where they read the text and find the answer to the given questions.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer
a. Whispering shivers and bathing trees b. snow/ fine-white veil c. voice d. withered— e. the sun

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to read the instructions.
- Tell them to write a poem comparing days and nights.
- Tell them to recite the poems to their friends.
- Ask them to submit the poem in the face-to-face class and keep it in the portfolio.

Grammar II

This grammar section deals with the degrees of adjectives. This section has two activities. The first one is to be done with the partial support of the facilitator, and the second one is to be self-initiated.

Objective

- To use the degrees of adjectives correctly.

Follow these steps.

A. Write the sentences in the correct order:

- This task is to be done with the partial support of the teacher.
- Ask the learners to recall the structure of the sentences.
- Elicit that we start with the subject, then verb, and then the adjectives/words for comparison.
- Ask them to do the task individually.
- Check their answers and give feedback.
- If learners have done wrong, correct their answers giving reasons.

Answer
a. Gary is taller than Rick. b. John has got light new trousers. c. Mary likes bigger clothes. d. Rick is wearing an expensive coat. e. Carol has got the shortest scarf. f. He is the tallest student. g. Mary was the most popular actress. h. He was the best footballer. i. Mary plays better than you. j. Your father is stronger than mine.

B. Complete the sentences below with a superlative.

- Tell the learners that this is a self-initiated task.
- Tell them to complete the sentences with the correct superlative form.
- Tell them that they have to use the superlative form of the adjective that they find in the first sentence.
- Tell them to do the task at home as given in the example and share the answer with someone better at English from their family or the community.

Writing II

Write a paragraph comparing yourself with your friend. Talk about age, height, weight, hobbies, etc.

Objective

- To write a paragraph using the comparative form of adjectives.

Follow these steps.

- This task is to be done with the partial support of the facilitator.
- Make the learners clear about the task they need to do.
- Ask them to list out information like age, height, weight, hobbies, etc. of their own and one of their friends.
- Tell them to write a paragraph comparing themselves with their friends using words like younger/older, taller/shorter, fatter/thinner, more interested, better, etc.
- Once they complete the task, check their writing and provide feedback.
- This task is to be done with the partial support of the facilitator.

Project work

This project work is a self-initiated task.

Objective:

- To compare one's family with a neighbour's family

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to collect information about their neighbours using the questions given there.
- Tell them to collect five different information and compare with their family.
- Then, tell them to write a paragraph comparing their family and the neighbour's family.
- Ask the learner to bring it to the school/learning centre, and include it in the portfolio.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Paragraph making comparison)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The eighth unit of the learning material focuses on the language function 'describing location'. It has nine main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Writing II, and Project Work. This unit has nine credit hours: two direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files
- Map of London
- Video of London

4. Learning facilitation

Getting started

This section of the unit consists of two learning activities. The first one is a conversation activity in which the learners become familiar with making comparisons, and the second one is a song that familiarizes the learners with the exponents of making comparisons.

Objectives

- To express ideas about location of the things in the picture
- To sing the given song

Follow these steps:

A. Look at the pictures. Describe them to a friend. Say where the persons, animals or things are.

- This is a self-initiated activity.
- Tell the learners to look at the pictures.
- Tell them what things they can see in the pictures.
- Tell them to tell the location of each to their friends.

B. Listen and sing.

- Introduce the given song. Make every attempt to involve the learners to sing the song actively.
- First, present the song providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Use gestures and other body language to encourage learners active participation.
- For the third time, sing it again and have the learners sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.

Reading I

This reading text makes a comparison between Nepal and Bhutan. The learners have to read the text and do the comprehension tasks. They will also be familiar with the language function 'making comparison'.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.

Follow these steps.

Pre-reading activities

- Start with the map of England. Ask the learners to name the country.
- Ask the capital city and elicit London.
- Show a short a video clip of London and make them familiar with the city.
- Ask them to read the text and collect the unfamiliar words from them, then write the

words on the board. Ask if there are other unfamiliar words in the text.

- Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Divide learners in groups of four and ask them to read the lesson. Ask them to divide one paragraph to each member. Each member in the group reads one of the paragraphs. While one member reads, other members listen carefully.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to match the words with their correct meanings.
- Move around the classroom and help them if needed.
- After the matching activity, provide whole-class feedback.

Answer	
a. machinery	ii. a group of large machines
b. castle	i. a large building
c. coronation	vi. a ceremony at which a person is made king or queen
d. enormous	v. very large in size
e. royal	iv. of king or queen
f. sightseeing	iii. the act of visiting and seeing places of interests

- Tell the learners to read the questions given in Task B. Tell them that they are going to read the text again to find answers to the given questions.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all learners are making attempts to answer the questions. Provide help, if any of them needs it.
- When they complete the work, let some of them read out their answers to the class.
- If they give wrong answer, correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let them correct their work.

Answer	
a. southeast of England	
b. the Tower of London	
c. Buckingham Palace	
d. Hyde Park, James's Park and Regent's Park	

Post-reading activity

This task is to be done by themselves. Tell the share with their friends if they like to visit London. Tell them to share the reason too.

Grammar I

Objective

- To use the correct preposition.

Follow these steps.

A. Choose the correct preposition.

- Tell the learners to do this task themselves.
- Tell them look at the picture carefully and choose the correct preposition that shows the correct location.
- Tell them to explore the internet or a grammar book and learn more about prepositions.

B. Look at the pictures and complete the sentences below with the correct preposition.

- Tell the learners to do this task themselves.
- Tell them to study the picture and the prepositions given in the circle carefully.
- Tell them to complete the sentences by choosing the correct preposition from the circle.
- Tell them to share their answers with someone good at English in their family or community.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps.

A. Look at the pictures and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and choose the best answer.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the sentences first. If they cannot, they can take the help of their seniors who understand the English Language.

- Tell them to play the audio and complete the sentences.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. What different places are there in your village or town? Tell your teacher.

- This task is to be done in the face to face class.
- Ask them to share places in their town or villages.
- Listen to them and give feedback.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To describe location.

Follow these steps:

A. Work in pairs. Look at the picture below and take turns to ask and answer questions about where the following things are.

- This task is to be done with the support of the parents or someone who is better at speaking English than the learners.
- Tell the learners to find someone who can talk in English from their family or community.
- Tell them to look at the picture and ask questions and answer them as shown in the example.
- Tell them to record their conversation and present it in the face to face class.

B. Work in pairs. Take turns to ask and answer questions on where different things are in your house.

- Tell the learners to work in pairs.
- Tell the learners to find someone who can talk in English from their family or community.
- Tell them to have a conversation about the location of things in their houses. One will ask the question and the other will answer.
- Tell them to change the roles while doing.
- Tell them to record it on their mobile phone and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners practise writing a paragraph describing the location of things at home.

Objective:

- To write a paragraph describing location.

Draw a picture of your house and belongings. Write a short paragraph to describe the

picture, and to describe where different things are in your house.

This task is supposed to be done with the learners themselves.

Follow these steps:

- This is a self initiated task.
- Tell the learners to draw the picture of their houses with belongings.
- Tell them to write a paragraph describing the house.
- Also, tell them to write where the things are.
- Assign this task as a home assignment.
- Tell them to bring their writing to the face-to-face class. Check it and provide feedback.
- You can also include it in the learner portfolio.

Reading II

This reading text is a story. There are three activities in this reading task: learning the meanings, answering questions, and doing a post reading task.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Tell the learners to read the questions and share the answers to those questions with someone from their family, community or friends.
- Tell them to read the text and find unfamiliar words. They will consult the dictionary or the internet and learn the meanings of these words. They will do this task as a home assignment.

While reading activities

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Divide the learners in groups of four and ask them to read the lesson. Ask them to divide one paragraph to each member. Each member in the group reads one of the paragraphs. While one member reads, other members listen carefully.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to choose the best definition for the underlined word in each sentence.
- Move around the classroom and help them if needed.
- After they complete the activity, provide whole-class feedback.

Answer
a. iii. a game where a stick is used to shoot balls across a table
b. ii. a stick used to play pool
c. iii. a target made of cork that is used in a game of darts

- Ask the learners to do Task B, where they read the text and find the answer to the given questions.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer
a. sometimes
b. opening the best room in the house
c. game
d. basement of the house
e. play pool

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to read the instructions.
- Tell them to think about a specific place at home and share it with their friends.

Writing II

Write a paragraph describing the picture. Discuss the location of different things there.

Objective

- To write a paragraph describing location

Follow these steps.

- This task is to be done with the partial support of the facilitator.
- Make the learners clear about the task they need to do.
- Ask them to list out the things and their location.
- Tell them to write a paragraph describing the things and writing their location.
- Once they complete the task, check their writing and provide feedback.
- This task is to be done with the partial support of the facilitator.

Project work

This project work is a self-initiated task.

Objective:

- To compare one's family with a neighbour's family

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to choose a famous place in Nepal.
- Tell them to collect information about that place from the internet or a person who knows about the place.
- Then, tell them to make a presentation based on the collected information.
- Tell them to make a presentation in the face to face class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Making a presentation of a place.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

This is the ninth unit of the reading material. This unit focuses on the language function 'stating truths and facts'. It has ten main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has nine credit hours: two direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. The first one is a conversation

activity in which the learners become familiar with making comparisons, and the second one is a song that familiarizes the learners with the exponents of making comparisons.

Objectives

- To talk about facts and truths
- To listen and sing the song

Follow these steps:

A. Look at the pictures. Talk about them with a friend. Say one fact about each picture.

- This is a self-initiated activity.
- Tell the learners to look at the pictures.
- Tell them what things they can see in the pictures.
- Tell them to find out one/one fact about the things in the picture.
- Tell them to share the facts with their friends.

B. Listen and sing.

- Sing the song and ask the learners to listen carefully. They will point to the lines you sing.
- Sing it again and ask the learners to repeat after you.
- Ask some learners to sing for the whole class.
- While singing, emphasize the words that rhyme.
- Tell the learners to underline the rhyming words. When the learners complete the work, let some learners read out the rhyming words to the class. Correct their answers if necessary.
- Ask the learners questions like these: What is the poem about? What are we running out of? What happens if we do not conserve water? etc.

Reading I

This reading text is factual. It is about crocodiles. The learners have to read the text and do the comprehension tasks.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.

Follow these steps.

Pre-reading activities

- Tell the learners to look at the picture and elicit the name of the animal from them.
- Ask them to share what they know about this animal.
- Ask them to read the text and collect the unfamiliar words from them, then write the words on the board. Ask if there are other unfamiliar words in the text.
- Teach all these words following the Meaning, Form, and Pronunciation (MFP) model.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Divide learners in groups of four and ask them to read the lesson. Ask them to divide one paragraph to each member. Each member in the group reads one of the paragraphs. While one member reads, other members listen carefully.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to match the meanings with the words.
- Move around the classroom and help them if needed.
- After the matching activity, provide whole-class feedback.

Answer

a. reptile	b. snout
c. wetland	d. chunk
e. protect	

- Tell the learners to read the questions given in Task B. Tell them that they are going to read the text again to find answers to the given questions.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all learners are making attempts to answer the questions. Provide help, if any of them needs it.
- When they complete the work, let some of them read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let the learners correct their work.

Answer

a. Crocodiles live in rivers, lakes and wetlands in warm parts of the world.
b. The eyesight of the crocodile is excellent.
c. Crocodiles eat almost everything including pigs, water buffalo, deer and even humans.
d. Crocodiles eat their food without chewing.
e. Crocodiles are good mothers because they protect their babies until they are old enough to look after themselves.
f. A crocodile can stay in the water up to an hour.

Post-reading activity

This task is to be done by themselves. Tell the learners to think about whether the crocodiles are useful for us or not and share it with their friends.

Grammar I

Objective

- To use the simple present tense correctly.

Follow these steps.

A. Study the different examples of present simple tense.

- Tell the learners to do this task themselves.
- Tell them to read the sentences from all three boxes.
- Tell them to learn positive, negative and question forms of the simple present tense.
- Tell them to learn the structure, too.

B. Complete the sentences with the Present Simple of the verbs in brackets.

- Tell the learners to do this task themselves.
- Tell them to look at the verbs in the brackets.
- Tell them to use the singular form if the subject is singular or uncountable and use the plural form of the verb if the subject is plural.
- Tell them to complete the sentences with the correct form of the simple present tense.
- Tell them to share their answers with someone who speaks English.

C. Complete the blanks with the negative or the question form of the Present Simple Tense of the verbs in brackets.

- This task is to be done with the partial support of the facilitator.
- Ask the learners to read the conversation and complete it with the verbs given in the brackets.
- Tell them to use the negative or the question form in the simple present tense.
- Tell them to use the singular form if the subject is singular or uncountable and use the plural form of the verb if the subject is plural.
- Tell them to complete the sentences with the correct form of the simple present tense.
- Check their answers and provide feedback.

Answer
Madan: Hi, Tej! What are you doing?
Tej: I'm watching the football team.
Madan: Do you watch them every day?
Tej: No, I don't. They do not play every day. They play four times a week.
Madan: Do you have a favourite player?
Tej: No, I don't have a favourite player. Everyone on the team is good.
Madan: Does the attacker move fast?
Tej: No, he doesn't move fast, but he's very clever. Do you like football, Mark?
Madan: No, I don't like it. I like basketball. It's a great sport.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps.

A. Look at the pictures and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors, or someone who is better at English than them.

B. Listen to the audio and choose the best answer.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the questions in Task B. Tell them to understand the questions first. If they cannot, they can take the help of their seniors who understand the English language.
- Tell them to play the audio and write the answers to the questions.
- Tell them they can listen to the audio as often as needed to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. What is your favorite sport? Tell your parents.

- This is a post-listening task. This task is to be done with the support of the parents.
- Ask them to share their favourite sport to their parents.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To state truth and facts.

Follow these steps:

A. Look at the picture below. In pairs, talk about the woman. Take turns to say one sentence for each picture. Discuss what she does during one day. Use the clues below.

- This task is to be done by the learners themselves in pairs.
- Tell the learners to look at the picture and see what the woman is doing in each picture.
- Tell them that the clues are given on the top of the pictures.
- Tell them to say one sentence for each picture to their friends.
- Tell them to do so taking turns.

B. Work in pairs. Take turns to ask questions and respond to describe what you do and don't do in a day.

- Tell the learners to work with their parents or someone who can talk in English from their locality.
- Tell the learners to practise the conversation given in the example.
- Tell them to have a conversation about their own.
- Tell them to change the roles while doing so.
- Tell them to record it on their mobile phone and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners practise writing a paragraph stating facts or truth of a wild animal.

Objective:

- To write a paragraph describing a wild animal.

Write a paragraph describing one of the wild animals found in Nepal.

This task is supposed to be done with the learners themselves.

Follow these steps:

- This task is to be done with the partial support of the facilitator.
- Divide the learners into groups.
- Tell them to gather information about a wild animal e.g. tiger, rhino or leopard.
- Ask them to find the facts like what type of animal that is, its shape and size, some key facts, its habitat, major threats, etc.
- Ask them to collect these facts from any sources like newspapers, encyclopedias, Google search or asking any teachers or other persons.
- Ask them to write a paragraph using the facts they have collected.

- Ask each group to present their writing, observe their presentation and provide feedback.

Reading II

The second reading text in this unit is a poem. The poem in the title 'You Can' shows how people can be successful.

Objectives talking about a person.

- To recite the poem and enjoy it
- To read the poem and do comprehension exercises.
- To learn the vocabulary

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Tell the learners to read the questions and share the answers to those questions with someone from their family, community or friends.
- Tell them to read the poem and find unfamiliar words. They will consult the dictionary or the internet and learn the meanings of these words. They will do this task as a home assignment.

While reading activities

- Recite the poem aloud to the class with the correct rhyme and rhythm. You can alternatively play the audio searching from the online sources if possible in your context. Audio from the online sources helps learners get a different tone and taste in the poem.
- Recite the poem and ask the learners to recite after you. You can ask some learners to recite the individually too.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary.
- Instruct them to consult the meanings of the words given in the box in a dictionary and then complete the sentences given there using those words.
- Ask the learners to do Task B in which they have to write the answers to the questions given there.
- Ask them to find the answers from the poem.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer
<p>a. We can't win. b. Will c. When we become sure of ourselves. d. The one who thinks he can.</p>

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to read the instructions.
- Tell them to express their agreement or disagreement that we become what we think.
- Tell them to share it with their friends.

Grammar II

The activities in this section are related to the present simple in affirmative, negative and interrogative forms.

Objective

- To use the positive, negative and interrogative forms of the simple present tense.

Follow these steps.

A. Write the short answer.

- This task is to be done with the partial support of the facilitator.
- Ask the learners to read the conversations in Task A thoroughly.
- Ask them to complete the answers to the questions in the conversations.
- Tell them to consider the positive, negative and question forms of the simple present tense.
- Move around and help them while doing the task.
- Check their answers and give feedback if needed after they complete the task.

Answer
<p>a. No, I am not. b. No, they do not. c. Yes, she is. d. Yes, he does. e. No, you are not. f. No, she is not. g. No, we don't. h. Yes, I do. i. Yes, she does. j. No, I don't. k. No, they aren't. l. Yes, it does. m. Yes, we are. n. Yes, they do. o. No, it is not.</p>

B. Complete the sentences with the correct form of the verb given in the brackets.

- This task is to be done with the partial support of the facilitator.
- Ask the learners to read the sentences in Task B thoroughly.
- Ask the learners to recall the positive, negative and questions
- Tell them to consider the positive, negative and question forms of the simple present tense.
- Ask them to complete the sentences using the correct forms of the verbs given in the brackets.
- Move around and help them when they do the task.
- Check their answers and give feedback if needed after they complete the task.

Answer	
a. She plays the violin.	b. Are we in the right place?
c. Is she from China?	d. You are not from Biratnagar.
e. I do not need any help.	f. It is cold outside.
g. We are in the kitchen.	h. She is not a teacher.
i. They meet a lot of people.	j. He is not in the garden.
k. We do not travel by bus.	l. They are late for the class.

Writing II

Write a couple of paragraphs using the information given below.

Objective

- To write a paragraph on 'Elephant'.

Follow these steps.

- Ask the learners to read the clues given in Task B and tell them that they have to write a paragraph on 'Elephant' using these clues.
- Ask them to form sentences using these clues. Tell them that they can use some linking sentences in addition to these facts.
- Ensure that they have formed the sentences in present simple tense.
- Move around and help them form the sentences.
- Tell them to put those sentences into a paragraph.
- Ask them to write a paragraph. Check their answers.

Elephants are big animals. There are two types of Elephants. They are African elephants and Asian elephants. They live for 50 to 70 years. Elephants look different than other animals. They have large bodies. Their skin is thick and grey. Their ears are very big. They have long trunks. They use their trunks to lift things. Elephants are found in Asia and Africa. They live in the grasslands and forests. They stay in groups. They are herbivores. They eat leaves, bamboo, and roots.

Project work

This project work is a self-initiated task.

Objective:

- To write facts of own village or town.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to collect any ten facts about their village or town.
- Tell them to write on their own if they know the facts. If not, they can collect the information from the elderly people.
- Then, tell them to make a presentation based on the collected information.
- Tell them to make a presentation in the face to face class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Making a presentation of a place.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

This unit focuses on the language function 'Giving instructions and directions'. It has ten main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has nine credit hours: two direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short, simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. The first one is a conversation

activity in which the learners become familiar with making comparisons, and the second one is a song that familiarizes the learners with the exponents of making comparisons.

Objectives

- To talk about facts and truths
- To listen and sing the song

Follow these steps:

A. Look at the signs below and with a friend, practise saying and following these directions.

- This is a self-initiated activity.
- Tell the learners to look at the signs of directions.
- Tell them to share the meanings of those signs with their friends.
- Tell them to take their turns.
- Tell them to share the facts with their friends.

B. Listen and sing.

- Sing the song and ask the learners to listen carefully. They will point to the lines you sing.
- Sing it again and ask the learners to repeat after you.
- Ask some learners to sing for the whole class.
- While singing, emphasize the words that rhyme.
- Tell the learners to underline the rhyming words. When they complete the work, let some of them read out the rhyming words to the class. Correct their answers if necessary.
- Ask the learners to make a list of expressions used for giving directions from the poem.

Reading I

This is a map reading activity. The learners are supposed to read a map and do the different comprehension activities.

Objective

- To read a map and do comprehension exercises.

Follow these Steps:

- Ask the learners to look at the map there.
- Tell them that this is an imaginary map.
- The map shows some imaginary countries, rivers, lakes and mountains. There are fishes and crocodiles too.
- Ask the learners to learn the legends (symbols) used on the map.

(Note: There are errors in the map and exercise, make the learners correct them. Below is a map showing different countries. Find out all about the map by answering the question. Use the legend which explains the symbols.)

Exercise should be corrected as given below:

1. Colour the river blue. How many countries does it flow through after it leaves the mountains?
2. Which country might be called "The land of the lakes"?
3. Colour all mountains green. Which country has no mountains?
4. Is Eske larger than Satol? (Color them in yellow and then write your answer.)
5. Color the country that has no beaches because it has no coastline in red.
6. Which country has fish near its coast?
7. In which country would walking near the river be dangerous?
8. Which country has the longest name?
9. How far is it from Marlo's mountains to Rint's mountains? miles
10. Which country would you like to live in?

Why?

While reading activities

- Ask the learners to do the tasks one by one. First, ask them to find a river on the map. Then, tell them to colour it in blue. After this, they will see how many countries the river flows through after leaving the mountain. Elicit: 3.
- Now ask them to look for the lakes. Tell them to see which country has more lakes. Elicit 'Satol'.
- Ask the learners to find the mountains and colour them in green. Also, tell them to find the country that has no mountains. Elicit 'Eske'.
- Then, ask the learners to look at two countries: Eske and Satol. Tell them to compare the size of the countries and find out which is larger. Elicit 'Satol'. Then, ask them if Eske is larger and elicit 'No'.
- Now, ask the learners to look at the beaches. Tell them the meaning of 'beach'. When they identify, ask them to find a country that has no beach. Elicit 'Peel'. Tell them to color this country in red.
- Now, ask the learners to look at the fish. Ask them which country is nearby. Elicit Dipaliya.
- Ask them if it is safe or dangerous to go near crocodiles. Elicit, dangerous. Then, ask them to find the country that has the most crocodiles. Elicit Marlo. Ask them if it is safe or dangerous.
- Now, ask the learners to look at the names of the countries. Tell them to find the country with the longest name. Elicit Dipaliya.
- Ask the learners to find Marlo's mountains and Rint's mountains. Ask them to measure the distance using a ruler. Tell them to use 'inch' as the unit. Now, ask them to find the distance in inches and then multiply it by 100 and write what comes as the answer to the 9th question.

- Now ask the learners the country in which they want to live in. They have to choose one from the map. Once they choose, ask for the reason. Make them share it. Listen to them and provide feedback.

Grammar I

Objective

- To learn the expressions of giving directions.

Follow these steps.

A. Study the following sentences.

- Tell the learners to do this task themselves.
- Tell them to read the sentences carefully.
- Ask them to see what word each sentence begins with.
- Tell them to observe the negative sentences, too.
- Tell them to explore the internet and learn more about the imperatives.

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

- Tell the learners to do this task themselves.
- Tell them to look at the verbs in the box.
- Tell them to learn the meanings of those words with the help of the dictionary or the internet if they do not know.
- Tell them to complete the sentences with the verb from the box.
- Tell them to share their answers with someone who speaks English.

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

- This task is also self-initiated.
- Ask the learners to read the example first and observe how the verbs in the brackets are used. Mainly, tell them to notice the positive and the negative forms.
- Tell them to complete all the sentences similarly.
- Ask them to share their answers to someone who speaks English well.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.

- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors, or someone who is better at English than them.

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

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the sentences first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and write whether those statements are true or false.
- Tell them they can listen to the audio as often as needed to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Give a set of instructions to your teacher to come to your house.

- This is a post-listening task. This task is to be done with the support of the facilitator.
- Tell them to recall the landmarks on their way to home from the school or the learning center.
- Tell them to give directions to reach their homes.
- Listen to them and correct them if needed.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To give directions and instructions.

Follow these steps:

A. Look at the pictures below and give instructions to the people.

- This task is to be done by the learners themselves in pairs.
- Tell them to look at the pictures and guess what those symbols mean.
- Tell them to look at the first picture and the instruction given there.
- Tell them to give the instruction in a similar way for other symbols/pictures, too.
- Tell them to give these instruction sto their friends or family members.
- Ask them to record it and present it in the face to face class.

B. Act out the following conversation.

- Tell the learners to work with someone who can talk in English from their locality.
- Tell the learners to practise the conversation.
- Tell them to record and present it in the face to face class.

C. Give directions in the following situations.

- Tell the learners to work with someone who can talk in English from their locality.

- Tell the learners to practise the conversation.
- Tell them that one will ask a question looking at the map as given in the example and the other will answer.
- Tell them to look at the map and the clues given there.
- Tell them to record it and present it in the class.

Writing I

This is a writing activity in which the learners practise completing a conversation. This activity is a self-initiated activity.

Objective:

- To complete a dialogue.

Complete the following conversation using the clues in the box.

Follow these steps:

- Ask the learners to read the conversation first.
- Then, tell them to read the clues given in the box.
- Tell them to complete the conversation choosing the right word/ expression from the box.
- Tell them to have a conversation with someone who can speak English.
- Ask them to bring their writing in the face to face class. Check it and provide feedback.

Reading II

The second reading text in this unit is a cooking recipe. It's a recipe of an omelette.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Tell the learners to look at the pictures and observe what is shown there.
- Tell them to write numbers to each picture to show the correct order of making an omelette.
- Tell them to see if there is any unfamiliar word. If there is any, ask them to consult a dictionary and learn the word.

While reading activities

- Read the text aloud and ask the learners follow you by pointing with a finger.
- Invite some of the learners in front of the class to read the text aloud while others will listen to them looking at their books.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary.

- Instruct them to mark the word given there in the text and guess the meanings of those words. Then tell them to match the words.
- Move around and ensure that everyone is doing the task.
- Check their answers and provide feedback if needed.

Answer	
a. pinch	v. an amount of something that you can hold between your first finger and thumb
b. whisking	iv. beating
c. stick	ii. to become fixed
d. spread	iii. to cover the surface
e. edge	i. the outer line of an object

- Ask the learners to do Task B in which they have to list the steps of making an omelette in the order.
- They will do this with the support of their parents.

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to read the instructions.
- Tell them to prepare an omelette following the recipe they have read.
- Tell them to record a video and present it in the face to face class.

Grammar II

The activities in this section are related to the prepositions of directions. There are two activities in this section.

Objective

- To use the positive, negative and interrogative forms of the simple present tense.

Follow these steps.

A. Study the following sentences. Pay attention to the words in red.

- This task is to be done by the learners themselves.
- Ask the learners to read the sentences in Task A thoroughly.
- Ask them to focus on the coloured words.
- Tell them that those words are prepositions and they show directions.
- Tell them to consult the internet/a grammar book and learn more about those words.

B. Choose the correct preposition.

- This is a self-initiated activity.
- Tell the learners that they have to complete the sentences choosing one of the prepositions given there.
- Tell them to complete the task by themselves at home and bring it to the face to face class.
- Check their answers and give feedback.

Writing II

Write a recipe for preparing tea. Use the pictures below as clues.

Objective

- To write a paragraph a recipe.

Follow these steps.

- This task is to be done with the support of the parents.
- Tell them that they will write a recipe of preparing milk tea.
- First, tell them to look at the pictures and think about the steps.
- Tell them to consult their parents and be sure about the steps of preparing milk tea.
- Tell them to write the ingredients first and then the steps.
- Check their recipe and give feedback.

Project work

This project work is a self-initiated task.

Objective:

- To collect information of a historical or a cultural place.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- Tell them to visit a place of historical or cultural importance in their locality.
- Then, tell them to take a photo with the help of a mobile phone.
- Tell them to print the photo and paste it on a sheet of paper.
- Tell them to write the name of the place on the top and decorate it if they want.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Video of making an omelette)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The eleventh unit of the learning material focuses on the language function 'narrating past events'. It has ten main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has ten credit hours: three direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. These activities familiarize the

learners to the ways of narrating past events.

Objectives

- To narrate the past events.
- To sing the given song

Follow these steps:

A. Look at the pictures. With a friend, describe what people did at the given time yesterday.

Use the phrases below to talk about the pictures.

- This is a self-initiated activity.
- Tell the learners to look at the pictures.
- Tell them to learn the time and the activity shown in the picture.
- Tell them to say the activities done by the people in each picture at that time the previous day.
- Tell them to share it with their friends.

(Note: There are no phrases given, so do not tell the learners about it.)

B. Listen and sing.

- Introduce the given song. Make every attempt to involve the learners in singing the song actively.
- First, present the song providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Use gestures and other body language to encourage learners' active participation.
- For the third time, sing it again and have the learners sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.
- Ask them to pick up the verbs in the past tense.
- Tell them that we use the past form of the verbs when we talk about the past.
- Ask them to share what they did yesterday in the same way.

Reading I

This reading text is a short narrative story. The learners have to read the text and do the comprehension tasks. They will also be familiar with the language function 'narrating past events'.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.

Follow these steps.

Pre-reading activities

- This is a self-initiated task. The learners have to do this task themselves.
- Tell them to read the signpost questions and think of the answers to the questions.

- Tell them to share the answers with their friends.
- Ask them to read the text and collect the unfamiliar words from them, then write the words on the board. Ask if there are other unfamiliar words in the text.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Divide the learners into groups of four and ask them to read the lesson. Ask them to divide one paragraph to each member. Each member in the group reads one of the paragraphs. While one member reads, other members listen carefully.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to fill in the crossword puzzle with the help of the meanings.
- Move around the classroom and help them if needed.
- After they complete the activity, provide whole-class feedback.

Answer

Across

1. Moved the head down and then up: nodded
6. made low, rough sound in anger: growled
7. filled with fear: scared

Down

2. on the ground floor of a building: downstairs
3. a path with a hard surface by the side of a road: sidewalk
4. held something suddenly: grabbed
5. a food made of wheat, rice, etc., eaten as breakfast and eaten with milk: cereal

- Tell the learners to read the questions given in Task B. Tell them that they are going to read the text again to find answers to the given questions. They have to choose the answer from the alternatives given there.
- Ask them to locate the information related to the given questions in the reading text and write choose the correct answers to the questions in their exercise books.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help, if any of them needs it.
- When they complete the work, let some learners read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let the learners correct their work.

Answer	
a.	ii. eggs
b.	ii. her sister
c.	i. yes
d.	iii. A dog came close to her.
e.	ii. school

Post-reading activity

This task is to be done by themselves. Tell them to share with their friends what they would do if they were Sara's sister.

Grammar I

Objective

- To use the simple past tense correctly.

Follow these steps.

A. Find the past forms of the following words from the text.

- Tell the learners to do this task themselves.
- Tell them to look at the verbs given in the table.
- Tell them to find the past forms of those verbs from the text as shown in the example.
- Tell them to share it with someone better at English than them.

B. Complete the sentences with the Past Simple of the verbs in brackets.

- Tell the learners to do this task themselves.
- Tell them to study the sentences given there and complete them by using the verbs given in the brackets.
- Tell them to complete the sentences by using the past forms of those verbs.
- Tell them to share their answers with someone good at English in their family or community.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.

- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

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

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the sentences first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and complete the sentences.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Has a thief ever entered into your house? Ask your parents.

- This task is to be done with the help of the parents.
- Tell them to ask their parents if a thief has ever entered in their house.
- Listen to them and give feedback.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To describe location.

Follow these steps:

A. Work in pairs. Take turns to ask and answer the questions.

- This task is to be done with the support of the parents or someone who is better at speaking English than the learners.
- Tell the learners to find someone who can talk in English from their family or community.
- Tell them to look at the table and ask questions and answer them.
- There are questions in the first column and there are answers in the next column.
- Tell them to record their conversation and present it in the face-to-face class.

B. Work in small groups of three. Take turns, roll a dice, and answer the questions out loud that you land on.

- This is a language game to be played among three.
- Tell the learners to find two persons who can talk in English from their family or community.
- Tell them to roll a dice, throw on the chart and see where the dice lands.
- Tell them to answer the question from the box where the dice lands.

- Then, the turn goes to the next person. The next person repeats the same process and gives turn to the third one.
- Tell them to record the video on their mobile phone and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners complete a story using the given words.

Objective:

- To complete a story.

Fill in the blanks with the right words from the box below to make a complete story.

This task is supposed to be done with the partial support of the facilitator.

Follow these steps:

- Ask the learners to read the story first.
- Then, tell them to read the words given in the box.
- Tell them to complete the story choosing the right word from the box.
- Move around and ensure that everyone is engaged in the activity.
- Ask some of them to read out the complete story after they complete the task.

Reading II

This reading text is a biography of Albert Einstein. There are four activities in this reading task: learning the meanings, putting the events in the correct order, answering questions, and doing a post-reading task.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Tell the learners to look at the picture and answer the questions and share the answers to those questions with someone from their family, community, or friends.
- Tell them to read the text and find unfamiliar words. They will consult the dictionary or the internet and learn the meanings of these words. They will do this task as a home assignment.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Invite 2/3 the learners in front of the class and tell them to read the text aloud. The other learners will listen to them pointing to the words they hear.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.

- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to choose the best definition for the underlined word in each sentence.
- Move around the classroom and help them if needed.
- After they complete the activity, provide whole-class feedback.

Answer	
a. physics	iii. a branch of science
b. research	iv. a careful and detailed study of a subject
c. received	i. took or got something
d. relative	ii. a thing having connection with another thing
e. weapon	vi. an object such as a gun or a knife, which is used to kill or hurt people in a war
f. settled	v. lived in a place
g. defeat	viii. to make someone lose a competition or war
h. atomic	vii. related to the smallest unit of matter

- Ask the learners to do Task B, where they put the events in the correct order as they occurred in the life of Albert Einstein.
- Tell them to read the sentences first.
- Ask them to find the same information and mark in the text. After all the events are found, tell them to number.
- Finally, ask them to write the events according to the number they have given.
- Invite one or two learners to present their writing.
- Listen to them and provide feedback.

Answer
d. Albert Einstein was born in Germany.
f. Albert Einstein worked in a government office.
c. Albert Einstein changed the way people thought about universe.
a. Albert Einstein left Germany.
e. Albert Einstein asked the USA to make nuclear weapons.
b. Albert Einstein wanted to prevent the use of nuclear weapons.

- Ask the learners to do Task C, where they read the text and find the answer to the given questions.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer

- a. on March 14, 1879
- b. physics and math
- c. published five major research papers (Note: It must be Einstein instead of you in the question.)
- d. in 1921
- e. United States
- f. prevent any future use of atomic weapons

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to read the instructions.
- Tell them to find the name of other scientists and share it with their friends.

Grammar II

Objective

- To use the past continuous tense correctly.

Follow these steps.

A. Study the following sentences.

- Tell the learners to do this task themselves.
- Tell them to read the sentences
- Tell them to focus on the bold words and learn the past continuous tense.
- Tell them to explore the internet or a grammar book and learn more about the past continuous tense.

B. Rewrite the following sentences as in exercise A.

- This activity is done with the partial support of the facilitator.
- First, ask the learners about the structure of the past continuous form. Elicit the structure for affirmative, negative and question forms.
- Elicit the structures through examples; ask for examples from the learners.
- Tell them to study the sentences in exercise A.
- Ask the learners to make the sentences in the past continuous tense using the prompts given there.
- Move around and help them if needed.
- After they complete, conduct a whole class feedback session.

Answer
<p>a. They are taking the exam.</p> <p>b. When was he working there?</p> <p>c. Are you making dinner?</p> <p>d. They were drinking coffee when you arrived.</p> <p>e. When were we sleeping?</p> <p>f. They were studying last night.</p> <p>g. We were talking when the accident happened.</p>

Writing II

The writing task has three different activities. The first is to be done with the support of the facilitator and the remaining two by the learners themselves.

Objective

- To write a paragraph describing an event
- To use comma correctly

Follow these steps.

A. Write a paragraph describing any event like a marriage ceremony or a birthday party.

- This task is to be done with the partial support of the facilitator.
- Make the learners clear about the task they need to do.
- Ask them to choose the event.
- Tell them to brainstorm and recall what they saw and what they did in that event.
- Tell them to recall and write.
- Ask them to write a paragraph using those sentences.
- Once they complete the task, check their writing and provide feedback.
- This task is to be done with the partial support of the facilitator.

Sample answer

Last Friday was my uncle's birthday party. It was in a hotel. It was a very big day. My uncle was surrounded by flowers and balloons in the hotel. My uncle was wearing a lovely dress. He looked very handsome. Everyone wished him a happy birthday. We had delicious food. There was music and dancing. Everyone was happy.

B. Study and learn the use of comma (,).

- This task is a self-initiated task.
- Tell the learners to read the rules and examples of using commas and learn it.
- Tell them to explore the internet and learn more about the use of commas.

C. Add a comma where it is necessary.

- This is also a self-initiated task.
- Ask the learners to recall the rules of using commas.

- Tell them to read the sentences and put commas where it is necessary.
- Tell them to complete the task at home and show it to someone who has the idea of it.

Project work

This project work is a self-initiated task.

Objective:

- To write a biography.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to collect information about one of their parents.
- Tell them to collect information from them and write a short biography.
- Tell them to make a presentation in the face-to-face class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing about a memorable event.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The unit of the learning 'Asking for and Giving Reasons' has nine main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Writing II, and Project Work. This unit has ten credit hours: three direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words, phrases, and expressions relating to themselves, family, and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs with simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple stories.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Write simple paragraphs about themselves and on familiar topics.
- Write short, simple postcards, messages, notes, letters/e-mails.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

Objectives

- To learn the expressions of asking for and giving reasons
- To sing the given song

Follow these steps:

A. Look at the pictures below. Work with a partner to talk about the pictures. Use the following questions as a guide.

- This is a self-initiated activity.
- Tell the learners to look at the pictures.
- Tell them to work in pairs.
- One person will ask questions about each picture, and the other will answer.
- Tell them to use the questions given as clues.

B. Listen and sing.

- Introduce the given song. Make every attempt to involve the learners in singing the song actively.
- First, present the song providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Use gestures and other body language to encourage learners' active participation.
- For the third time, sing it again and have the learners sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.
- Ask them to pick up the words used to ask the questions.

Reading I

This reading text is an email. The learners have to read the text and do the comprehension tasks. They will also be familiar with the format and layout of the email.

Objectives

- To read the text and do the comprehensive tasks.
- To learn the meanings of unfamiliar words.
- To be familiar with the format of email.

Follow these steps.

Pre-reading activities

- This is a self-initiated task. The learners have to do this task themselves.
- Tell them to read the signpost questions and think of the answers to the questions.
- Tell them to share the answers with their friends.
- Ask them to read the text and collect the unfamiliar words from them, then write the words on the board. Ask if there are other unfamiliar words in the text.

While reading activities

- Begin by talking about the format of an email based on the one given in the reading text.
- Discuss whose email address is written next to 'From' and 'To' and what the subject of the email is.

- Talk about the similarities and differences between a letter and an email. Help them identify the sender and receiver.
- Read the email in a loud voice or get a student to read it loudly while other learners point to the lines being read.
- Ask some oral questions to let learners explore the text.
- Now, lead them to the Task A. Ask the learners to do the matching task. Ask them to do it in pairs.
- Get the learners to discuss with their partners and match the words on the left with their meanings on the right. Ensure that the learners are familiar with the words as they have been taught in the pre-reading activities.
- Move around the class and observe the learners to see how they are doing the task. Once the learners complete the work, ask them to read their answers. If necessary, give them some feedback.

Sample answer	
a. recover	ii. get better
b. disease	i. illness
c. protein	iv. body building food
d. vitamin	iii. food we need to be healthy

- Tell the learners to read the questions given in Task B. Tell them that they are going to read the text again to find answers to the given questions. They have to choose the answer from the alternatives given there.
- Ask them to locate the information related to the sentences in the reading text and complete the sentences.
- Go around the class and make sure that all learners are making attempts to do the task. Provide help, if any of them needs it.
- When they complete the work, let some learners read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let the learners correct their work.

Sample answer
a. Nisha wishes for Bikash's recovery. b. If children eat junk food, they become unhealthy. c. Junk foods contain more fat, salt and sugar. d. We do not get vitamins if we eat junk food. e. Nisha suggests Bikash to eat the food cooked at home.

- Tell the learners to read the questions given in Task C. Tell them that they are going to read the text again to find answers to the given questions. They have to choose the answer from the alternatives given there.

- Ask them to locate the information related to the given questions in the reading text and write choose the correct answers to the questions in their exercise books.
- Go around the class and make sure that all learners are making attempts to answer the questions. Provide help, if any of them needs it.
- When they complete the work, let some learners read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let the learners correct their work.

Sample answer
<p>a. Nisha</p> <p>b. to wish he will recover soon</p> <p>c. If we eat healthy food, we become healthy. If we eat more junk food, we become unhealthy.</p> <p>d. No, because it causes heart disease.</p> <p>e. Junk food has more fat.</p> <p>f. We should eat the food that we cook at home.</p>

Post-reading activity

This task is to be done by themselves. Tell them to share their favourite food with their friends.

Grammar I

Objective

- To use the connectives 'and' 'but' and 'because' correctly.

Follow these steps.

A. Study the following sentences.

- Tell the learners to do this task themselves.
- Tell them to read the sentences and observe how the connectives are used.
- Tell them to read the note given below the sentences.
- Tell them to explore the internet and learn more about these connectives.

B. Fill in the blank spaces with and, but or because.

- Tell the learners to do this task themselves.
- Tell them to study the sentences given there and complete them by using and, but or because.
- Tell them to share their answers with someone good at English in their family or community.

C. Complete the text with and, but or because.

- Tell the learners to do this task themselves.
- Tell them to study the text given there and complete it by using and, but or because.

- Tell them to share their answers with someone good at English in their family or community.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps.

A. Answer these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

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

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the sentences first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and complete the sentences.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. What things do you know about dogs? Tell your teacher.

- This task is to be done with the help of the parents.
- Tell them to tell their parents what they know about dogs.

Speaking

The activities under this skill are the activities that the learners need to carry out with the help of their parents or guardians.

Objective:

- To ask for and give reasons.

Follow these steps:

A. Read and act.

- This task is to be done with the support of the parents or someone who is better at speaking English than the learners.

- Ask the learners to find someone in their family or community who can speak English.
- Tell them to read and act out the conversation.
- Tell them to record their conversation and present it in the face-to-face class.

B. Work in small groups of three. Take turns, roll a dice, and answer the questions out loud that you land on.

- This is a language game to be played among three.
- Tell the learners to find two persons who can talk in English from their family or community.
- Tell them to make cards and write the prompts given in this exercise.
- Tell them to scatter the cards facing the writing towards the floor.
- Tell them to pick up the card and say the sentence in the card and give reason.
- Then, the turn goes to the next person. The next person repeats the same process and gives turn to the third one.
- Tell them to record the video on their mobile phone and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners write an email.

Objective:

- To write an email.

Write an email to your friend telling him or her why it is important for children to play games. Discuss the following things in your email.

This task is supposed to be done with the partial support of the facilitator.

Follow these steps.

- Begin the task by discussing the format of writing an email based on the email in reading I.
- Ask the learners to find the main steps of writing an email. Point to the parts of the email as 'From', 'To', 'Subject', etc., and encourage learners to create a similar format in their exercise book.
- Tell them that they are going to write an email to their friends.
- Ask them to read the clues given there and make them to brainstorm on what things they need to write in their email.
- Ask them to write the email addresses next to 'From', 'To' and write the subject of their email next to 'Subject'.
- Instruct them to write the opening paragraph – we react to the news that the other person has shared or we thank them for the email or we apologize and explain why we didn't reply earlier.
- Ask them to write the second paragraph considering the clues.

- Tell them to write the last paragraph and subscription as in the email in the reading text.
- Once they complete the task, give feedback focusing on format, grammar, vocabulary, sentence structure and the steps of writing.

Sample answer

From: binitamang56@gmail.com

To: santoshkarki2@gmail.com

Subject: Importance of playing games

Dear Santosh,

Hi, Santosh! How are you doing? I hope everything is OK. I'm writing this email to tell you about the importance of playing games.

Children should play games. Games like football and cricket make them strong and games like chess and puzzles make them think better.

When children play games, they become healthy. They learn to work with others. They can also make new friends. Playing games keeps them active.

If children do not play games, they may become weak, but playing games helps them stay fit. Children should plan their time well. They should do both reading and playing.

I hope you will also play and study. It will make you healthy and happy.

Take care,

Binita

Reading II

This reading text is a story. The title of the story is 'The Clever Monkey'. There are three activities in this reading task: learning the meanings, answering questions, and doing a post-reading task.

Objectives talking about a person.

- Read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Tell the learners to look at the picture and answer the questions and share the answers to those questions with someone from their family, community, or friends.
- Tell them to read the text and find unfamiliar words. They will consult the dictionary or the internet and learn the meanings of these words. They will do this task as a home assignment.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.

- Invite 2/3 the learners in the front of the class and tell them to read the text aloud. The other learners will listen to them, pointing to the words they hear.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Ask them to match the words with their meanings.
- After they complete the activity, provide whole-class feedback.

Sample answer	
a. resided	i. lived
b. ritual	ii. a way of doing something in which the same actions are done in the same way every time
c. survived	vi. lived
d. determined	v. wanting to do something very much
e. delicious	iv. tasty

- Ask the learners to do Task B, where they read the text and find the answer to the given questions.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer
a. The crocodile travelled a long distance for food.
b. The monkey gave a few berries to eat.
c. The monkey gave extra berries to the crocodile because the crocodile told about his wife.
d. No, the crocodile's wife was not sick. She did so to break the friendship of the monkey and the crocodile.
e. Yes, the monkey was clever. The monkey lied that he had left his heart at home.

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to read the instructions.
- Tell them to think what they would they do. They would take the monkey back or not.
- Tell them to share it to their friends.

Writing II

The writing task is about writing a paragraph. The learners are supposed to write a paragraph about their favourite place.

Objective:

- To write a paragraph about a favourite place.

What is your favourite place? Why do you like it? Write a paragraph about it.

Follow these steps.

- This task is to be done with the partial support of the facilitator.
- Make the learners clear about the task they need to do.
- Ask them to choose their favourite place.
- Tell them to brainstorm why they like that place.
- Tell them to note down some points.
- Ask them to write a paragraph using those points.
- Once they complete the task, check their writing and provide feedback.
- This task is to be done with the partial support of the facilitator.

Sample answer

My favorite place is the park in my village. There is only one park in my village. It is calm and beautiful. There are tall trees, green grass, and colorful flowers. I love to walk around the park. I enjoy listening to the birds. Sometimes, I sit on a bench and read a book. I can get cool and fresh air there. I also play with my friends there. We run, jump, and have fun together. It is a perfect place to relax. I am happy to go there.

Project work

This project work is a self-initiated task.

Objective:

- To design a postcard for a birthday.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- For this, ask the learners to design a postcard first.
- Tell them to write a birthday message on it.
- Tell them to bring it into face-to-face class and record it in the portfolio.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing an email.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The thirteenth unit of the learning material focuses on the language function 'describing people and places'. It has ten main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has ten credit hours: three direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Understand simple spoken descriptions about people, places and objects.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Give simple descriptions of people, places, objects, pictures and actions.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Write descriptions of everyday objects, pictures, and familiar topics using simple words, phrases, and sentences.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. These activities familiarize the learners to the ways of describing people and places.

Objectives

- To describe a place.
- To describe a person.

Follow these steps:

A. Look at the pictures. With a friend, describe what people did at the given time yesterday. Use the phrases below to talk about the pictures.

- This is a self-initiated activity.
- Ask the learners to examine the pictures and photos.
- Tell them to identify the persons or places in the exercise.
- Tell them to find something about these persons or places through the internet or from someone who knows them.
- Tell them to share the information with their friends.

B. Listen and sing.

- Introduce the given song. Make every attempt to involve the learners in singing the song actively.
- First, present the song providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Use gestures and other body language to encourage their active participation.
- For the third time, sing it again and have the learners sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.
- Ask them to pick up the words used to describe the woman and share them with their friends.

Reading I

This reading text is a biography of Michael Jackson. The learners have to read the text and do the comprehension tasks.

Objectives

- To read the text and do the comprehensive tasks.

Follow these steps.

Pre-reading activities

- This is a self-initiated task. The learners have to do this task themselves.
- Tell them to read the signpost questions and think of the answers to the questions.
- Tell them to share the answers with their friends.

- Ask them to read the text and collect the unfamiliar words from them, then write the words on the board. Ask if there are other unfamiliar words in the text.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Invite some of the learners to come to the front of the class and ask them to read the text aloud while the other learners follow them by pointing to the words in the book.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on vocabulary. Ask the learners to find the words in the text, mark them and guess their meanings.
- Then, ask them to match the words with their meanings.
- Move around the classroom and help them if needed.
- After they complete the activity, ask them to share their answers with each other and give feedback.
- Move around and see if everyone is doing well.

Sample answer	
a. support	iv. help
b. perform	v. do
c. worldwide	vi. in all parts of the world
d. media	i. means of communication like radio, newspaper, etc.
e. released	ii. to make public
f. magazine	iii. a type of thin book that contains articles

- Tell the learners to read the instruction given in Task B. Tell them that they are going to read the text again, find the information from the text and complete the table.
- Ask them to locate the information in the reading text and complete the text.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help if any of them needs it.
- When they complete the work, let some of them read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let them correct their work.

Sample answer	
Name	Michael Jackson
Birth	August 29th, 1958
Father	Joseph Jackson
Brothers	Jackie, Tito, Marlon, Jermaine
Work	Singer, musician
Albums	Thriller
Death	2009

- Tell the learners to read the questions given in Task C. Tell them that they are going to read the text again to find answers to the given questions. They have to choose the answer from the alternatives given there.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help if any of them needs it.
- When they complete the work, let some of them read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let them correct their work.

Answer
<ol style="list-style-type: none"> a. Michael Joseph Jackson. b. Jackson's father c. Jackie, Tito, Marlon, Jermaine and Michael d. No, he used to beat them. e. thriller f. drugs

Post-reading activity

This task is to be done by themselves. Tell them to listen to some of Michael Jackson's songs and find the one they like. Then, share it with their friends.

Grammar I

Objective

- To identify and use the adjectives.
- To use this/that/those/these.

Follow these steps.

A. Read the sentences below and underline the adjectives.

- This task is to be done with the partial support of the facilitator.

- Ask them if they know what an adjective is.
- Elicit that it is a describing word that describes a noun or a pronoun.
- Ask them to study the sentences and observe the words that are underlined.
- Tell them that the underlined words are adjectives.
- Ask them to underline the adjectives in the other sentences, too.
- Observe how they are doing the task and support them if needed.
- Check their answers and provide feedback.

Answer		
a. little	b. selfish	c. foolish
d. enough	e. brave	f. fantastic
g. sour	h. heavy	

B. Study the adjectives and their opposites in the table below.

- Tell the learners to do this task themselves.
- Tell them to study the table and learn the opposites of the adjectives given there.
- Tell them to explore the internet and learn the opposites of more adjectives.
- Tell them to complete the sentences by using the adjectives given in the table there.
- Tell them to complete the task and show it to someone better at English than them.

C. Complete the following sentences with this/ that/ those/ these.

- This task is to be done with the partial support of the facilitator.
- Ask them if they know the use of this/that/those/these.
- Elicit that we use 'this' for something singular and near and in the same way 'that' for something singular and far away.
- Also, elicit 'these' is used for plural nouns that are close and 'those' for plural nouns that are far.
- Ask them to complete the sentences using one of them.
- Observe how they are doing the task and support them if needed.
- Check their answers and provide feedback.

Answer		
a. this	b. that	c. this
d. those	e. this	f. these
g. this	h. that	

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

- Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

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

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the questions first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and answer the questions.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Do you know any information about Mt. Everest? Share it with your teacher.

- This task is to be done with the help of the parents.
- Tell them to get the information about Mt. Everest.
- Tell them to share the information with their parents.

Speaking

The activities under this skill are the activities that the learners need to do themselves in pairs.

Objective:

- To describe a person.

Follow these steps:

A. Read the description of the girl in the picture.

- This task is to be done by the learners themselves.
- Tell the learners to read the descriptions of the girl and learn the ways of describing persons.
- Tell them to look at the table and ask questions and answer them.
- There are questions in the first column and there are answers in the next column.
- Tell them to record their conversation and present it in the face-to-face class.

B. In pairs, take turns describing the people below. Talk about what they look like and what they are wearing. Describe height, body build, age, hair colour, hair length and facial features like eyes, eyebrows, nose, mouth etc.

- This task is to be done by the learners themselves.
- Tell them to work in pairs.
- Tell them to read the instruction carefully and describe the persons given there considering the things given in the instructions.
- Tell them to record the description they make and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners have to describe their friends using the clues given in the instruction.

Objective:

- To write a paragraph describing a friend.

Write a short paragraph about your friend. Describe height, body build, age, hair colour, hair length and facial features like eyes, eyebrows, nose, mouth etc. Describe their personality, and why they are your friend.

This task is supposed to be done with the partial support of the facilitator.

Follow these steps:

- Ask the learners to read the instructions first.
- Then, tell them to read the aspects they need to describe.
- Tell them to collect information about the friend considering these aspects.
- Tell them to write a paragraph using the collected information.
- Ask them to submit their writing during the face-to-face class.

Reading II

This reading text is a brochure. There are four activities in this reading task: learning the meanings, true or false, answering questions, and doing a post-reading task.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Tell the learners to answer the questions and share the answers with someone from their family, community, or friends.
- Tell them to read the text and find unfamiliar words. They will consult the dictionary or the internet and learn the meanings of these words. They will do this task as a home assignment.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Invite 2/3 learners to the front of the class and tell them to read the text aloud. The other learners will listen to them, pointing to the words they hear.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to find the words from the text that have the meanings given in the exercise.
- Move around the classroom and help them if needed.
- After they complete the activity, provide whole-class feedback.

Answer

- a. the sport or activity of swimming underwater using a breathing machine: scuba
- b. a circular house made of blocks of hard snow: igloo
- c. to sail around for fun: cruise
- d. a long journey for a purpose: trek
- e. an action of risk and danger: adventure
- f. a journey to watch wild animals: safari

- Ask the learners to do Task B, where they have to decide whether the sentences given are true or false.
- Tell them to read the sentences first and then match the information in the text.
- Finally, ask them to write true or false after each statement.
- Check their answers and give feedback.

Answer

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

- Ask the learners to do Task C, where they read the text and find the answer to the given questions.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text, providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer

- a. in the Alps
- b. penguins, whales and polar bears
- c. India, Thailand and Egypt
- d. India, Sri Lanka
- e. lions and turtles

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to identify the activity they like from the brochure.
- Tell them to share it with their friends.

Grammar II

Objective

- To use the present continuous tense correctly.

Follow these steps.

A. Study the following sentences.

- Tell the learners to do this task themselves.
- Tell them to read the sentences
- Tell them to focus on the verbs.
- Tell them to explore the internet or a grammar book and learn more about the present continuous tense.

B. Complete the sentences below using the verbs in brackets.

- This activity is done with the partial support of the facilitator.
- First, ask the learners about the structure of the present continuous form. Elicit the structure for affirmative, negative and question forms.
- Elicit the structures through examples; ask for examples from the learners.
- Tell them to study the sentences in exercise A.
- Ask the learners to complete the sentences using the verbs in brackets using the present continuous tense.
- Move around and help them if needed.
- After they complete, conduct a whole class feedback session.

Answer

a. is playing	b. is kneading	c. am writing
d. Are you spending	e. is not taking	f. am ironing
g. is feeling	h. is not shooting	i. are taking
j. is taking		

Writing II

The writing task is about writing a couple paragraphs describing a place that people can visit in the learners' village or town.

Objective

- To write a paragraph describing a place.

Write a couple of paragraphs describing a place that people can visit in your village or town. Use the clues below.

Follow these steps.

- This task is to be done with the partial support of the facilitator.
- Make the learners clear about the task they need to do.
- Ask them to brainstorm and collect information required using the prompts.
- Tell them to write paragraphs using the information.
- Once they complete the task, check their writing and provide feedback.
- This task is to be done with the partial support of the facilitator.

Sample answer:

My town is Kathmandu. I live in Naikap there. There is a place named Switzerland Park near my home. This is a very nice place to visit. It is in the West of Kathmandu. The park has big trees, tall grass and space for picnics. From the top, you can see Kathmandu Valley.

You can go there by car or bus. People can take photos, walk, and watch birds. There are small restaurants with Nepali food. You can stay in hotels there.

Project work

This project work is a self-initiated task.

Objective:

- To prepare a brochure.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- Tell them to collect some brochure. Study the format and language.
- Tell them to write a brochure of their village or town.
- Tell them to make a presentation in the face-to-face class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learner's achievement, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing about village.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The unit 'Expressing Likes and Dislikes' has nine main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Writing II, and Project Work. This unit has ten credit hours: three direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time place, person, date) from short simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. These activities help familiarize learners with expressing their likes and dislikes.

Objectives

- To express likes and dislikes.

Follow these steps:

A. Look at the pictures. Tell your friend what the people in the pictures like.

- This is a self-initiated activity.
- Ask the learners to examine the pictures and photos.
- Tell them to find out what the people are doing in the picture.
- Tell them to share what the people in the pictures like to do.

B. Listen and sing.

- First, present the song with a simple tune to familiarize learners with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Sing the song with clapping and body movements.
- For the third time, sing it again and have the learners sing the song with you. Encourage all the learners to sing along with you with gestures and body language.
- While singing, emphasize the likes expressed in the song.
- Ask them to share two or three things they like or dislike doing.'
- Share some of your likes and dislikes. For example: 'I love listening to music.' 'I hate walking in the sun.'
- Encourage them to express as many likes and dislikes as they can.

Reading I

The title of the reading text is 'My Six Months of Trying New Things'. It is about different hobbies. The learners have to read the text and do the comprehension tasks.

Objectives

- To read the text and do the comprehensive tasks.

Follow these steps.

Pre-reading activities

- This is a self-initiated task. The learners have to do this task themselves.
- Tell them to read the signpost questions and think of the answers to the questions.
- Tell them to share the answers with their friends.
- Tell them to read the text and collect the unfamiliar words.
- Tell them to consult the dictionary and find the meanings of the words.

While reading activities

- Read the text for the first time at a normal speed as a model reading. Ask the learners to point to the lines with their fingers.
- Ask some of the learners to read the text out loud. Other learners in the groups pointed to the lines. Monitor when they read.

- Now, put the learners in pairs. Then, lead them to Task A. This is a vocabulary exercise where pairs should scan the text to find words for the given meanings.
- Ask the pairs to read the text and find the words for the given meanings.
- Then, ask them to match the words with their meanings.
- Move around the classroom and help them if needed.

Answer		
a. paragliding	b. couch	c. artificial
d. beekeeping	e. attaching	f. string

- Tell the learners to read the instruction given in Task B. Tell them that they are going to read the text again, find the information from the text and write true for true and false for false statements.
- Ask them to locate the information in the reading text and do the task.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help if any of them needs it.
- When they complete the work, let some of them read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let them correct their work.

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

- Tell the learners to read the questions given in Task C. Tell them that they are going to read the text again to find answers to the given questions
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all learners are making attempts to answer the questions. Provide help if any of them needs it.
- When they complete the work, let some learners read out their answers to the class.
- If a learner's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let learners correct their work.

Answer
a. sit on the couch and watch crime series
b. No.
c. because they sting
d. No.
e. one month
f. Yes.

Post-reading activity

This task is to be done by themselves. Tell them to read the text again and choose the hobby that they would choose to do. Then, share it with their friends.

Grammar I

Objective

- To identify and use the adjectives.
- To use this/that/those/these.

Follow these steps.

A. Study the following sentences.

- This task is to be done by the learners themselves.
- Tell them to study the sentences and observe how the verbs are used after the words lov, like, enjoy, and hate.

B. Complete the sentences with the verbs in brackets as in the example.

- Tell the learners to do this task with the partial support of the facilitator.
- Ask them to study the verbs given in the brackets.
- Tell them to study the examples or the sentences in exercise A.
- Tell them to write the sentences as in the example or as in exercise A.
- Tell them to complete the task. Move around the class and help them do the task.

C. Write sentences about yourself. Use the following clues.

- This task is to be done by the learners themselves.
- Ask them to write about themselves as in the example.
- Tell them to complete the exercise and show it to someone who knows English better than them.
- Check their answers and provide feedback.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

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

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the sentences first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and find out whether the sentences are true or false.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. What is your hobby? Tell your parents.

- This task is to be done with the help of the parents.
- Tell the learners to share their hobbies with their parents.

Speaking

The activities under this skill are the activities that the learners need to do themselves in pairs or with the support of their parents.

Objective:

- To talk about likes and dislikes.

Follow these steps:

A. Look at the pictures below. Tell your friends what they like doing and hate doing.

- This task is to be done by the learners themselves.
- Tell the learners to look at pictures and think if the people in the picture like or hate what is happening there.
- Tell them to share it with their friends.
- There are questions in the first column and there are answers in the next column.

B. Work in pairs. Take turns to ask and answer the following questions.

- This task is to be done with the support of the parents.
- Tell them to work in pairs.
- Tell them to ask the given question and get an answer.
- Tell them to change the roles.
- Tell them to record the description they make and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners have to write about their hobby.

Objective:

- To write a paragraph about hobby.

Follow these steps:

A. Read the following paragraph on 'My Hobby'.

This task is supposed to be done by the learners themselves.

- Tell the learners to read the text first.
- Tell them to see how the paragraph begins.
- Tell them to observe the information given there.
- Tell them to study the language, too.
- Tell them to observe the ending.

B. What is your favourite hobby? Write a similar paragraph about your hobby.

This task is supposed to be done with the partial support of the facilitator.

- Tell the learners to read instructions first and make them clear about the task they need to do.
- Ask them what their hobbies are.
- Tell them to brainstorm about how they enjoy their hobby. Why they like this. Etc.
- Tell them to write a paragraph about their hobby, similar to one in exercise A.
- Check their writing and give feedback.

Reading II

This reading text is a poem entitled 'Today's My Favourite'. There are four activities in this reading task: learning the meanings, true or false, answering questions, and doing a post-reading task.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Ask the learners about their favourite holiday.
- Elicit the answers from them.
- Tell the learners to read the poem, find unfamiliar words, consult the meanings from a dictionary and learn them.
- Encourage them to use these words in their own sentences.

While reading activities

- Recite the poem aloud and tell the learners to listen to the recitation carefully.
- Now, make the learners take turns and recite the poem aloud in front of the class.
- Assist them if they have problems with reading and correct pronunciation.
- Next, lead the learners to a line-by-line discussion and interpretation of the poem.
- Now, take the learners to Task A. This is a vocabulary-related exercise.

- Ask the learners to read the words given in the first column, find them in the poem and guess their meanings.
- Ask them to match the words and meanings.
- Move around the classroom and help them if needed.
- After they complete the activity, provide whole-class feedback.

Answer

- a. load: - a great quantity or number
- b. celebrate: - to mark a special day, event, or holiday
- c. overjoyed: - feeling great joy
- d. throw a party: - to have a party
- e. frolic: - to play in a happy way
- f. rollick: - to behave or move in a carefree way
- g. romp: - to play in a happy way
- h. cavort: - to jump in a noisy way

- Ask the learners to do Task B, where they have to complete sentences with the words from the exercise.
- Tell them to learn the meanings of the words in exercise A and fill in the sentences.
- Check their answers and give feedback.

Answer

a. celebrate	b. throw a party
c. cavort	d. romp

- Ask the learners to do Task C, where they read the text and find the answer to the given questions.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text, providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer

a. sing and dance	b. great	c. play a game
d. till the sun goes down/evening		e. Y

Post-reading activities

- This is to be done in the partial support of the teacher.
- Ask the learners to make a list of the words from the poem that show happiness.
- Elicit words like having fun, overjoyed, laugh, etc.

Writing II

The writing task is about writing the likes of people. This is a self-initiated activity.

Objective

- To write the likes of people.

Look at the picture below and describe what these people like to do.

Follow these steps.

- This task is to be done by the learners themselves.
- Make the learners clear about the task they need to do.
- Ask them to look at the pictures and think about what the people are doing.
- Tell them to write what the people like based on this.
- Tell them to bring their writing to the face-to-face class.

Project work

This project work is a self-initiated task. The learners have to visit the community and find the likes and dislikes of the people.

Objective:

- To find the likes and dislikes of the people.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- Tell them to find out the likes and dislikes of ten people from their community.
- Tell them to write what they like to do and what they do not like to do in the table.
- Tell them to make a presentation in the face-to-face class.

Objective:

- To prepare a brochure.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- Tell them to collect some brochure. Study the format and language.
- Tell them to write a brochure of their village or town.
- Tell them to make a presentation in the face-to-face class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learners' achievements, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing paragraphs about likes and dislikes.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The fifteenth unit of the learning material focuses on the language function 'expressing ability'. It has ten main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has ten credit hours: three direct and seven self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time, place, person, date) from short, simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. These activities familiarize the

learners with the ways of expressing ability.

Objectives

- To express ability.

Follow these steps:

A. Look at the pictures. Tell your friend what these animals/birds can do and cannot do.

This is a self-initiated activity.

- Tell the learners to study the pictures.
- Tell them to find out what the birds and animals in the pictures can do and cannot do.
- Tell them to share it with their friends.

B. Listen and sing.

- Introduce the given song. Make every attempt to involve the learners in singing the song actively.
- First, present the song, providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Use gestures and other body language to encourage their active participation.
- For the third time, sing it again and have the learners sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.
- Ask them to find out what the speaker can do.
- Ask some of them share it in the class.

Reading I

This reading text is on the topic 'Sports Day'. The learners have to read the text and do the comprehension tasks.

Objectives

- To read the text and do the comprehensive tasks.

Follow these steps.

Pre-reading activities

- This is a self-initiated task. The learners have to do this task themselves.
- Tell them to read the signpost questions and think of the answers to the questions.
- Tell them to share the answers with their friends.
- Ask them to read the text and collect the unfamiliar words from them, then write the words on the board. Ask if there are other unfamiliar words in the text.

While reading activities

- Read the text for the first time at a normal speed as a model reading.
- Ask the learners to point to the lines with their fingers.
- Invite some of the learners to come to the front of the class and ask them to read the text aloud while the other learners follow them by pointing to the words in the book.

- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on vocabulary. Ask the learners to find the words in the text, mark them and guess their meanings.
- Then, ask them to match the words with their meanings.
- Move around the classroom and help them if needed.
- After they complete the activity, ask them to share their answers and give feedback.
- Move around and see if everyone is doing well.

Answer	
a. sorts	vi. kinds
b. spectators	v. audiences
c. hurdles	iv. any of the sport events in which racers jump over barriers
d. obstacle	iii. something that makes it difficult to do something
e. adult	ii. a fully grown-up person
f. toddler	i. a young child

- Tell the learners to read the instruction given in Task B. Tell them that they are going to read the text again and decide whether the given statements are true or false.
- Ask them to locate the information in the reading text and decide.
- Go around the class and ensure that all learners are attempting to complete the task. Provide help if any of them need it.
- When they complete the work, check their answers and give feedback.

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

- Tell the learners to read the questions given in Task C. Tell them that they are going to read the text again to find answers to the given questions. They have to choose the answer from the alternatives given there.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help if any of them needs it.
- When they complete the work, let some of them read out their answers to the class.
- If a student's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let them correct their work.

Answer
<p>a. Field Day or Athletics Day</p> <p>b. in the winter term, during December, January or February</p> <p>c. in case of bad weather.</p> <p>d. parents and families</p>

Post-reading activity

This task is to be done by themselves. Tell them to look at the names of the sports given in the text and choose the one they like to do. Then, share it with their friends.

Grammar I

Objective

- To use can, can't, could and couldn't correctly.

Follow these steps.

A. Study the following sentences.

- This task is to be done by the learners themselves.
- Tell them to read the sentences.
- Tell them to observe how can, could, can't or couldn't are used there.
- Tell them to explore the internet or read a grammar book and learn more about their uses.

B. Complete the sentences with can/can't, could or couldn't.

- Tell the learners to do this task themselves.
- Tell them to use one of can, can't, could or couldn't and complete the sentences.
- Tell them to share their answers with someone who knows English better.

C. Write any five things you could do and five things you couldn't do when you were eight years old.

- Tell the learners to do this task themselves.
- Tell them to recall five things they could do and five things they couldn't do when they were eight years old.
- Tell them to use 'could' and 'couldn't' while writing.
- Tell them to write the sentences and share them with their friends or bring it to the face to face class.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps:

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

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

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the questions first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to play the audio and choose the best answer and complete the sentences.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. What sports can you play? Tell your parents.

- This task is to be done with the help of the parents.
- Tell them to share their parents what sports they can play.
- Tell them to share the information with their parents.

Speaking

The activities under this skill are the activities that the learners need to do themselves in pairs and also with the support of their parents.

Objective:

- To express ability.

Follow these steps:

A. Work in pairs. Act out these conversations.

- This task is to be done by the learners themselves.
- Tell the learners to work in pairs and act out the conversations.
- Tell them to take turns while doing so.
- Tell them to record their conversation and present it in the face-to-face class.

B. Work in pairs. Take turns to ask and answer questions. Answer using Yes, I can or No, I can't.

- This task is to be done with the support of the parents.
- Tell them to work in pairs.

- Tell them that one will ask questions using 'Can you.....?' and the prompts given there and the other will answer.
- Tell them to take turns for asking and answering.
- Tell them to record the conversation they make and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners have to write a couple of paragraphs describing their favourite sports activity.

- To write a paragraph describing a sports activity.

Write a couple of paragraphs describing your favourite sports activity.

This task is supposed to be done with the partial support of the facilitator.

Follow these steps:

- Ask the learners to read the instructions first.
- Tell them that they have to write two paragraphs about their favourite sports activity.
- Tell them to collect information about their favourite. Tell them to brainstorm what game it is, how it is played, where it is played, when it is played, and who it is played with.
- Tell them to write a paragraph using the collected information.
- Ask them to submit their writing during the face-to-face class.

I love to play football. It is my favourite sport. There are two teams in a game of football. Each team tries to score a goal. The team with more goals wins the game.

I just need a ball to play it. I play it at home, at school and in the park. I play it every day in the evening. I play it with my friends on Saturdays. I like football because it is fun.

Reading II

This reading text is a brochure. There are four activities in this reading task: learning the meanings, rearranging the sentences, answering questions, and doing a post-reading task.

Objectives talking about a person.

- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- This task is to be done by the learners themselves.
- Ask the learners if they have a friend who talks a lot and elicit answers from them.
- Tell them to read the text and find unfamiliar words. They will consult the dictionary or the internet and learn the meanings of these words. They will do this task as a home assignment.

While reading activities

- Read the text for the first time at a normal speed as a model reading.

- Ask the learners to point to the lines with their fingers.
- Invite 2/3 learners to the front of the class and tell them to read the text aloud. The other learners will listen to them, pointing to the words they hear.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on the vocabulary they learnt before they read the text. Instruct them to match the words with their meanings.
- Move around the classroom and help them if needed.
- After they complete the activity, provide whole-class feedback.

Answer	
a. usual	iv. normal
b. fever	v. a rise in body temperature
c. nodded	vi. moved head down and then up
d. scared	i. afraid
e. excited	ii. feeling very happy
f. ignored	vii. did not pay attention to someone
g. boredom	iii. the situation of feeling bored

- Ask the learners to do Task B, where they have to decide put the sentences in the correct order.
- Tell them to read the sentences first and then match the information in the text.
- Tell them to number the sentences according to the order in which they appear.
- Check their answers and give feedback.

Answer
d. Simon did not listen to his teacher.
c. Simon lost his voice.
b. Simon did not talk to his friends.
a. Simon began to pay attention to his teacher.
e. Simon's voice was okay.

- Ask the learners to do Task C, where they read the text and find the answer to the given questions.
- Ask them to find the answers from the text.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text, providing hints if necessary.
- Check their answers once they complete the task.
- If the learners have written wrong information, correct the answer and explain the reason behind it.

Answer

- a. Are you listening? / if he was listening
- b. because his throat hurt
- c. he used his fingers.
- d. Yes.

Post-reading activities

- This is a self-initiated activity.
- Tell the learners to recall if they have ever lost their voice.
- Tell them to share with their friends how they talked when they lost their voice.

Writing II

The writing task is about writing a couple paragraphs describing the things they could do in the past and the things they can do at present.

Objective

- To write a paragraph describing the present and the past ability.

Write a couple of paragraphs describing the things you could do in the past and you can do at present.

Follow these steps.

- This task is to be done with the partial support of the facilitator.
- Make the learners clear about the task they need to do.
- Ask them to brainstorm and make a list of the things they could do in the past and they can do at present.
- Tell them to write paragraphs using the information.
- Once they complete the task, check their writing and provide feedback.

Sample answer:

I could do many things in the past. I could play different games with my friends. I could ride my bike. I could sleep for hours. I could write in books.

Now, I can still play. I can watch TV. I can talk to my friends. I can ride my bike. I can go swimming. I can help my parents.

Project work

This project work is a self-initiated task.

Objective:

- To write the ability and inability of their family members.

Follow these steps:

- This activity is supposed to be done by the learners themselves.

- Clarify the given instruction to the learners.
- Tell them to collect information about their family members.
- Tell them to complete the table.
- Tell them to make a presentation in the face-to-face class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learners' achievements, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing paragraphs about likes and dislikes.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

The sixteenth unit of the learning material focuses on the language function 'agreeing and disagreeing'. It has ten main activities: Getting Started, Reading I, Grammar I, Listening, Speaking, Writing I, Reading II, Grammar II, Writing II, and Project Work. This unit has ten credit hours: 2 direct and 8 self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand to a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Ask and answer questions about themselves, other people and their surroundings.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Express agreement or disagreement with someone using simple phrases.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Read and retrieve specific information (e.g., time, place, person, date) from short, simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Write simple paragraphs about themselves and on familiar topics.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. These activities familiarize the learners with the ways of describing people and places.

Objectives

- To show agreement and disagreement.

Follow these steps:

- A. Look at the pictures. Ask what your friends think about them. You may agree or disagree with your friends' opinions.

This is a self-initiated activity.

- Tell the learners to work in pairs.
- Tell them to ask their friends what they think about the things people are doing in the pictures.
- Tell them to share whether they agree with their friends or not.

- B. Listen and sing.

- Introduce the given song. Make every attempt to involve the learners in singing the song actively.
- First, present the song, providing the learners an opportunity to point to the lines and listen to you and be familiar with the rhyming pattern.
- For the second time, sing the song and ask the learners to follow along. Use gestures and other body language to encourage their active participation.
- For the third time, sing it again and have the learners sing the song with you. Make sure that the whole class is singing, clapping and enjoying themselves.

Reading I

This reading text is a story. The title of the story is 'The King and the Spider'. The learners have to read the text and do the comprehension tasks.

Objectives

- To read the text and do the comprehensive tasks.

Follow these steps.

Pre-reading activities

- This is a self-initiated task. The learners have to do this task themselves.
- Tell them to read the signpost questions and think of the answers to the questions.
- Tell them to share the answers with their friends.
- Ask them to read the text and collect the unfamiliar words.
- Tell them to consult the dictionary and find the appropriate meaning of the words.

While reading activities

- Read the text for the first time at a normal speed as a model reading.

- Ask the learners to point to the lines with their fingers.
- Invite some of the learners to come to the front of the class and ask them to read the text aloud while the other learners follow them by pointing to the words in the book.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on vocabulary. Ask the learners to read the meanings given there and find the words from the text that have the meanings given in the exercise.
- Then, tell them to write the words in the crossword puzzle.
- Move around the classroom and help them if needed.
- After they complete the activity, ask them to share their answers and give feedback.
- Move around and see if everyone is doing well.

Answer:

Across

3. difficulties and problems: troubles
5. fixed two things together: fastened
6. not polite : There is no word for this meaning.

Down

1. a continuous sound of hitting on a surface by a lot of things: patter
2. an area of land covered with trees: woods
4. fearless: brave

- Tell the learners to read the instruction given in Task B. Tell them that they are going to read the text again and decide whether the given statements are true or false.
- Ask them to locate the information in the reading text and decide.
- Go around the class and ensure that all learners are attempting to complete the task. Provide help if any of them need it.
- When they complete the work, check their answers and give feedback.

Answer:

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

- Tell the learners to read the questions given in Task C. Tell them that they are going to read the text again to find answers to the given questions.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help if any of them needs it.
- When they complete the work, let some the learners read out their answers to the class.

- If a learner's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.
- Write the answers on the board and let them correct their work.

Answer:

a. because they were at war	b. brave
c. in the woods	d. six
	e. It made the web.

Post-reading activity

This task is to be done by themselves. Tell them to guess whether King Robert gave up or not after seeing the activities of the spider or not. Tell them to share it with their friends.

Grammar I

Objective

- To make questions.

Follow these steps.

A. Match each question with the correct response.

- This task is to be done with the partial support of the facilitator.
- Ask them if they know the words that are used for asking questions.
- Encourage them to speak and elicit what, when, where, etc.
- Discuss the question words used for getting different information. For example 'who' is used for person, 'what' for things, 'when' for time, 'where' for place, etc.
- Then ask the learners to read the questions in the first column and the answers in the next column.
- Observe them and help them if needed.
- Finally check their answers and give feedback.

Answer:

a. Who are those people?iv. My parents.
b. When is the meeting?viii. At 2:30.
c. Where do you live?i. In Boston.
d. Why do you take the bus to school? ii. Because it's cheap.
e. What is in the bag? iii. My books.
f. How do you get home? vii. I walk.
g. Which dress should I wear? vi. The blue one.
h. Whose car is that?v. It's mine.

B. Write question to each answer.

- This task is to be done with the partial support of the facilitator.
- Ask them to recall the question words and the information they are used to ask for.
- You can ask some of the learners.
- Ask them to read the answers and decide the question words.

- Ask them to make the questions using those question words.
- Move around and help them if needed.
- Finally, check their answers and give feedback.

Answer:

- a. Where does she live?
- b. What is their dog called?/ Whose dog is called Nancy?
- c. Why is he here.?
- d. Which do you prefer tea or coffee?
- e. When do you go to Pokhara?
- f. How do you feel about the holiday?
- g. Whose books are those?
- h. Who is your English teacher?
- i. Where do you come from?
- j. What do you want to do?

C. Make yes/no questions based on these sentences.

- This task is to be done with the partial support of the facilitator.
- Ask them if they know about yes/no questions.
- Encourage them to speak and elicit that yes/no questions are asked for confirmation and they start with auxiliary verbs like do, does, did, is, am, are, has, have, had, can, could, etc.
- Ask them to study the sentence.
- Tell them how a statement is changed into a question in the example.
- Then ask the learners to do the task. Tell them to make questions as given in the example.
- Observe them and help them if needed.
- Finally check their answers and give feedback.

Answer:

- a. Is my father making a paper boat?
- b. Are they fighting?
- c. Does Hemlata like tea?
- d. Does our cat jump very high?
- e. Do I like learning English?
- f. Does she have a beautiful pen?
- g. Did the boy have poor eyesight?
- h. Did they live in a village?
- i. Did she buy any apples yesterday?
- j. Has Sajana given me a pencil?

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps.

A. Look at the picture and guess the answers to these questions.

- Tell the learners that they have to do this task themselves.
- Tell them to look at the picture there and guess the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and tick (✓) whether you agree or disagree.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the sentences in Task B. Tell them to understand the task first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to listen to the audio and, if they agree with it, they will tick in the 'Agree' column; if they disagree, they will tick in the 'Disagree' column.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Do you think you need to stay in a queue for food? Tell your teacher why you need or do not need to do so?

- This task is to be done with the help of the parents.
- Tell them to share with their parents whether they need to stay in the queue for food or not.

Speaking

The activities under this skill are the activities that the learners need to do themselves and also with the support of their parents.

Objective:

- To express agreement or disagreement.

Follow these steps:

A. Practise the following conversation.

- This task is to be done with the support of the parents.
- Tell the learners to find someone in their family who can speak English.

- Tell the learners to work in pairs and act out the conversation.
- Tell them to take turns while doing so.
- Tell them to record their conversation and present it in the face-to-face class.

B. Learn the ways to agree or disagree.

- This task is to be done by the learners with the support of their parents.
- Tell them to read the table and learn the ways of expressing agreement or disagreement.
- Tell them to explore the internet and learn more ways.
- Tell them to share it with their parents or someone who can speak English.

C. Agree or disagree in the following situations. .

- This task is to be done with the support of the parents.
- Tell the learners to find someone in their family who can speak English.
- Tell the learners to work in pairs and act out the conversation given in the example.
- Tell them to take turns while doing so.
- Tell them to have a conversation in the same way for other given situations.
- Tell them to record their conversation and present it in the face-to-face class.

Writing I

This is a writing activity in which the learners have to write a paragraph expressing their arguments about doing homework.

- To write a paragraph expressing arguments.

Do you do your homework everyday? Do you like it? Why? Write a paragraph expressing your arguments.

This task is supposed to be done with the partial support of the facilitator.

Follow these steps:

- Ask the learners to read the instructions first.
- Ask them if they do their homework everyday.
- Ask them if they like doing homework.
- Tell them to brainstorm about the reasons why they like or do not like doing homework.
- Tell them to write a paragraph using the collected information.
- Ask them to submit their writing during the face-to-face class.

I love doing homework. So, I do my homework every day in the evening. I enjoy doing homework as it helps me understand my lessons. It also helps us remember the things we learn in class. It also helps us do better in exams. I am never bored when I do my homework. It makes us more responsible.

Reading II

The second reading text of this unit is a poem entitled 'Picnic'. There are three activities in this reading task: finding rhyming words, gap filling, and true or false.

Objectives talking about a person.

- To recite the poem.
- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- Ask the learners to look at the picture and ask some questions related to it. (What do you see in the picture? What are the ants doing? Are they happy?)
- Encourage the learners to express freely whatever comes to their mind when they think about the questions.
- Ask them to scan the poem if there are any words which they are not familiar with.
- Tell them to look at the meanings of these words in a dictionary.
- Provide visual aids, examples, synonyms, antonyms, and definitions to help them understand the meaning of these words.
- Encourage them to use these words in their own sentences.

While reading activities

- Read the poem aloud at a normal speed to your learners. Read with proper rhyme and body movement, and ask the learners to point to the lines you are reading with their fingers.
- Invite some of the learners to the front of the class and ask them to recite the poem while the other learners will listen to them pointing the lines.
- Ask the learners to read the poem.
- Read the poem line by line. Ask some questions after reading each line in the stanza to make the reading more interactive. Tell the main gist of the poem.
- Now, ask the learners to read the instructions in Task A. This activity makes the learners find the rhyming words from the poem.
- Ask the learners if they know what rhyming words are. Make them clear by giving some examples.
- Then, ask the learners to do the task.
- Move around the classroom and help them if needed.
- After they complete the activity, provide whole-class feedback.

Answer:

a. sweets -meats	b. park - dark
c. fun - everyone	d. down - brown

- Ask the learners to do Task B, where they have to complete the sentences choosing appropriate words from the poem.
- Tell them to read the sentences first and then match the information in the text.
- Tell them to locate the missing words or information in the poem and write them in the blank space to complete the sentences.

- Check their answers and give feedback.

Answer:

a. sweets	b. playground
c. grandad	d. biscuits

- Ask the learners to do Task C, where they read the poem and find whether the given statements are true or false.
- Ask them to read the statements in the exercise and find the information in these statements in the poem.
- Tell them to write 'True' if the information is same and write 'False' if it is wrong.
- Move around the classroom to make sure that all the learners are engaged in the activity. Help them to find answers from the text, providing hints if necessary.
- Check their answers once they complete the task and give whole class feedback.

Answer:

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

Post-reading activities

- This is a self-initiated activity.
- Ask the learners what they will eat in the picnic.
- Tell them to share with their friends.

Grammar II

Objective

- To use very, so, really and extremely.

Follow these steps.

A. Study the following sentences.

- This task is to be done by the learners themselves.
- Tell them to read the sentences.
- Tell them to observe how the words very, really and extremely are used.
- Tell them to explore the internet or read a grammar book and learn more about their uses.

B. Rewrite the following sentences with the words given in the brackets.

- Tell the learners to do this task with your partial support.
- Tell them to study the example and see how the word 'very' given in the brackets is used in the sentence.
- Tell them to write other sentences in the similar way.
- Check their answers and provide feedback.

Answer:

- a. The game was really fun.
- b. Kabita looked so pretty.
- c. The problem was very difficult.
- d. The food was really good.
- e. The class was so noisy.
- f. The people were very friendly.
- g. The kitten was so cute.

C. Complete the sentences with very, so, really and extremely.

- Tell the learners to do this task themselves.
- Tell them to recall how these words were used in the previous exercises.
- Tell them to complete the sentences and share them with their friends or bring it to the face to face class.

Project work

This project work is a self-initiated task.

Objective:

- To find people's agreement or disagreement.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- Tell them to ask the people if the people agree with the idea 'Children should not be given to play games on mobile phones.'
- Tell them to collect the information and present it in the face to face class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learners' achievements, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing paragraphs about likes and dislikes.)	
Overall scale	

Facilitator's Signature

Parent's Signature

1. Introduction

This unit focuses on the language function 'Talking about Future Plans'. It has nine main activities: Getting Started, Reading I, Grammar, Listening, Speaking, Writing I, Reading II, Writing II, and Project Work. This unit has ten credit hours: 3 direct and 7 self-initiated.

2. Learning outcome from the curriculum

- Understand slow and carefully articulated English.
- Recognize familiar words and basic phrases and expressions relating to themselves, family and immediate surroundings.
- Respond to simple questions on familiar topics.
- Listen and understand a narrative containing an event and two exchanges.
- Ask and answer simple questions on familiar topics.
- Participate in a variety of simple Conversations on familiar, real-world topics.
- Initiate and respond to simple statements on familiar topics.
- Respond to rhymes and songs having simple structures and rhyming patterns.
- Recognize and use English sound structures (phonological awareness)
- Read and retrieve specific information (e.g., time, place, person, date) from short, simple texts.
- Comprehend the content of simple informational materials with or without the help of visual support.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Make simple inferences from reading materials.
- Use context clues and reading comprehension strategies to guess the meaning of unfamiliar words from contexts.
- Read and understand simple poems.
- Consult an English dictionary to look up the meaning of unfamiliar words.
- Decode phonetically regular and irregular words using letter-sound knowledge.
- Write short simple postcards, messages, notes, letters/e-mails.
- Use basic punctuation marks correctly.

3. Required materials

- Sound files

4. Learning facilitation:

Getting started

This section of the unit consists of two learning activities. These activities familiarize the learners on how to talk about future plans.

Objectives

- To talk about future plans.

Follow these steps:

A. Look at the pictures. Tell your friend what these people are going to do.

This is a self-initiated activity.

- Tell the learners to work in pairs.
- Tell them to look at each picture. Think what the person in each picture is going to do and share it with their friends.
- Tell them to consider the language of the sentences they make.

B. Listen and sing.

- Make everyone ready to listen to you and be ready to sing the song.
- Sing the song and ask the learners to clap while you are singing. Tell them the proper way of clapping beforehand.
- Use movement activities to help learners internalize the rhythm. For example, you can have them tap their feet, clap their hands, snap their fingers, or jump up and down.
- For the second time, sing the song and ask learners to follow along.
- For the third time, sing it again and have them sing the song with you. Encourage the learners to use body language as you did before.
- Ask the learners questions related to the poem. Specially ask the questions that make the learners use the simple future tense.
- Ask them to think about what they will be like in the future.
- Encourage them to share.
- If they can't express their ideas, present an example.
- Monitor their activities and provide help in their needs.

Reading I

This reading text is a dialogue. It's about weekend plans. The learners have to read the text and do the comprehension tasks.

Objectives

- To act out the conversation.
- To read the text and do the comprehensive tasks.

Follow these steps.

Pre-reading activities

- This is done in the partial support of the facilitator.
- Ask the learners to look at the picture and ask some signpost questions. For example: What are the people in the picture doing? Elicit: They are talking. Then, ask what they are talking about and elicit what they are talking about their (weekend) plan.
- Ask them to read the text and collect the unfamiliar words.

- Tell them to consult the dictionary and find the appropriate meaning of the words.

While reading activities

- Invite one of the learners. Pair with him or her and act out the dialogue.
- Ask the learners to point to the lines with their fingers.
- Invite some of the learners to come to the front of the class and ask them to act out the dialogue while the other learners follow them by pointing to the words in the book.
- When all members read the paragraphs and complete the lesson, ask them to summarise the information and describe it in their own words to other members.
- Now, ask the learners to read the instructions in Task A. This activity is based on vocabulary. Ask the learners to read the meanings given there and find the words from the text that have the meanings given in the exercise.
- Then, tell them to match the meanings with the words.
- Move around the classroom and help them if needed.
- After they complete the activity, conduct whole-class feedback.

Answer:

a. the end of a week	iii. weekend
b. a type of thin book with large pages	iv. magazine
c. call someone to go to a place	i. invite
d. to go away from a place	v. depart
e. not same	ii. different

- Tell the learners to read the instruction given in Task B. Tell them that they are going to read the text again and complete the sentences with the correct information from the text.
- Ask them to locate the information in the reading text and write.
- Go around the class and ensure that all learners are engaged in the activity. Provide help if any of them need it.
- When they complete the work, check their answers and give feedback.

Answer:

a. poem	b. Kathmandu Valley	
c. Saturday	d. dance	e. Thursday

- Tell the learners to read the questions given in Task C. Tell them that they are going to read the text again to find answers to the given questions.
- Ask them to locate the information related to the given questions in the reading text and write answers to the questions in their exercise books.
- Go around the class and make sure that all the learners are making attempts to answer the questions. Provide help if any of them needs it.
- When they complete the work, let some the learners read out their answers to the class.

- If a learner's answer is wrong, provide feedback and correct the answer by explaining why the answer is wrong.

Answer:

a. He will go for a picnic.	b. Nabin will join him.
c. at 7:00 am	d. all the day
e. cook, sing and dance	f. in the evening

Post-reading activity

This task is to be done by themselves. Tell them share their plans for this weekend with their friends.

Grammar I

Objective

- To use going to or will correctly.

Follow these steps.

- A. Choose the correct word from the list below to complete the following sentences. Use the correct form of the future tense with "going to".**
 - This task is to be done by the learners themselves.
 - Tell them to read the note and learn about the use of 'going to'.
 - Tell them to explore the internet or read a grammar book and learn more about the use of 'will' and 'going to'.
 - Tell them to read the sentences and choose one of the verbs given in the exercise to complete those sentences.
 - Tell them to use those verbs with 'going to'.
 - Tell them to submit their answers to you during the face-to-face class.
- B. Fill in going to or will.**
 - This task is also to be done by the learners themselves.
 - Tell the learners to recall the use of 'will' and 'going to' before doing the task.
 - Tell them to consider the sentence structure while using them.
 - Tell them to choose either 'will' or 'be going to' from the brackets.
 - Tell them to complete the task at home and submit it to you during face-to-face class.
 - Observe them and help them if needed.
 - Finally check their answers and give feedback.

Listening

This is a self-initiated task. In this section, the learners will listen to the audio and do the exercises.

Objective

- To listen to a short audio and do the comprehension task.

Materials

Audio file and audio player

Follow these steps:

A. Answer these questions.

Tell the learners that they have to do this task themselves.

- Tell them to think of the answers to the questions given there. They can share their answers with their friends, their seniors or someone who is better at English than them.

B. Listen to the audio and match the movies with their types.

- Provide the audio to the learners and tell them to listen to it.
- Tell them to read the instructions in Task B. Tell them to understand the task first. If they cannot, they can take the help of their seniors who understand the English Language.
- Tell them to listen to the audio and, match the name of the movies and match it with its type.
- Tell them that they can listen to the audio as many times as they need to get the answer.
- Tell them to show the answers to someone who knows English better or you can check the responses in the contact session.

C. Talk about your favourite movie with your friends.

- This task is to be done with the partial support of the facilitator.
- Tell them to share their favourite movie with their friends. Tell them to share why they like a particular movie.
- Listen to them and give feedback if it is needed.

Speaking

The activities under this skill are the activities that the learners need to do themselves and also with the support of their parents.

Objective:

- To talk about future plans.

Follow these steps:

A. Work in pairs. Have similar conversations as in the example.

- This task is to be done with the support of the parents.
- Tell the learners to find someone in their family who can speak English.
- Tell the learners to work in pairs and act out the conversation.
- Tell them to take turns while doing so.
- Tell them to record their conversation and present it in the face-to-face class.

Writing I

This is a writing activity in which learners must write a paragraph expressing their arguments

about doing homework.

- To write a paragraph expressing arguments.

A. Study the following birthday wishes.

This task is supposed to be done by the learners themselves.

Follow these steps:

- Ask the learners to read the birthday wishes provided.
- Tell them to study the language and expressions there.
- Tell them to explore the internet and learn more about the ways of writing birthday wishes.

B. Now, write a birthday message for your father or mother.

- Tell the learners to think of the expressions they will write in the message.
- Tell them to see the samples in exercise A
- Tell them to write a similar message and hand it over to their father or mother.
- Also, tell them to bring it to the face-to-face class and record it in the portfolio for assessment.

Reading II

The second reading text of this unit is a poem entitled 'Winter Luck'. There are three activities in this reading task: finding the meanings, answering the questions, and post-reading text.

Objectives talking about a person.

- To recite the poem.
- To read the text and do comprehension exercises.

Follow these steps.

Pre-reading activities

- Ask the learners to read and answer the signpost questions.
- Encourage the learners to express freely whatever comes to their mind when they think about the questions.
- Ask them to scan the poem if there are any words which they are not familiar with.
- Tell them to look at the meanings of these words in a dictionary.
- Provide visual aids, examples, synonyms, antonyms, and definitions to help them understand the meaning of these words.
- Encourage them to use these words in their own sentences.

While reading activities

- Read the poem aloud at a normal speed to your learners. Read with proper rhyme and body movement, and ask the learners to point to the lines you are reading with their fingers.
- Invite some of the learners to the front of the class and ask them to recite the poem

while the other learners will listen to them pointing out the lines.

- Ask the learners to read the poem.
- Read the poem line by line. Ask some questions after reading each line in the stanza to make the reading more interactive. Tell the main gist of the poem.
- Now, ask the learners to read the instructions in Task A. Tell them to find the words given in the exercise and mark them.
- Tell them to read the poem and guess the meanings of these words.
- Tell them to match the words with the meanings given there.
- Assign this task as a home assignment.
- After they complete the task, tell them to submit the assignment during the face-to-face class.

Answer:

a. snowflake	iv. a small piece of snow that falls from the sky
b. pretty	iii. very beautiful
c. cuddly	ii. soft
d. luck	i. fortune

- Tell the learners to do Task B, where they have to answer the given questions.
- Tell them to read the questions first and then find the information from the poem related to it.
- Tell them to locate the information in the poem and write the answer to the questions.
- Assign this task as a home assignment. Tell them to submit the answers to the facilitator in the face-to-face class.
- Check their answers and give feedback.

Answer:

a. They come down slowly.
b. They fall down to the ground.
c. They look like stars.
d. He catches them on his hand or on his tongue.
e. He will wish good luck.

Post-reading activities

- This is a self-initiated activity.
- Ask the learners if they have ever caught the snow.
- Tell them to share with their friends how they have done it if they have done.

Writing II

Objective

- To write an email.

Follow these steps.

A. Study the email below.

- This task is to be done by the learners themselves.
- Ask them to read the email provided.
- Tell them to analyze the format and layout of the email.
- Tell them to learn the parts of email and how they are written from the given sample.
- Tell them to study the language of the email.
- Tell them to explore the internet and learn more about writing an email.

B. Learn the different parts of an email with the help of your teacher.

- This is a facilitator-supported task.
- Ask the learners to recall the parts of an email.
- Write them on the board and give ideas how these parts are written in different contexts.
- Check their answers and provide feedback.

C. Write a reply to the email in exercise 'A' from Writing II.

- This is a facilitator-supported task.
- Ask the learners to read the email in writing II and find out what they have to reply for.
- Tell them to write them the email following the parts of the email.
- Tell them to make their language similar to the sample email
- Once they complete it, ask them to exchange their writing, check each other's writing and give feedback.
- Tell them to make necessary corrections according to the feedback given by their friends.
- Ask them to submit the final draft, check it and give feedback.

Project work

This project work is a self-initiated task.

Objective:

- To write a daily schedule.

Follow these steps:

- This activity is supposed to be done by the learners themselves.
- Clarify the given instruction to the learners.
- Tell them to write their daily schedule as shown in the example.
- Tell them to present it in the class.

Reflection		
Criteria	Learner	Facilitator
What I learned		
Activities done at the learning centre		
My Experience		
Things I have to improve		

Evaluation

While evaluating the learners' achievements, maintain a comprehensive profile of the learners' writing tasks and project work. Use the following table to evaluate the learner.

Criteria	Scale (1, 2, 3, 4)
Speaking (Observe the learners' interaction in the face-to-face class.)	
Writing (Check the writing tasks)	
Performance in different tasks (Ask the learners to bring the recording of the task they did at home.)	
Project work	
Creative task (Writing paragraphs about likes and dislikes.)	
Overall scale	

Facilitator's Signature

Parent's Signature

Based on non-formal and alternative education

ENGLISH

Level- 2 (condensed)

Learning Material



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



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