



Unit 3

Commands, Instructions, Requests and Numbers



LESSON
1

Simple commands

A. Game: Do this. Do that.

Follow your teacher's instructions and play the game "Do this. Do that".

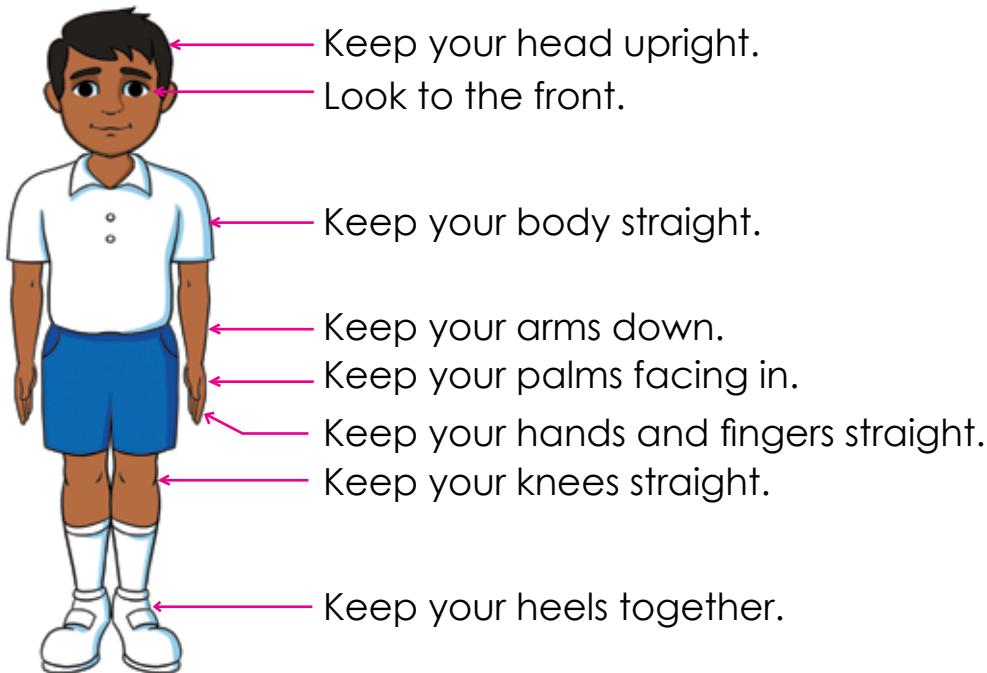


B. In pairs, make a list of the commands you hear in your drill class.

Simple commands

C. Look at the picture below. It shows a student in ‘attention’ position.

1. Listen and repeat the commands given below.



2. Breathing exercise commands:

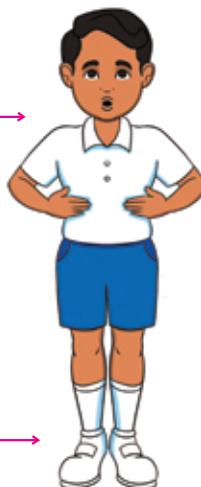
Keep your mouth closed. →

Place your hands on lower chest. →

Breathe in .

Breathe out.

Keep your heels together. →



Simple commands

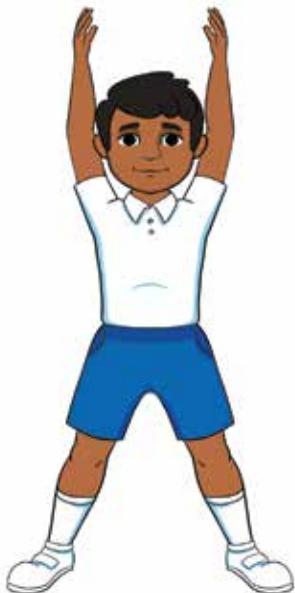
D. What other commands may your drill teacher give you? In pairs, take turns to give and follow the commands below.

Exercise 1



- Keep your head still.
- Face your palms outward.
- Keep your arms forward.
- Keep your arms sideways.
- Keep your arms downward.
- Keep your body straight.
- Keep your heels together.

Exercise 2



- Keep your head still.
- Face your palms outward.
- Keep your arms upward.
- Keep your arms sideways.
- Keep your arms downward.
- Keep your feet apart.

Simple commands

E. Now, complete the commands for the exercises shown in the picture. Then, in pairs, give and follow the commands.

Exercise 3



..... your head upright.

..... at the front.

..... your back straight.

..... your hands on waist.

..... your left leg forward.

..... your right knee still.

- A. Follow your teacher's demonstration of how to make a simple kite. In your notebook take a brief note of the major steps shown by your teacher.**
- B. Read the instructions on how to make a simple kite. In small groups, one reads out the instructions and the others follow them to make the kite.**

Instructions for making a simple kite



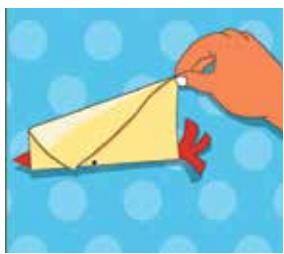
- 1) Fold your A4 paper in half (like you are folding a card).



- 2) Take the top corner and place it on the opposite side.
- 3) Do the same on the other side.



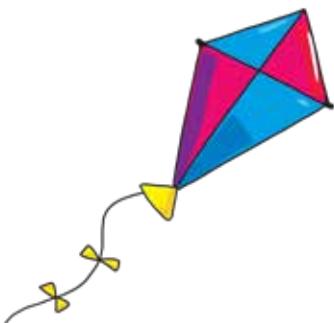
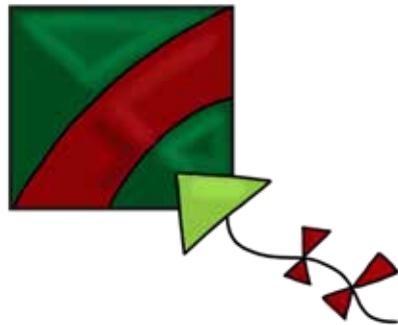
- 6) Put a hole punch around 1-2 cm from the staple and press to make a hole.
- 7) Thread the string through the hole and tie in place.



- 8) Hold the end of the string and wave it around to fly it!

- C. Project: Make your own kite at home following the instructions given earlier. You may decorate your kite with coloured papers, stickers and paint. You may also use one of the following samples for decorating your kite.

Bring your kite to the class on the day fixed by your teacher. Your school/class may organise a “Kite Festival” with all the kites made by you.



Rhyme

Hello Hello

A. Listen to the rhyme and repeat after your teacher.

Hello, hello.
Can you clap your hands?
Hello, hello.
Can you clap your hands?

Can you stretch up high?
Can you touch your toes?
Can you turn around?
Can you say, "Hello"?

Hello, hello.
Can you stamp your feet?
Hello, hello.
Can you stamp your feet?

Can you stretch up high?
Can you touch your toes?
Can you turn around?
Can you say, "Hello"?

Hello, hello.
Can you clap your hands?
Hello, hello.
Can you stamp your feet?

B. Listen to each instruction given in the rhyme. In pairs, ask and answer the following question.

A: Can you clap your hand?

B: (Claps) Yes, I can.

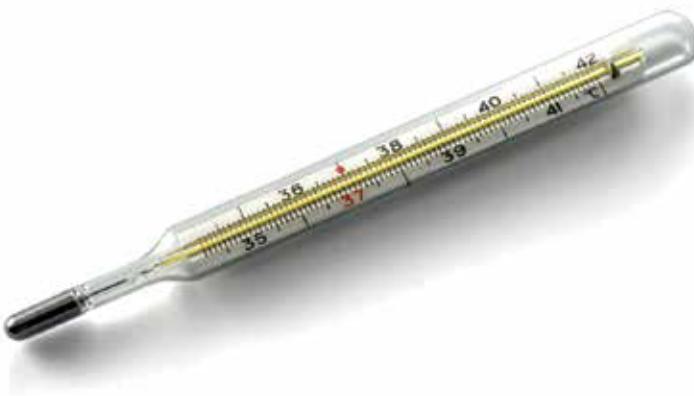
Grammar focus: You may request someone to do something using the following structure–

- Can you + verb (action word) + + please ?

Examples:

- Can you open the door, please?
- Can you move your seat, please?

- A.** Follow your teacher as she/he shows you how to use a simple thermometer. Take note of all the important steps shown by your teacher.
- B.** Now, listen and read the instructions for using a simple thermometer.
- 1) Shake the thermometer well.
 - 2) Put the tip under your armpit.
 - 3) Make sure the thermometer is touching skin.
 - 4) Press your arm to hold the thermometer.
 - 5) Leave it there for 2 to 3 minutes.
 - 6) Remove the thermometer.
 - 7) Hold it at your eye level.
 - 8) Follow mercury line that shows your temperature.
 - 9) Record the temperature and wash the thermometer.



- C.** In pairs, tell your partner the steps for taking someone's temperature using a simple thermometer.

D. These are the instructions on a school library card. Some of the instructions are 'Don'ts' and others are 'Dos'. Listen to the instructions and repeat after teacher.

- 1) Use the books with maximum care.
 - 2) Please return the book timely.
 - 3) Don't fold over the pages.
 - 4) Don't write inside a book.
 - 5) Always keep the book with face up.
 - 6) Don't lose or damage a book.
 - 7) Pay your library fees regularly.

E. In pairs, use the table given below and list the above instructions under the headings 'Dos' and 'Don'ts'.

Dos	Don'ts

Making requests and responding properly

A. Look at the pictures and match each of them with a request given in the box.

	<p>A: Hi! Can I have an orange juice, please? B: Of course. I will make you one.</p>
	<p>A: Hello, can I borrow your pencil, please? B: Sure.</p>
	<p>A: Excuse me. Can I borrow this book, please? B: Sorry, this book is not for borrowing.</p>
	<p>A: Excuse me. Can you tell me the way to the Zainul Park, please? B: It's on Kachari road, next to the big playground.</p>

B. Now, in pairs, practise the dialogues given in activity A.

Making requests and responding properly

C. Match the requests (A) with suitable responses (B). Write the responses under the requests. One is done for you.

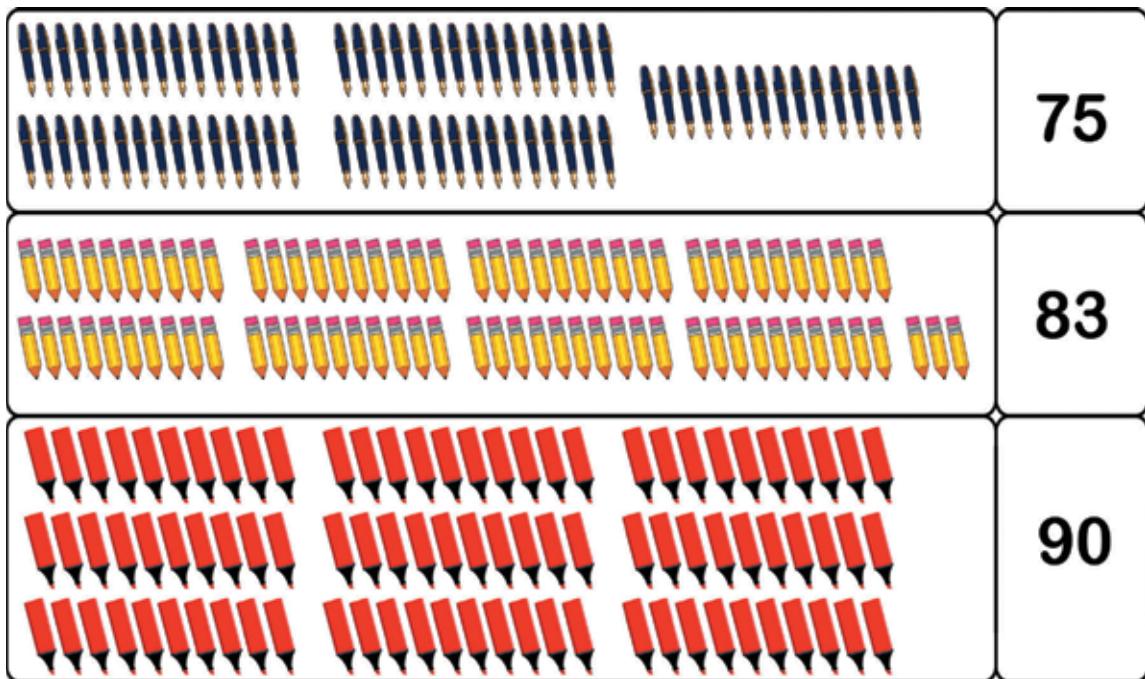
Requests (A)	Responses (B)
1. A: Could you please call me this evening? B: Of course. I will call you around 6:00.	Sorry. I have only one pen.
2. A: Can you repeat that, please? B: _____.	Yes, please. I will see you at the library.
3. A: Could I have a look at your newspaper? B: _____.	Sure. I am saying it again.
4. A: Can I borrow your pen, please? B: _____.	Sorry, but I am reading it now.
5. A: Can we meet at the library? B: _____.	Of course. I will call you around 6:00.

D. Guessing game

Play the game in pairs. Partner **A** will request **B** for something. She/he will use gestures/mime to make the request and must not speak out. Partner **B** will guess and follow the request. **A** and **B** take turns and continue.

Example: **A** may request **B** (through gestures/mimes) for borrowing his/her pen/book/khata (copy) etc. **B** will try to guess the request and act to follow it.

A. Count, listen and say the numbers.



B. Read and say the numbers.



C. Game.

Pairwork: Every student takes a number card or wooden or plastic number in figure from 0 to 9. Every pair makes a number (from 71 to 90) and say the number.

Continue.....

D. Write the missing numbers.

	72	
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	80	
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	89	
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	83	
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	77	
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	86	
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E. Game: Pick up a number card from the basket and say the number.



F. Rearrange the numbers.



Continue (up to 90)