



DIALOGUE

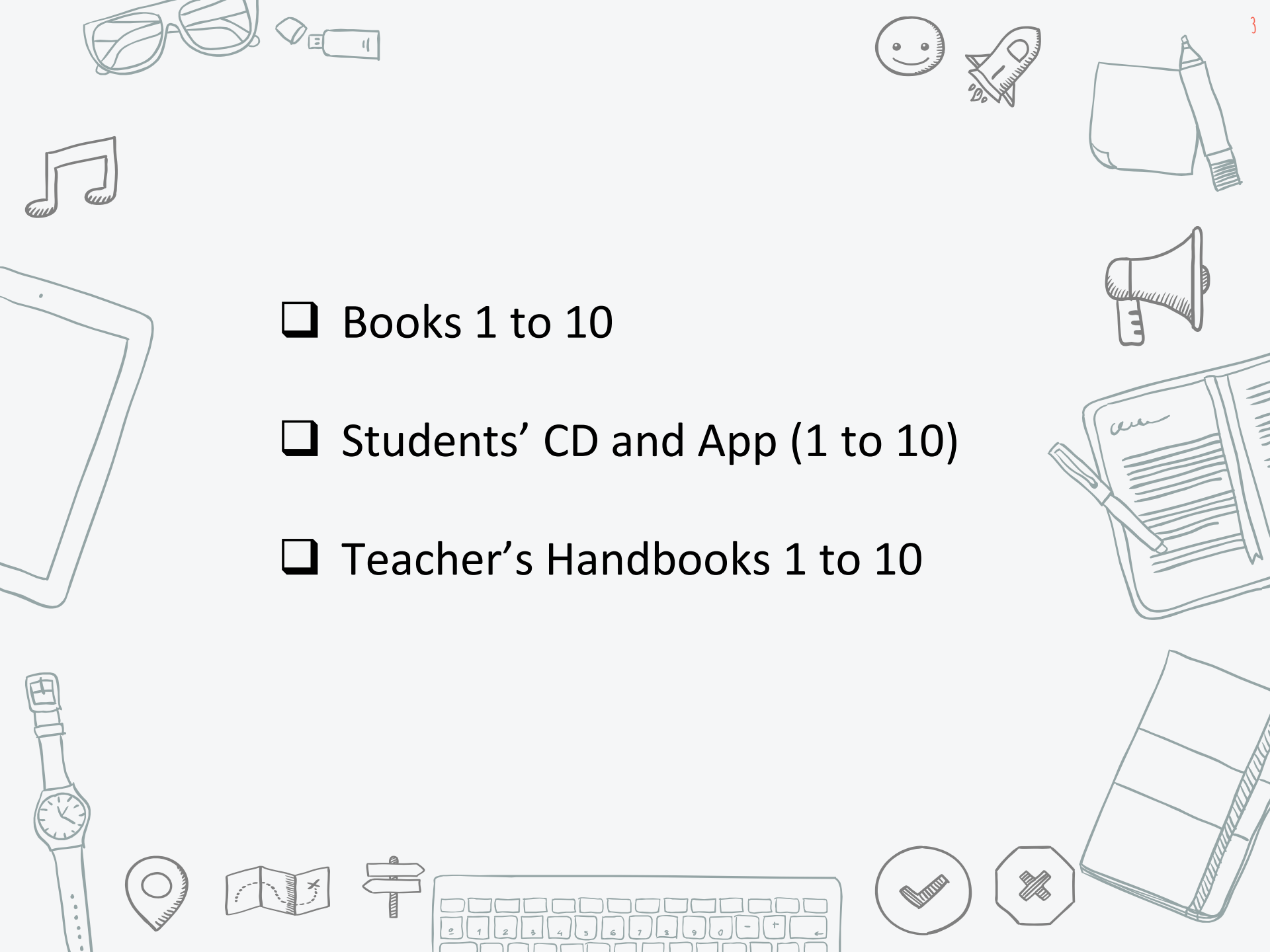
LISTENING AND SPEAKING FOR
SCHOOLS

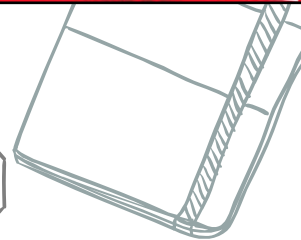
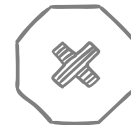
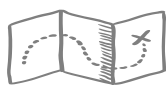
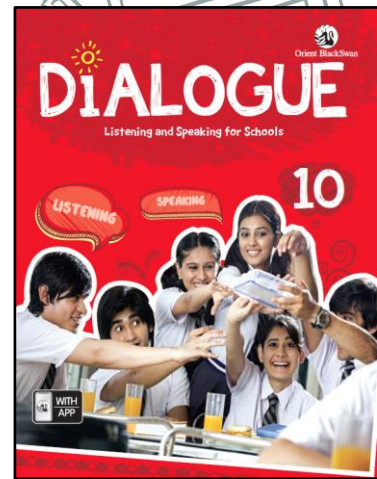
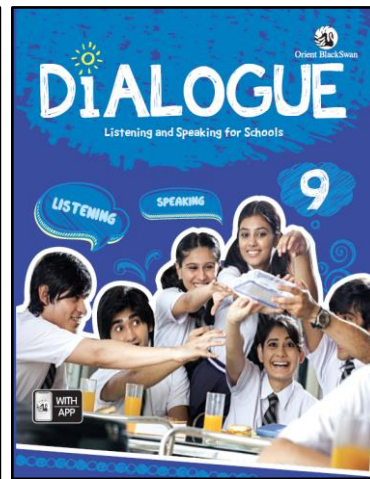
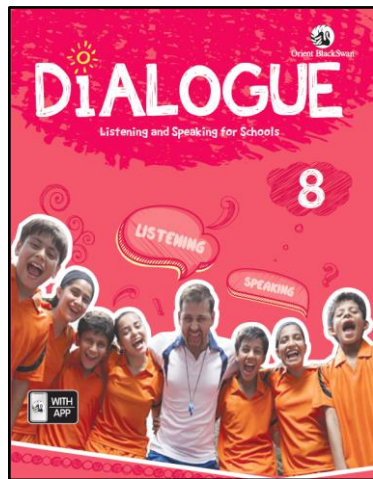
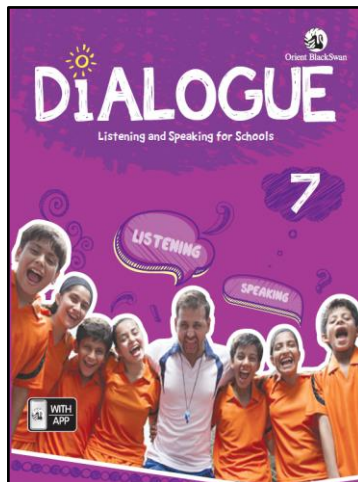
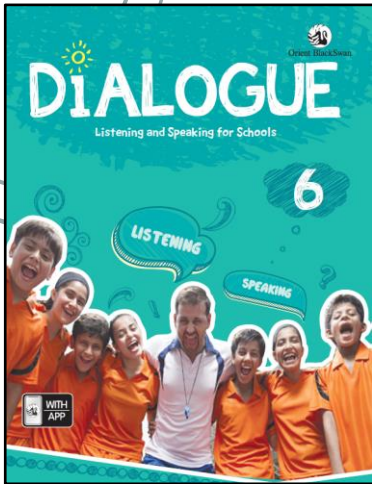
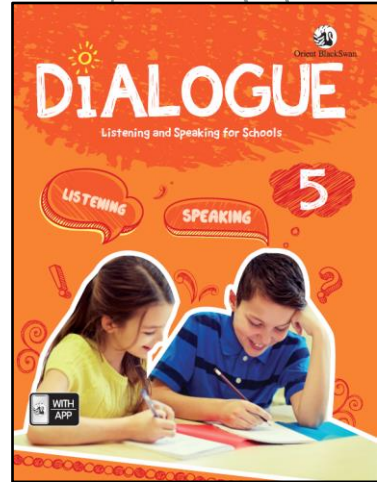
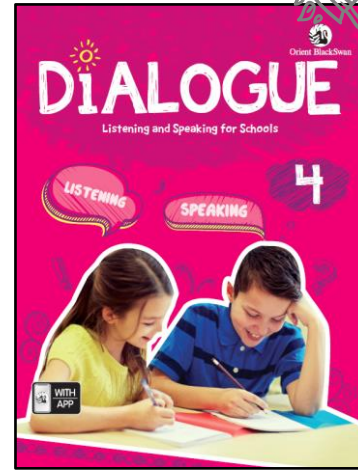
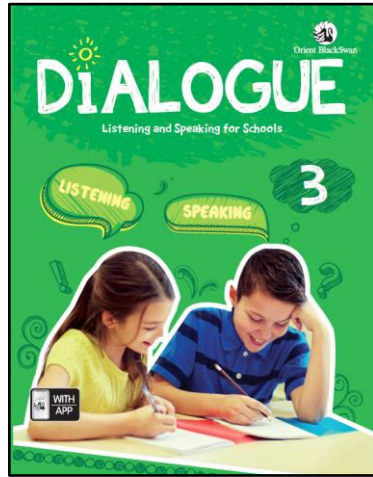
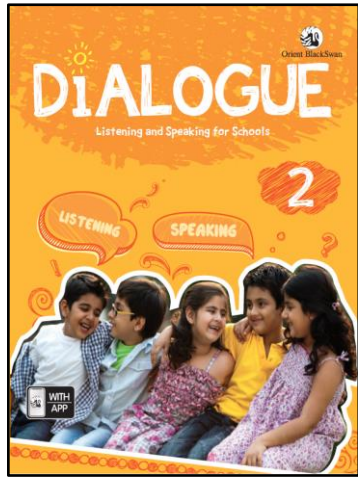
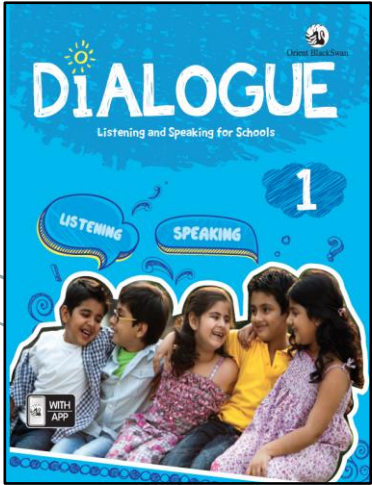


COURSE PACKAGE



- ❑ Books 1 to 10
- ❑ Students' CD and App (1 to 10)
- ❑ Teacher's Handbooks 1 to 10






USPS AND KEY FEATURES






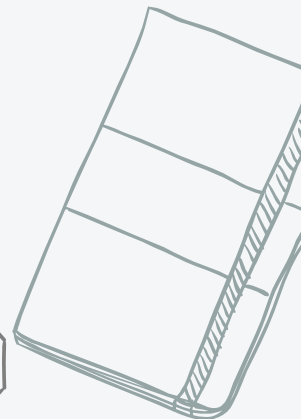
strong listening and speaking course

- ✓ comprehensive coverage of syllabuses for **teachers and learners** across all boards
 - ✓ focus on both accuracy as well as fluency in **learners**
- 



age-appropriate and well-graded themes

- ✓ meets **learners'** everyday, practical communicative needs
 - ✓ age-relevant themes and well-graded language functions
- 



Unit 7

Making a Difference



What we will learn

- + expressing regret and shock about a negative experience
- + expressing hope about a negative experience
- + responding to expressions of regret, shock and hope



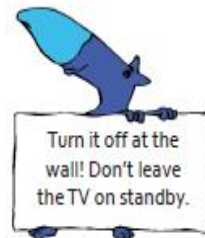
Warm Up 1

The children of Class 4 are leading an assembly. What do you think it is about? Match each poster to its key message.

1.



2.



3.



4.



5.



- We should use less electricity.
- We should buy less and live simply.
- We should recycle waste.
- We should use less petrol.
- We should clean up the air by planting trees.

Helpful Tips

How to pronounce
ENVIRONMENT

in-VAI-ren-ment ✓
envy-RON-ment ✗

Unit 2

A Click Away!



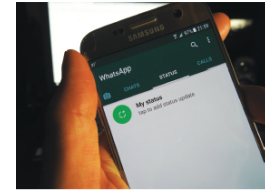
Listening

A. You will listen to a conversation between Ria and her grandmother. As you listen, write T for True and NT for Not True next to the sentences. Read the sentences before you listen.

1. Ria offers to take Grandma's new smartphone. NT
2. Ria suggests that Grandma learn how to use Whatsapp. _____
3. Grandma says that she can send photos through SMSes. _____
4. Grandma can type quite fast. _____
5. The replies to Grandmother's texts appear on the right side of the chat window. _____
6. Padma suggests that Grandma unbox the new phone. _____

B. Tick (✓) the phrases that you heard in the conversation.

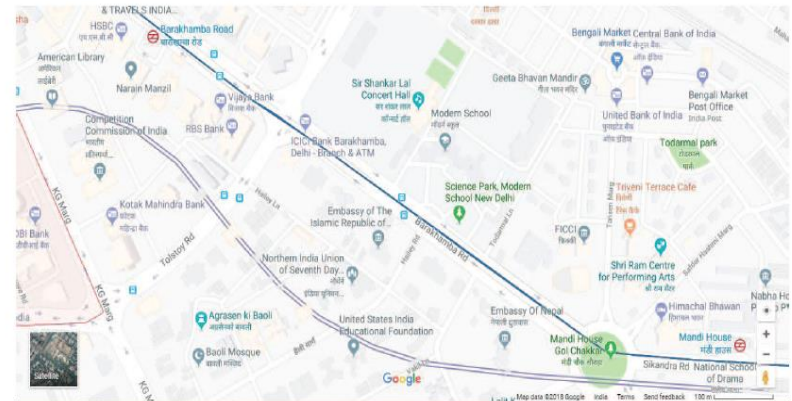
1. How about...?
2. Have you considered...?
3. Would you like to...?
4. It might be a good idea to...
5. Perhaps it may be...
6. Why don't you...?



More Practice

A. Look at the map given below of Connaught Place, New Delhi. Work in pairs and take turns to ask for and give directions to each other to go

- ✦ from Kotak Mahindra Bank to Sir Shankar Lal Concert Hall.
- ✦ from Bengali Market to Barakhamba Road Metro station.



What we will learn

- ✦ giving technical information
- ✦ describing a gadget
- ✦ giving operating instructions



Listen and learn: Listen to the audio and learn how to read a map.



❑ well-defined learning outcomes

- ✓ **What we will learn** section at the beginning of each chapter for **teachers'** easy reference
- ✓ multiple **My Performance Trackers** help **learners** assess their learning with respect to the learning outcomes

Learning Outcomes

Unit 11

Past Forward



What we will learn

- + expressing doubt, probability and certainty

Unit 1

About Me And My Body



What we will learn

- + answering simple questions about personal details
- + talking about parts of the body
- + understanding and talking about feelings

What we will learn

- + expressing hopes and wishes
- + talking about future plans and ambitions
- + giving advice for the future

What we will learn

- + evaluating a product or service
- + talking about positive and negative aspects
- + comparing similar products and services

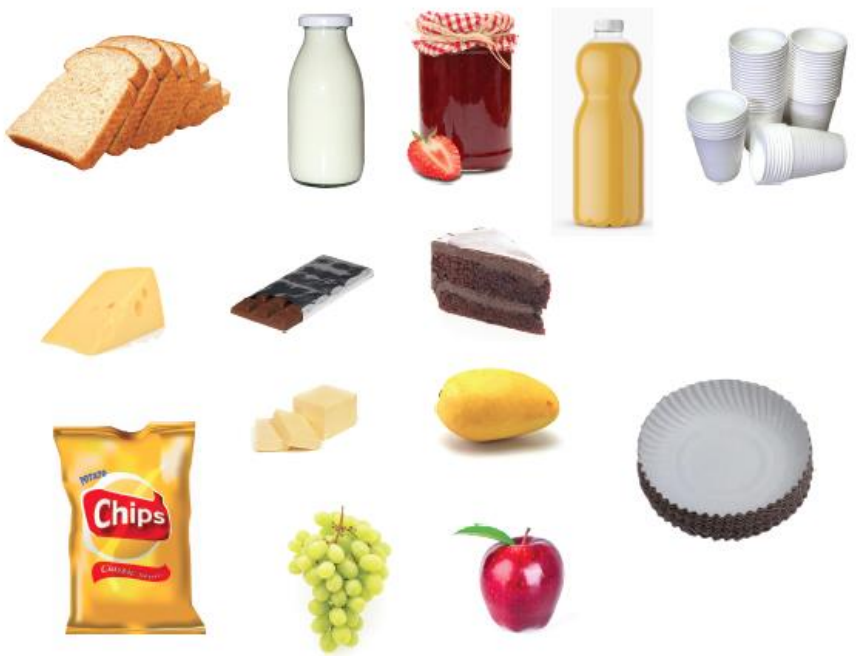
My Performance Trackers



Listening



Meenu is going on a picnic. She is with her family at the supermarket. Listen to the description of what they bought at the supermarket. As you listen, circle the pictures of the things they bought. Look carefully at the pictures before you begin.



My Performance Tracker 1

- I understood that Meenu and her family are buying things at the supermarket. 😊 😐 😞
- I recognised the names of the things they bought. 😊 😐 😞



Speaking

Varun lives with his parents in a small apartment on the sixth floor of a block. He wants to have a pet, but his mother tells him about the disadvantages. She advises him not to have one, and Varun reluctantly agrees. Work with your partner and role-play this discussion. Use the clues in the cards below.

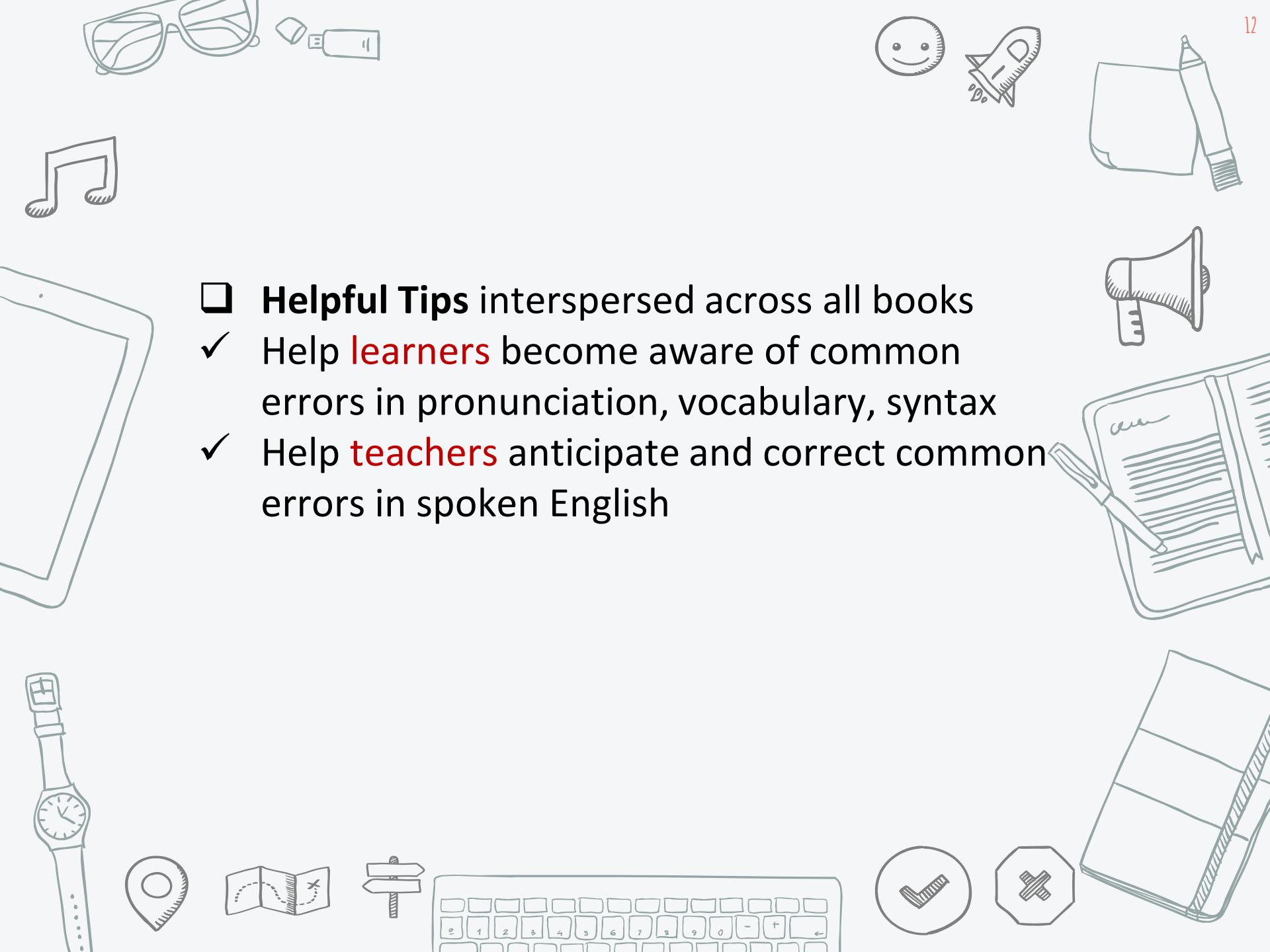
Varun – advantages		Mother – disadvantages
<ul style="list-style-type: none"> + good friend + company when alone at home + fun to be with + can learn about animals + can take it along when travelling + can learn to share—share his room 		<ul style="list-style-type: none"> + small apartment—no place for walks and exercising + lack of exercises makes the dog unhealthy + need time—everyone at home is busy + animals dirty the place

My Performance Tracker 2

- I can point out advantages and disadvantages of having something or doing something.
 - very clearly quite clearly not very clearly
- I can use the right phrases and expressions to point out advantages and disadvantages.
 - very clearly quite clearly not very clearly
- I can use the right expressions to give advice.
 - very clearly quite clearly not very clearly

My Performance Tracker 3

- Were you able to understand the listening input perfectly?
 - Yes Yes, but _____
 - No, because _____
- Did you use the words and phrases learned in this unit while speaking?
 - Yes Yes, but _____
 - No, because _____
- Did you use correct grammatical forms throughout?
 - Yes Yes, but _____
 - No, because _____
- Was your pronunciation clear and easy to understand?
 - Yes Yes, but _____
 - No, because _____

- 
- ❑ **Helpful Tips** interspersed across all books
 - ✓ Help **learners** become aware of common errors in pronunciation, vocabulary, syntax
 - ✓ Help **teachers** anticipate and correct common errors in spoken English



Language Help

Answers to the questions on the left will help you talk what to buy and how much.

How much is...? Do you have...? Is the...? What is the price of...? Can I have...?	Twenty rupees... Yes, of course. Here it is.	
How much?	a loaf of... one kilo... a slice of... a bar of... a box of...	a packet of... a bottle of... a slab of... a can of...

Helpful Tips



We use *how many* when we ask questions about things that can be counted.

We use *how much* when we ask questions about things that cannot be counted.

Helpful Tips



He is a *police*. ✘

He is a *policeman*. ✔

The police arrived immediately.

Singular: policeman

Plural: police

Helpful Tips



We generally avoid using the verbs *like*, *love* and *dislike* in their present continuous forms.

- ❖ She **is liking** swimming. (✘)
She **likes** swimming. (✔)
- ❖ They **are disliking** the rude customers. (✘)
They **dislike** the rude customers. (✔)



Get It Right



Listen to these words.

this that these those then

Now, listen to these sentences and read them aloud.

1. Is this the thing? Yes, that is the thing, but not those things there.
2. In room three thirty-three on the third floor there is a thousand-year-old throne.
3. Father, mother, sister and brother travel from here to there to be with one another.
4. I think my father's and mother's birthdays are on the fourth and fifth of this month.

Helpful Tips



To pronounce *th* correctly, put the tip of your tongue between your top and bottom teeth and blow air through your mouth, making either a *th* or a *dh* sound.



Rich and exciting digital resources

- ✓ CD and APP for students
- ✓ Mapped to the book; perfect for independent learning and practice
- ✓ Help **learners** develop soft skills, clarity in speech, proper diction, confidence in speaking and other complementary skills



Get It Right

A. Listen and repeat.

sun, sea, salt

she, sharp, shirt

leisure, measure, pleasure

sun, sea, sail

she, sharp, shirt

leisure, measure, treasure

B. Listen to the words being called out. Circle the correct three words in each row.

1. sun shirt sum treasure

2. salt shake some sure

3. sea she measure brush

4. sure leisure same show

5. sleep sheep show same

6. leisure pleasure sea sharp



Listen and read aloud: Listen to the tongue twister and read it aloud slowly, then as fast as you can. Pay attention to the *s* and *sh* sounds.



More Practice

A. The pictures below show what happened in Mumbai during the monsoon season in 2017. Razia was in Mumbai at the time. She describes the scenes to her friends Megha and Roy who ask many questions. Work in groups of three and role-play the conversation.



B. Discuss in groups of four. You are the members of a group called **Keep the Area Clean**. Your group plans to clean the two parks in your area tomorrow. But you are not sure what the weather will be like next morning. Try to guess what the weather will be like and also plan what you will do if it changes suddenly.



Listen and tell: Look at the pictures and listen to the story 'The Four Seasons'. Then, tell the story in your own words with the help of the pictures.



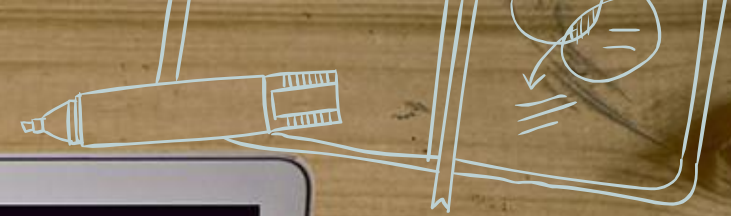
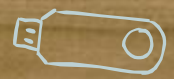
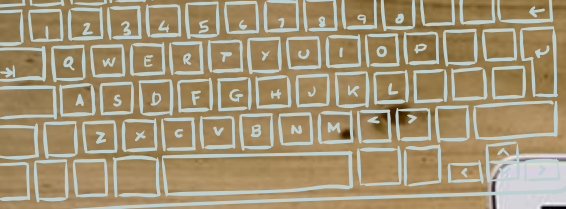
Language Help

giving reasons and explaining	...because...; ...since...; The main reason I say that is because...; The reason why...is because / is that...; To understand why...; you should first know / understand...; Well, it's like this...
advising	Why don't you...; You could / should / shouldn't...
disagreeing	Sorry, I don't think...; But I think it...; No, it is / isn't...; Isn't...better than...?



Listen and learn: Learn how to disagree politely.

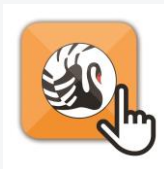
DIGITAL RESOURCES FOR DIALOGUE



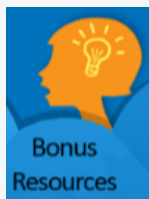
Featured in the CD and the App



audio support for listening exercises in the book



presentations, recitation, reading aloud, and guided practice tasks, mapped to the learning outcomes in the book



voice exercises, drills and chants, tongue twisters, repair strategies, links, videos and other resources



Listen and read aloud: Listen to the story 'Where is My Pencil?'
Then, read it aloud with correct expression.



Get It Right



Look at these words.

✦ class + room = classroom ✦ lunch + box = lunchbox

Sometimes, two words come together to form a new word.

Listen to these words. Write them down here. Circle the two words that combine to form these words.

football

Bonus Features

- ✦ Tongue-in-Cheek!
- ✦ Tongue Twisters
- ✦ Sound Check
- ✦ Sound Effects (Books 7 to 10)
- ✦ Well, I Mean, You Know! (Books 7 to 10)
- ✦ Helpful Tips
- ✦ Check it Out

Dialogue Level 9 : Orient BlackSwan Digital

USER MANUAL DOCUMENT

1 Miles into Minutes

2 Step By Step

8 What's in a Name?

ABOUT US

BONUS RESOURCES

z sound

Well, I Mean, You Know! — Text

Well, I Mean, You Know! — Video

Dialogue 9 — Tongue Twisters

Tongue Twister — A

Tongue Twister — B

Tongue Twister — C

Tongue Twister — D

Tongue Twister — E

Tongue Twister — F

Tongue Twister — G

Tongue Twister — H

7 Making a Difference

EXIT

Bonus Resources

TIP










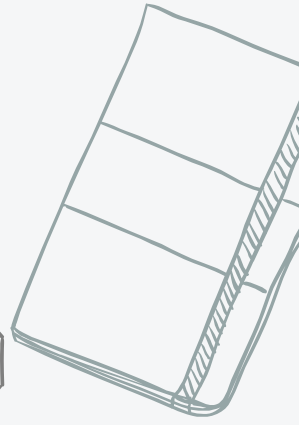


TEACHER'S HANDBOOK





Teacher's Resource Pack

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- ✓ Tips for **Classroom Management**
 - ✓ Instructions to tune students' ears to **listen for targeted outcomes**
 - ✓ Instructions to prepare students for the speaking task
 - ✓ Listening Texts
 - ✓ Answer Key
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THANK YOU!

