

ENGLISH

Grade 8



Government of Nepal

Ministry of Education, Science and Technology

Curriculum Development Centre

Sanothimi, Bhaktapur

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Preface

The Curriculum and curricular materials have been developed and revised in a regular basis with an aim to make the education objective-oriented, practical and relevant. It is necessary to instil the feelings of nationalism, national integrity and democratic spirit in students and equip them with morality, discipline and self-reliance so as to develop in them social, personal skills and the basic competencies of language, science, occupation, information and communication technology, environment and health, and life skills. The education should help them appreciate and make them aware of arts and aesthetics, preserve and promote own social norms, values and ideals, equip them with creative skills, have due respect on ethnicity, languages, religions, cultures, and regional diversity, human rights so as to make them capable to play the role of responsible citizens. This textbook has been developed in line with the basic level English Curriculum (Grade 6-8) 2012 which was developed by incorporating the recommendations of various education commissions and also feedback obtained from the workshops and seminars attained by teachers, students and parents.

Bringing out the book in this form, the contribution of the executive director of of CDC Mr. Diwakar Dhungel, Prof. Dr. Chandreshor Mishra, Dr. Bal Mukunda Bhandari, Shambhu Prasad Dahal, Dr. Rishi Ram Rijal, Ganga Dhar Hada, Sita Sharma, Homnath Amgain is highly acknowledged. The subject matter and language of this book were edited by Chandra Kanta Bhusal, Bishnu Prasad Parajuli and Nim Prakash Singh Rathaur. CDC extends sincere thanks to all contributors who contributed in preparing this new edition of book including Nim Prakash Rathore for editorial support, Shreehari Shrestha for coordinating the task of art works and design, Ganesh Bhattacharai and director general of curriculum development centre Dr Lekha Nath Poudel for overall coordination in preparing this edition.

A textbook is one of the important curricular materials. This book contains a variety of reading materials and exercises which will help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practise various language learning activities. There is uniformity in the presentation of activities which will certainly make it convenient for the students. The teachers, students and others concerned are expected to make constructive comments and suggestions to make it a useful learning material in its future editions.

2019AD

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1



Travelogue

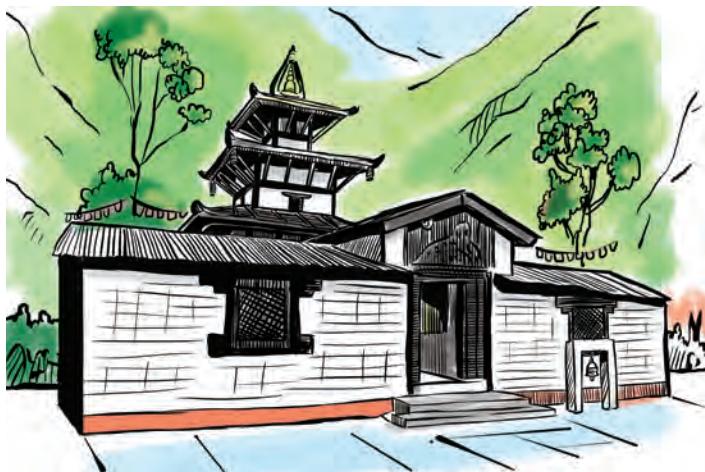
1. Reading

A. Engage yourself

- There are many tourist attractions in Nepal. They are popular for many reasons. Some places are popular for their natural beauty whereas others are for their historical and religious importance. Write the names of the places that you would like to visit in our country.

Naturally beautiful places	Places of historical importance	Places of religious importance

- Now share your list with that of your friends and find out their correct names. Have you ever visited such places on your holidays? Write down the places you have visited so far.
- Look at the pictures below and guess the names of the places.





B. Study

Read the following text and note important information about Ghale Gaun.

A memorable journey from Terai to the Hill

I had heard that Ghale Gaun was a really beautiful place for homestay. I was keen to go there. My luck favoured me. My parents made a plan to take me to the place for five days during my vacation. As I was born in Birgunj, I had never seen the hilly region before. My first visit to Ghale Gaun made a lasting impression on me. I reached there passing many hills through green countryside. The beautiful scenery on the way appealed to me. It still flashes in my memory.

After spending a night at a hotel in Besishahar, early next morning we started our journey on foot. I felt it difficult to walk the hills. My father immediately realized it. We broke our journey in Baglung Pani. He told us to have a rest at Chautara. He took out a bottle of cold drink from his bag. We drank it.

“Are you enjoying the scenery?” my mother asked me.

“Isn’t it an exciting experience to see such a picturesque village?” My father pointed to the village with clustered houses. I looked at the village. I couldn’t help saying, “Yes”. That picturesque scenery thrilled me. I forgot all the tiredness that I had felt before.



“Mummy, I ‘m ready to move ahead. I’m not exhausted. Let’s go!” I got up and walked towards the village.

As we were walking, we got lost. So, my father asked a stranger, “Excuse me, I wonder if you could tell me the way to Ghale Gaun”.

The man greeted my father and said, “I’m also going there. If you like, I’ll guide you to get there.”

“Thank you”, my mother replied.

The man said, “The village with clustered houses is Ghale Gaun. It is situated at the northwest of Besishahar in Lamjung. It takes about a five-hour walk to reach there on foot from Besishahar. We can get there by bus too. People who cannot walk can take a bus to go there. Almost all the inhabitants of Ghale Gaun are Ghyabre Gurungs.”

We enjoyed the journey with that man very much. After about a five-hour walk we reached our destination.



“Why are they taking marigold garland with Tika?” I asked my mother.

“This is how they welcome their guests”, my mother replied.

We were treated with proper hospitality. We were served with fresh and delicious organic food. We ate *dal*, *bhat*, *tarkari*, *achar* with a Gurung family. We were the paying guests there. They performed their cultural dances. Mainly, we observed the *Ghantu Dance*, *Krishna Chari-tra*, *Jhankri Dance* and *Lama Dance*.

In the end, we observed some typical round houses there. We also looked at the Annapurna Himalayan range from the village. Thus we spent five days in a homely environment in Lamjung and returned home.

Ways with words

1. Fill in the gaps with the correct words from the list below.

countryside

homestay

picturesque

exhausted

organic

cultural dances

- (a) We can live with a Gurung family in a and learn their culture.
- (b) We can stay a night in this village. It reminds us of our culture.
- (c) foods are produced without using chemicals.
- (d) During the school vacation, many city people like to visit the
- (e) Ghantu Dance, Krishna Charitra, Jhankri Dance and Lama Dance are the common of the Gurungs in Ghale Gaun.
- (f) I was from the day's continuous walk.

2. Match the words in column 'A' with their meanings in column 'B'.

A

B

(a) impression

(i) friendly and generous behaviour towards guests

(b) destination

(ii) a feeling that one gets about something or somebody

(c) thrilled

(iii) a person that lives in a particular place

(d) hospitality

(iv) a place where somebody is going

(e) inhabitant

(v) overjoyed

Read and answer

1. Read the text again and answer these questions.

- (a) Where did the writer go on holiday?
- (b) How many members were there on the journey? Who were they?
- (c) Where was the writer from?
- (d) Did the writer like Ghale Gaun? How do you know?
- (e) How were the writer and her parents treated in Ghale Gaun?
- (f) Describe Ghale Gaun in five sentences.

2. Read the text again and reorder these sentences.

- (a) They stayed at a hotel in Besishahar.
- (b) People in Ghale Gaun welcomed them.
- (c) The writer's father asked a stranger the way to Ghale Gaun.
- (d) The writer and her parents started their journey from Birgunj.
- (e) The writer got exhausted while walking to Ghale Gaun.
- (f) They observed different dances there.
- (h) After five days, they returned home.

3. Read the text again and fill in the table below with correct information.

Dances they observed	Things they observed	Food they ate

Activate yourself

Recall any of your exciting journeys to a new place. Write a similar travelogue and share it with your friends in the class.

2. Time for grammar

A. Engage yourself

Read the following text about a domestic tourist in Kathmandu.

A man from a village was spending a month in Kathmandu. One day, he went to stay in a hotel at Thamel, a nice place in the city. He went out to look around, but the man did not return to the hotel. He disappeared. The police were called in but they could not find the missing tourist. Two weeks later the man walked into the police station at Hanuman Dhoka. He said he had got lost while walking around the town. He had also forgotten the name of the hotel.

B. Study

1. Read the above passage and underline the articles a/an or the.

2. Complete these sentences with a/an or the.

- (i) Yesterday, I bought a newspaper and magazine.
newspaper was in my bag and magazine was in my pocket.
- (ii) We will have dinner in very nice restaurant.
- (iii) Would you like banana?
- (iv) They live in small old house. There is
beautiful garden behind house.
- (v) man in the red shirt is my brother.

3. Put a/an or the where necessary.

- (i) I am going out for.....walk.
- (ii) Have you had..... dinner yet?
- (iii)sun was going down.
- (iv) She met.....police at the station.
- (v) Everest is.....highest peak in the world.

C. Activate yourself

1. Read a text in a newspaper and find out all definite and indefinite articles.

2. Write a short story using both definite and indefinite articles.

3. Listening

A. Engage yourself

1. **Have you ever talked to your friends or relatives on the phone? Have you ever taken any messages on the phone? Recall a recent message you got from your friend or your relative.**

2. Look at the picture below. What is the person doing?



B. Study

Listen to the call and note down the message.

From	To	Time	Phone number	Message

C. Activate yourself

1. Make a phone call and note down the information.
2. Form a dialogue out of the phone call you have recently made.

4. Speaking

A. Engage yourself

Recall a time when you have had to ask someone for directions.

1. Where were you going? How did you get there?
2. Work with a partner in turns, give each other directions on how to get to your home from your school.

B. Study

1. Read the following example.

Namuna wants to know the way to the post office.

Namuna : Excuse me, I wonder if you could tell me the way to the post office.

Nabin : Yes, if you come with me, I'll show you. It's opposite to my school.

2. Work in pairs in the following situations. “A” asks for direction, and “B” responds to him/her. If “A” gets confused he/she can ask “B” to repeat.

- (a) “A” wants to know the time.
- (b) “A” wants to know the way to the film hall.
- (c) “A” wants to know the way to the hospital.
- (d) “A” wants to know how often we should brush our teeth.
- (e) “A” wants to know when Nepal became a Federal Democratic Republic country.

3. What would you say in these situations?

- (a) You want to know the opening time of the bank.
- (b) You want to know when your English class starts.
- (c) You want to know your friend’s phone number.
- (d) You want to know the price of a school bag.
- (e) You want to know the best hotel in Gulmi.

C. Activate yourself

1. Work in pairs. Ask your friend for some information. Begin your question with any of the following.

- (a) Can you tell me.....please?
- (b) Could you tell me?
- (c) I wonder if you could tell me.....?
- (d) I'd like to know

2. Read an extract from a drama and point out the language used to ask and give information.

5. Writing

A. Engage yourself

- 1. Have you ever written a letter to your friend? To whom have you written?**
- 2. Do you think writing a letter to your class teacher for a sick leave is similar to writing a letter to your friend?**

B. Study

- 1. Read the following letter and point out the following parts:**

Address	Date	Salutation	Body	Closing
				Birgunj, Parsa
				Jan. 8, 2013

Dear Nilu,

How are things with you? When you left home for a homestay in Ghale Gaun, I was really sad, but now I am happy to know about your exciting journey there.

Nilu, how was your holiday there? I want to know the detailed description of your journey and your experience. Will you send us a letter?

Wish you a safe journey back home!

Your loving brother,

Satya Dev Yadav

- 2. Read the letter again and write a reply.**

C. Activate yourself

Write a thank you letter to a friend who has helped you in your work.

6. Project work

- Let's try to complete the following table. Supply authentic information about a place you have visited.

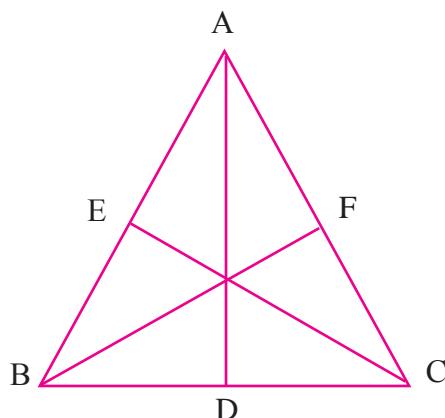
Name of the place:

Things you observed	Things you did	How you got there	Location	Religion and culture

- Now write a travelogue based on the information that you have collected above.

7. Enjoy yourself

Look at the following picture carefully and point out as many triangles as possible.



2



An Expedition

1. Reading

A. Engage yourself

Look at the map below and locate the districts of the following places.

- a. Hile
 - b. Jiri
 - c. Namche
 - d. Pashupatinagar
 - e. Phidim
 - f. Gorakhkali temple
 - g. Chandani and Dodhara
 - h. Swargadwari



B. Study

Read the following dialogue between six friends and underline the special features of the place.

A visit to Godawari

Grade eight students of Khadga Laxmi School went for a visit to Godawari in Lalitpur district. They studied about many plants there and enjoyed its scenic beauty. When they returned to school, Srijana, the leader of the visiting team answered the questions asked by the students who were unable to attend the trip.

Binod: Tell us something interesting about Godawari.

Srijana: Godawari is a beautiful place situated at the base of a hill full of exotic and local plant varieties. The fern and orchid houses are very popular. The Japanese garden which is in the northwestern part of the area is also a sight to see. This lush region is the home of many plants. There are four types of oak trees with their leaves remaining green all the year round. In addition, rhododendrons, wild walnuts, dark chestnuts and Himalayan maples are other species found in this garden. As its climate is subtropical, more than 529 species of butterflies and plants are found in Godawari.

Mamata: Did you have to write about what you observed in Godawari?

Srijana: Yes, of course. We were asked to write a short report on Godawari's butterflies and animals. In April and May, butterflies - many of them with gleaming swallow tails - flock around beautiful flowers. Godawari is a shelter for over a hundred species of butterflies, ranging from drab beaks to blue peacocks.

Anuj: I have heard Godawari is a famous picnic spot as well, is it true?

Srijana: That's right. Godawari's beauty and plants attract many people who go there to enjoy a picnic. Especially on Saturdays, large groups of people gather there for cookouts. Varieties of food items are prepared and served in paper or leaf plates because they are biodegradable. Picnics are often associated with festivals and are a long-standing tradition in Nepal. Picnics have been part of the social harmony for centuries. People enjoy eating, participate in dancing singing and other fun events at picnics.

Asha: How can we reach there from Kathmandu ?

Srijana: Godawari is within easy reach of Kathmandu's ring road. You can take a

Anil: public vehicle, minibus, microbus, or private car or taxi to go there.
How would you appeal people to visit Godawari?

Srijana: Well, visiting places like Godawari provides us with recreation and inspiration to study nature. We are nature lovers and it is a part of our lives. In this sense, Godawari is worth visiting.

Ways with words

1. Match the words with their meanings.

- | | |
|-----------------|-------------------------------------|
| (a) exotic | warm temperature |
| (b) orchid | dull and boring |
| (c) lush | strange or unusual and exciting |
| (d) subtropical | covered in healthy grass and plants |
| (e) gleaming | a kind of flower (sungava) |
| (f) drab | faint in light |

2. Fill in the blanks with the correct words from the text.

- Srijana is the leader of the team.
- Godawari is situated at the of the forested hills.
- The leaves of oak trees green all the year around.
- Butterflies.....around beautiful flowers.
- Picnics are often with festivals.

3. Correct the spelling of the following words.

extoic, reogin, rhoderdendons, clmatio, ipcnic, hamonyr, arttact

Read and answer

1. Answer the following questions.

- What makes Godawari beautiful?
- What is Godawari famous for?
- How many species of plants are found there?

- (d) In which months do we find butterflies moving around flowers in Godawari?
- (e) How can picnics be part of social harmony?
- (f) What do people do in picnics apart from eating?

2. Choose the best answer.

- i. **Godawari is in**
 - A. Kathmandu
 - B. Lalitpur
 - C. Bhaktapur
- ii. **Godawari is theof many plants.**
 - A. home
 - B. school
 - C. market
- iii. **In April and May,flock around scented flowers.**
 - A. insects
 - B. animals
 - C. butterflies
- iv. **Many people go to Godawari for**
 - A. picnics
 - B. weddings
 - C. fighting
- v. **Picnics have been part of social.....**
 - A. gathering
 - B. harmony
 - C. rules

Activate yourself

Work in groups. Play the role of different people and act it out. If you can, add some information about Godawari.

2. Time for grammar

A. Engage yourself

Read this passage and underline must, have to, and should.

A doctor says to his patient , “As your temperature is rising, you must have an injection everyday. You mustn’t drink any alcohol until you’ve finished your tablets, and you must stay indoors for at least three days. After that, you can go out for short

walks, but you mustn't do anything too energetic. If there is any pain in your back, you must lie flat on your back. To save yourself from heavy dehydration, you must drink five liters of water a day. Things will improve very soon, and in this case you needn't stay in the hospital any more. You have to be polite with other patients in this ward, and you should always follow my advice."

In the passage given above, the words ‘must’ ‘have to’ and ‘should’ express obligations. We use these words to say when things are necessary that certain things are done. The negative of ‘must’ is ‘mustn’t’, which means you can’t do somebody as a rule, as it is harmful. The negative of ‘have to’ is ‘don’t have to’ it is not necessary to do.

When something is the right thing to do, we use ‘should’ or ‘ought to’. When it is a wrong thing to do we use shouldn’t or oughtn’t. These are called modal verbs.

B. Study

- 1. Work in pairs. Suppose you are a doctor and other is a patient now. The doctor advises the patient what he/she must do and mustn't do. Begin your sentences from:**

You must
You have to
You mustn't
You should
You ought to
You shouldn't
You don't have to

- 2. Rewrite the following sentences selecting appropriate modal verbs from the brackets.**

- i. Students _____ wear school uniform. (must/mustn't).
- ii. Children _____ play in the mud. (should/shouldn't).
- iii. Sunita and her brother _____ get up early on Saturdays because they do not have to go to school on Saturdays. (have to / don't have to)
- iv. When we cut down one tree, we _____ plant two in its place. (should/shouldn't)
- v. If you are suffering from a common cold, you _____ have cold drinks. (must/mustn't)

C. Activate yourself

Your school may have rules and regulations for the students to follow. Write them one by one using must, mustn't, should and have to, are not allowed to etc. You can use the following example to help you.

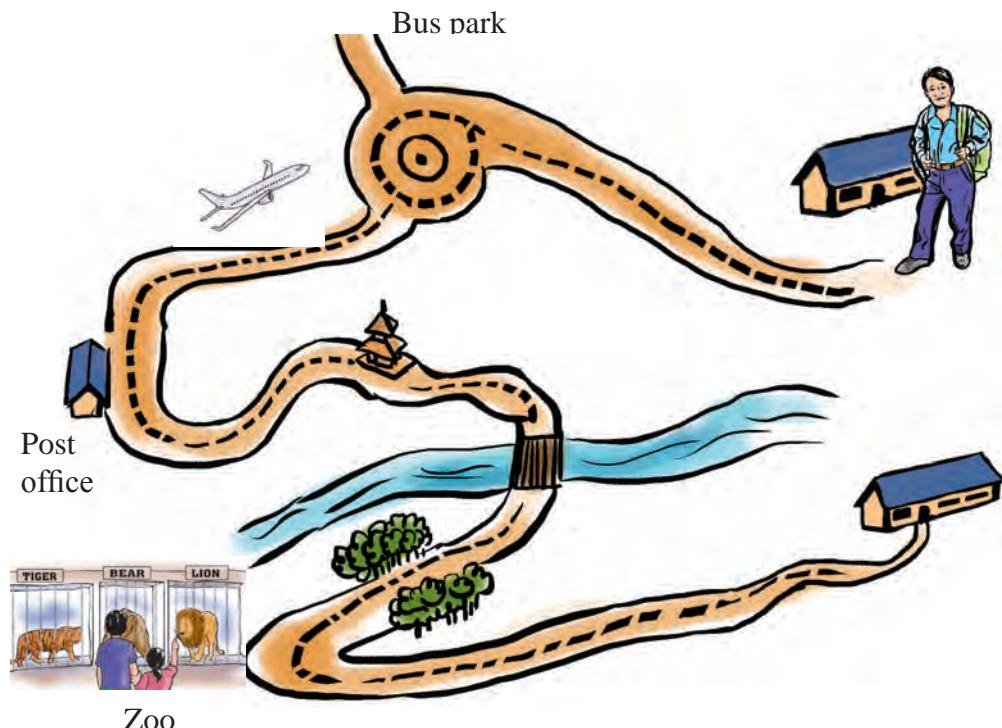
Rules and regulations for zoo visitors

1. Visitors mustn't give food to the animals.
2. Visitors are not allowed to litter in the garden.
3. Visitors mustn't smoke within the zoo premises.
4. Poking at the animals is strictly prohibited.

3. Speaking

A. Engage yourself

If you want to visit a new place, you need to take a map with you. It helps you to follow the right path. Can you follow the directions to get to the hospital from the school on the following map? Draw a line along the way to get there.



B. Study

1. Read the following dialogue carefully.

Tourist : Good Morning! I'm Robert Smith from England.

Ram : Good Morning! I'm Ram Basnet, a local of this city. How can I help you, sir?

Tourist : Could you please tell me the name of a good hotel where I can stay?

Ram : You can stay here in hotels like Annapurna and Yak and Yeti.

Tourist : Where is the hotel Annapurna exactly? Will you please show me the way?

Ram : Oh, Sure! Turn right and follow the road until you see the hotel on your left.

Tourist : All right! Do I need to take a taxi?

Ram : No, you don't. It's just a five-minute walk from here.

Tourist : Thank you.

Ram : It's my pleasure.



2. Now play the role of a tourist and a student. Complete dialogue filling in the blank spaces with the clues given in the table.

Would you please tell me where I can stay here for a day?	How can I get there?
Good morning	to take a rickshaw
Welcome	It's my pleasure

Tourist : Good morning! I am David Smith from England.

Sabnam : I am Sabnam Rajbanshi, a local of this city, Inaruwa to our city.

Tourist : Thank you.....?

Sabnam : You can stay here in hotels like Prince and Mayalu.

Toursit : Where is the Hotel Prince exactly?

Sabnam : Take your left and follow the road until you see a hotel on your right.

Tourist : Alright! Do I need.....?

Sabnam : No, you don't. It's just a five-minute walk from the bus stop.

Tourist : Thank you.

Sabnam :

3. Now play the role of a tourist and a student. The tourist should ask for directions to get to the following places in your locality.

- (a) nearest health post/hospital
- (b) nearest buspark/airport
- (c) nearest campus/school
- (d) nearest river/swimming pool
- (e) nearest picnic spot

4. Look at the map in 3.A. carefully and tell your friend the way to get to the following places.

- (a) bus park to post office
- (b) temple to school
- (c) buspark to airport
- (e) hospital to zoo

C. Activate yourself

1. Make a list of famous places like hospitals, schools, hotels, temples, gumbas, lakes, rivers, etc.
2. Work in pairs. One person asks for directions and the other responds.

4. Listening

A. Engage yourself

1. Do you know the person in the picture? He is a great dramatist. He wrote many plays and poems in English.
2. Think up as many plays as possible and present to the class.



B. Study

1. Listen to the audio text and fill in the table below.

Name of the book	
Author	
Date of publication	
Name of the money lender	
Antonio's friend	
Relationship between Portia and Bassanio	

2. Listen to the text again and fill in the blanks with correct word(s).

Certainly one of my books is The Merchant of Venice, and it's by It was believed to have been written between It is classified as a It is a love story between and Portia. When Bassanio asks for money, Antonio lends it from upon the condition that if he is unable to repay the money at the specified date, Shylock may take a pound of Antonio's Then he gives it to his friend, Antonio. Unfortunately, he cannot repay it on time. Shylock asks for flesh, but he is accused of because of the nature of the contract. Finally, Shylock gets.....

C. Activate yourself

Work in groups. Collect as much information as possible about the film you like most. Write a review of the film and present it orally. At the end, ask some comprehension questions to your classmates.

5. Writing

A. Engage yourself

A leaflet is one or more printed pages given free to advertise or provide information about a place or thing. Have you ever collected such leaflets?

B. Study

1. Study the short leaflet ‘A Visitor’s Guide to Pokhara’, which is a helpful tool for both foreign and domestic tourists visiting Pokhara.

A VISITOR’S GUIDE TO POKHARA

We warmly welcome you to Pokhara and wish you to have a good time. Here are a few things that’ll help you to make your journey comfortable.

Getting here

To get to Pokhara, you can fly direct from capital city, Kathmandu or you can take a bus or taxi, enjoying the beautiful scenery.

Accommodation

You can find many luxurious hotels near Lakeside, a famous tourist place.

Places to visit

There are lots of beautiful places to visit. Fewa Lake, Begnas Lake, Sarangkot, Shanti Stupa, Bats Cave, Mahendra Cave, and Davi’s Falls are the main attractions in Pokhara.

Time to visit

Pokhara has a mild climate throughout the year; not so cold in winter and not so hot in the summer. However, spring and autumn are the most appropriate seasons to visit Pokhara.

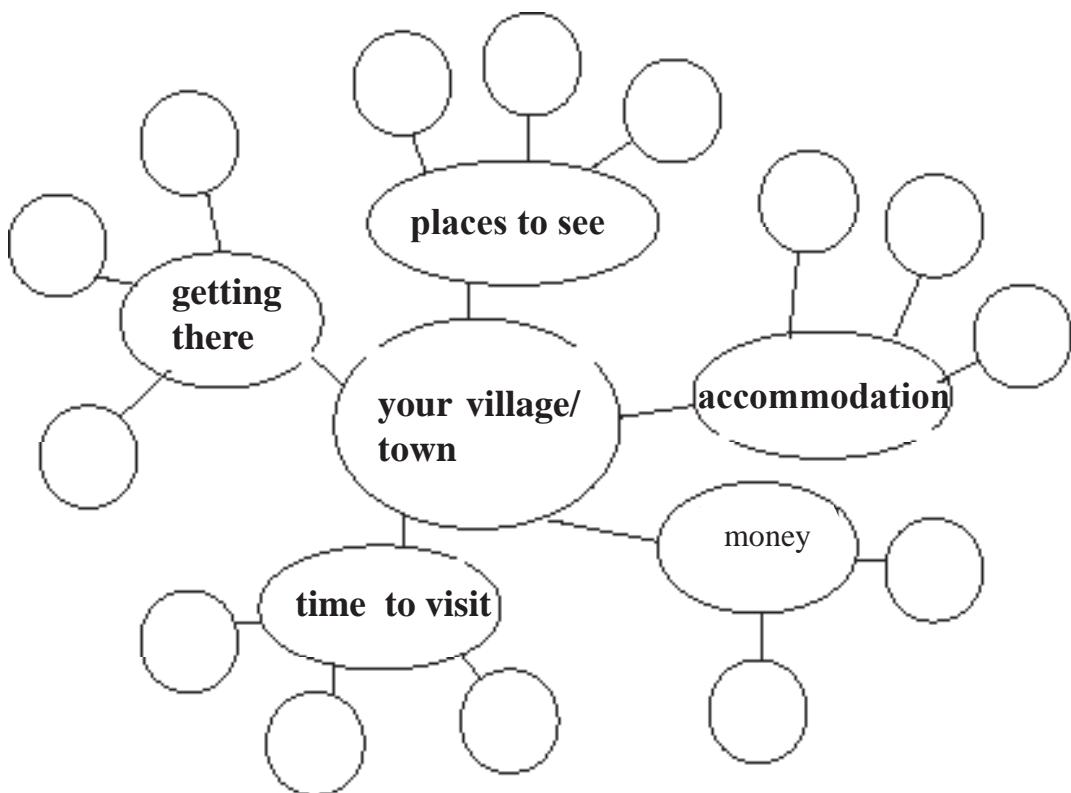
Money

Nepali rupees is the currency. Traveller’s cheques are accepted by most banks. US dollars are also accepted. One US dollar is approximately 90 NRs. Money can be exchanged at any bank.

2. Now let's do it. Student 'A' plays the role of a tourist and 'B' answers it.

- (a) How can I reach Pokhara?
- (b) Do I need warm clothes if I visit Pokhara in November?
- (c) Can I easily get a good hotel?

3. Study the diagram carefully and complete it with relevant information.



4. Produce an attractive leaflet of your town/village. Follow the format of the leaflet in exercise 5B.

C. Activate yourself

Work in pairs. Exchange your leaflet with your partner and receive feedback, then rewrite it and give it to your teacher.

6. Project Work

1. Has your school ever taken you to any beautiful place for a picnic or for any other purpose? Did you go there with your friends? Or, is there any beautiful place near your village or hometown?
2. List out special features of the place you've visited in the following table.

Name of the place:

Getting there
Accommodation
Places to visit
Time to visit
Money

3. Produce a well-designed leaflet of the place.

7. Enjoy yourself

- A. Read the poem below and answer the question.

What am I?

I am:

The beginning of eternity,

The end of the time and space,

The beginning of every end,

The end of every place.

- B. Write a poem with any topic and share it in your class.

3



Business and Commerce

1. Reading

A. Engage yourself

Look at the picture and answer the questions.

- i. What are the people doing in the picture?
- ii. Is interview a good method to get information?



B. Study

Read the text and answer these questions.

1. What is business?
2. How do people progress in business?

An interview with a local businessperson

Some students of grade eight were assigned the task of interviewing a local businessperson for their school magazine. They went to meet the businessperson. He welcomed them, all four students, with tea and snacks. They told him why they wanted to meet him. The young businessperson, a self - made man, was happy and ready to answer their questions.

- Kamala** : Would you mind telling us about your childhood and primary education?
- Businessperson** : Of course. My childhood was very normal and happy. My parents were farmers, so they were very hard working. Though they were uneducated they sent me to a reputed school. They never said ‘no’ to my requests.
- Bedu** : How was your school life during primary level?
- Businessperson** : Teachers were helpful yet strict too. We never felt bored in the school because there was a music class everyday and library classes three times a week. Adequate sports materials also fulfilled the demands of all interested students.
- Ambika** : Were you particularly interested in any game?
- Businessperson** : Yes. I was interested in table tennis.
- Bimala** : Please tell us how you came to be involved in business.
- Businessperson** : I had no such aim until my SLC level. When I joined the management stream in class XI, my interest in business gradually began to increase. My friends were mostly from business-related families.

- Kamala** : Could you tell us what business is?
- Businessperson** : It is an activity supplying goods or services or both to people to make a profit. Profit is the sole aim of business. Service to society, however, should also be kept in mind. We are part of the society; we need to help develop it.
- Bedu** : What is the most essential requirement to be a successful businessperson?
- Businessperson** : There is not a single thing for this. Hard-work, politeness, perseverance, and tactfulness are the basic virtues in business. Capital, investment and the market are the infrastructures necessary for business.
- Ambika** : How do you manage your personal and professional life?
- Businessperson** : It's not so difficult for me. My wife helps with my business, so she understands its complexities and does not interfere with my job. My parents help us to look after our children.
- Bimala** : Do you think you could explain the relation between education and business?
- Businessperson** : Yes. Education paves the path to business; education teaches us to do anything easily and properly. It makes you practical. We cannot learn business strategies and etiquette without education. Trying to manage a business without good education is just like trying to cross a deep river without knowing how to swim.
- Kamal** : If you had not been a businessperson, what would you have done?
- Businessperson** : (*laughs*) I might have joined the police force.
- Bedu** : Lastly, what do you want to tell the students like us?
- Businessperson** : Choose a field where you are happy to work hard. Also, work to benefit the future of your country in a positive way.

Ways with words

Read the conversation above and match the words in column ‘A’ with their meaning in column ‘B’.

A	B
(i) local	(a) benefit from a business
(ii) snacks	(b) of a particular place
(iii) sports	(c) related to home
(iv) profit	(d) tiffin
(v) household	(e) games

Read and answer

1. Answer the following questions.

- Why did the students interview the businessperson?
- Were the businessperson’s parents educated?
- What was the game he most liked at school?
- How does hard-work help a business make progress?
- What happens when you try to manage business without education?

2. Write ‘True’ or ‘False’ against the following statements.

- Three students went to see the businessperson.
- The parents of the businessperson were also in business.
- The businessperson studied in a poorly facilitated school.
- Every business activity is for profit making.
- Education helps a businessperson to be successful.

C. Activate yourself

Work in groups of five. Play the role of businessperson, Bedu, Kamala, Bimala, and Ambika and act out the dialogue.

2. Time for grammar

A. Engage yourself

Underline all the verbs in the passage which are in the present tense and copy them in your exercise book.

Games keep our body alert, active, youthful and energetic. They instill in us a spirit of adventure. Games increase blood circulation, boost metabolism, burn calories and improve respiration and digestion. A healthy person can work hard cheerfully for a long period of time, and can face dangers boldly. Games also instill in the players the spirit of self-reliance, self-confidence, discipline and honesty. They enable players to follow other virtues like integrity, loyalty and fair play.

B. Study

1. Read the following table carefully.

	Tense	Usage	Example
1.	Simple Present	to express true statements to denote habitual or repeated actions.	Water boils at 100°C. My mother always gets up at four O'clock in the morning.
2.	Present Continuous	to describe an action happening now	Children are playing in the garden.
3.	Present Perfect	to express past events with effect at present	He has broken his leg in an accident. (He's in hospital)
4.	Present Perfect Continuous	to express a past activity that is still continuing.	We have been practising for 'Parents Day' for four hours.

2. Rewrite the following sentences supplying the suitable form of the verbs in the brackets. Use only the present tense.

- (a) She (go) to school everyday.
- (b) The earth (move) around the Sun.
- (c) We (learn) English now.
- (d) Good students always (work) hard.
- (e) Games (keep) our body alert, active, youthful and energetic.
- (f) I (study) English for five years.
- (g) Asmita already (answer) this question.
- (h) Januka (not answer) this question yet.
- (i) They (live) in the city for 10 years.
- (j) Whenever he needs money, he (come) to me.

C. Activate yourself

Write a paragraph about yourself or your father or mother using the present tense.

3. Listening

A. Engage yourself

- a. Who are the people in the picture?
- b. What new places would they like to visit?



B. Study

1. Listen to the dialogue and answer the following questions.

- (a) Where did Asma go for the holiday?
- (b) What did Pemba do during the holiday?
- (c) For whom is school a boring place?
- (d) Who has holiday photographs?

2. Listen to the dialogue again and complete the following table.

Request	Reply		
a.	a.		
b.	b.		
c.	c.		

C. Activate yourself

Work in pairs. Discuss a pleasant journey with your friend. Compose a piece of dialogue and act it out in class.

4. Speaking

A. Engage yourself

- a. Who buys your clothes for you?
- b. How do you try to get a discount?
- c. What are the people in the picture going to buy?



B. Study

1. Read the following dialogue and underline the requests.

Brinda : Ah, right, here we are!

Rajendra : This is the supermarket I was telling you about.

Brinda : Rajendra, let's choose a pair of shoes for you in this shop.

Rajendra : Brinda, I like it. How about the price? Can you call the salesgirl, please?

Brinda : Er, yes, of course. Er, salesgirl!

Salesgirl : Good evening, madam. Good evening, sir. Can I help you?

Rajendra : I like this. Could you tell me how much it costs, please?

Salesgirl : Yes, let me check the price. Yes, it costs Rs. 1200.00 only.

Rajendra : It sounds expensive. Could you give me a discount, please?

Salesgirl : Sure, we have a special offer for one month. You can get 30% off.

Brinda : Rajendra, try it, please ... It really suits you.

Rajendra : Really? Madam, pack them, please.

Salesgirl : Sir, I have to make the bill. Would you mind waiting for a while?

Rajendra : Oh ! yes, alright.

2. Now find out the expressions of request and reply in the conversation above.

S.N.	Request	Reply
1.		
2.		
3.		
4.		
5.		
6.		

3. Read the situations and write requests using “Can you ...?” “Could you ...?”

Example:

You’re carrying a lot of things. You can’t open the door yourself. You see a woman standing near the door.

You: Could you open the door, please?

- (a) You are new in the city. You are in a hotel. You want to go to the bus park but you don’t know where it is.
- (b) You are in a shop. You want to try a beautiful pair of shoes.
- (c) You are at your friend’s house and you want to watch TV.
- (d) You want to borrow a friend’s bicycle. .
- (e) You phone your uncle but his wife answers. You want to leave a message for him.
- (f) You are preparing for the exam. Your neighbour is playing music loudly.

C. Activate yourself

Work in groups. Act out the conversation given above in 4 (B).

5. Writing

A. Engage yourself

What do you do daily? Have you ever noted down details of your daily activities? What do you call it if you keep it as your personal document?

B. Study

1. Read the following excerpt taken from ‘The Diary of a Young Girl’ by Anne Frank (1929-1945), who died in the Bergen - Belsen Concentration Camp during World War II.

Sunday, 14 June, 1942

On Friday, June 12th I woke up at six o'clock and no wonder; it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer and went to the dining room, where I received a warm welcome from Moortje (the cat).

Soon after seven I went to mummy and daddy and then to the sitting room to undo my presents. The first to greet me was you, possibly the nicest of all. Then on the table there were a bunch of roses, a plant and some peonies and more arrived during the day.

I got masses of things from mummy and daddy, and was thoroughly spoiled by various friends. Among other things I was given camera obscura, a party game, lots of sweets, chocolates, a puzzle, a brooch, Tales and legends of the Netherlands by Joseph Cohen, Daisy's Mountain Holiday (a terrific book), and some money. Now I can buy the myths of Greece and Rome-grand.

Then Lies called for me and we went to school. During recess I treated everyone to sweet biscuits, and then we had to go back to our lessons.

Now I must stop bye bye we're going to be great pals!

1. Now write a diary of a day including important activities you did.
2. Read your diary in class. Then share it with your friends. Receive feedback from them and edit it.

C. Activate yourself

Make a habit of writing a diary so that it can serve as a history book for you in future. Sometimes your diary, like that of Anne Frank, can be a remarkable book to be enjoyed by others as well.

6. Project work

1. Look at the following pictures. What are the people doing in the pictures?



2. Go to your local market. Find a businesswoman and interview her. She may be running a grocery, cosmetic shop or hotel. You can record her interview and later have all your classmates listen to it.
3. Move around the locality of your school. You can meet the business people there and ask them about their success stories. Write their names, their business field and how they are progressing with their business. Prepare a chart with the information and exchange it with your friends in the class.

7. Enjoy yourself

- 1. Chant the following poem enjoying the different uses of money by different people. How would you use it?**

Money

Workers earn it,
Spendthrifts burn it,
Bankers lend it,
Laymen spend it,
Forgers fake it,
Taxers take it,
Dying leave it,
Heirs receive it,
Thrifty save it,
Misers crave it,
Robbers seize it,
Rich increase it,
Gamblers lose it,
I could use it.

2. Answer these questions.

- How do workers earn money?
- Why do laymen spend money?
- Do spendthrifts really burn money?

4



Biography

1. Reading

A. Engage yourself

1. Do you know the people in the pictures? What do you know about them? What are they known for?



2. Can you think of some influential figures that made great contributions to their nation? Complete the following table with the information about them.

Name	Contribution	Date

B. Study

Read the text and note down the important events that happened in the life of Ganesh Man Singh.

Ganesh Man Singh: The iron man

Ganesh Man Singh is publicly acclaimed as all acceptable leader of democracy. It is a sign of respect that all the Nepalese show towards him that they call him supreme leader.

He was born to a well-to-do family on November 09, 1915 in Itumbahal, Kathmandu as the son of Gyan Man Singh and Sanunani Shrestha Singh. His father died when he was six. So, his grandfather Ratna Man Singh brought him up.

He studied in Darbar High School till grade six. He was expelled from the school for not respecting his fellow students who were Ranas. He went to India to continue his studies. After completing his I.Sc. from Vidyasagar College, he returned to Nepal.



As soon as he returned to Nepal, he planned to protest against the autocratic rulers of Nepal. In 1940, he joined the Praja Parishad, the first political party in Nepal. Unfortunately he was arrested on October 18, 1940. Though he was sentenced to life in prison for anti-Rana activities, he ultimately escaped from Bhadragol Jail in 1944. After that he fled to India.

In 1949, he became one of the founding members of the Nepali Congress. Following this, he played a significant role to overthrow the Rana Regime in 1950. In 1958, he became a cabinet minister. However, after the coup by late king Mahendra on 31st December 1960, he was arrested and kept at Sundarijal Military Detention Camp for eight years. Yet he refused to let his spirit be broken. Instead, he became one of the main leaders advocating democracy in Nepal after he was released on 30th October 1968.

He spent many years struggling against the partyless Panchayat System. Finally, he led the Nepalese Democratic Movement in 1990 which overthrew the Panchayat System. After the restoration of democracy, in 1990, he transcended above the party politics. Later he started working in favour of the nation and her people. Sadly, ‘the iron man’ died on September 18th, 1997 in Chaksibari, Kathmandu.

Ganesh Man Singh was awarded the United States Peace Run Prize in 1990. Moreover, he was the first Asian to be honoured with the United Nations Human Rights Award which he received in 1993. He was the first commoner to receive the State Funeral in Nepal.

Ways with words

1. Read the text above and fill in the gaps with correct words from the box.

supreme leader escaped well-to-do
expelled released democracy

- (a) There are many political parties in Nepal. We live in a multiparty
.....
- (b) Everyone accepted Ganesh Man Singh as their leader during the Nepalese Democratic Movement in 1990. Therefore, he was known as the of the Nepalese.
- (c) Ratna Man Singh was Badakaji. He worked in the Rana's palaces. He had managed everything in his family. Ganesh Man Singh was born in such a family.
- (d) If students break school rules and regulations, they can be
- (e) Though he was sentenced to life in prison, he from the jail.

2. Match the words in column 'A' with their meanings in column 'B'.

A	B
(a) transcend	(i) bringing back a system that existed previously
(b) coup	(ii) to be or go beyond the usual limits of something
(c) restoration	(iii) the funeral given by the government in honour of a great person
(d) advocating	(iv) sudden and unlawful change of the government
(e) state funeral	(v) supporting something publicly

Read and answer

1. Answer these questions.

- (a) Who is Ganesh Man Singh?
- (b) Where was he born?
- (c) Where did he study?
- (d) Why was he expelled from Darbar High School?
- (e) Why did he join the Praja Parishad?
- (f) Why was he sentenced to life in prison?
- (g) When was the Panchayat System overthrown?

2. Find what happened in the life of Ganesh Man Singh. Write a sentence for each date given in the table.

Date	Event that happened in his life
November 9, 1915	
1940	
October 18, 1940	
1944	
1949	
1950	
1958	
1960	
30th October, 1968	
1990	
1993	
September 18, 1997	

C. Activate yourself

The text above is an example of a biography. It is the life story of Ganesh Man Singh. It is not written by Ganesh Man Singh himself. Select a renowned person in your locality. Collect some important information about him/her. Then write a biography of that person.

2. Time for grammar

A. Engage yourself

You might have met many people in your life. Recall one of your relatives whom you like most. Who is he/she? Can you describe the person?

B. Study

1. Study the following text about a boy.

The boy who is reading a book is my brother. He is 17 years old. He is hard-working. He looks funny. He usually wears a shirt, pants and a cap. He likes to play football and cricket. He has a small mole on his right cheek.

2. Can you describe a person in a similar way? Now describe the person using the clues given in the box.

A lady in a sari - my sister - doctor- works in her clinic- 25 years old - usually carries a bag and an umbrella - likes singing and dancing.

Study these examples.

Examples:

- (i) A woman is a doctor. She lives next door.

The woman who lives next door is a doctor.

- (ii) A lady is writing with her leg. She is Jhamak Ghimire.

The lady who is writing with her leg is Jhamak Ghimire.

Relative clause: A clause is a part of a sentence. A relative clause tells us which person or thing the speaker is talking about. To form relative clauses you can use relative pronouns like ‘who’, ‘which’, ‘whom’, ‘where’, ‘that’ etc.

Now make one sentence from each of the following pairs using relative pronoun.

- A man answered the phone. He was my uncle.
- A waiter served us. He was very polite.
- A lady wrote ‘Jiwan kaandaa ki phool’. She won Madan Puraskar in 2010.
- People met me at the party. They were friendly.

- (e) A little girl is playing on the ground. She is my sister.
- (f) A man is waiting for a bus. He is my father.
- (g) A receptionist received my call. She was very impolite.
- (h) The first man landed on the moon in 1969. He was Neil Armstrong.
- (i) A man is selling newspapers. He is Sita's uncle.
- (j) This lady is Ananda's sister. She is delivering a speech in front of a large crowd of people.

C. Activate yourself

Work in pairs. Describe your friends using relative clauses. You can use some simple sentences too.

3. Listening

A. Engage yourself

Look at the picture. What are the men doing?



B. Study

1. Listen to the description of a cricketer and complete the table below.

Name of the cricketer	
Date of birth	
Birth place	
Batting style	
Bowling style	

2. Listen to the description again and write 'True' or 'False' against the following false statements.

- (a) Mr Regmi was born on 16 April 1986.
- (b) He became the Man of the Series in the 2012 ICC World Cricket League Division Four.
- (c) Mr Regmi has played more than 80 times for the Nepal National Football team.
- (d) He was born in Janakpur.
- (e) Mr Regmi is an Indian Cricketer.

C. Activate yourself

In your own words, describe your favourite actor/actress.

4. Speaking

A. Engage yourself

Observe your friends in the class. Describe their nose, eyes, hair etc.

B. Study

1. Study this example.

In this picture, there is a man sitting on a folding chair. The man has got straight dark hair and a moustache. He has wide dark eyes and a pointed nose. He is wearing a panama hat. He is wearing a white shirt and knee-length black trousers. He is wearing sport-shoes and socks. He's also got a pair of headphones in his ears. There is a table in front of the man. On the table there is a cell phone. The headphones are connected to the cell phone.



2. Describe these people.



You may use the following clues for help.

Some key words that help while describing a person

Age : in his/her teens, in his/her twenties, in his/her early twenties etc.

Hair : colour : dark, black, blonde, brown, etc.

style : straight, wavy, curly, fuzzy, etc.

length : long, short, shoulder-length, etc.

Face : square, round, oval, long, thin, etc.

Eyes : large, small, narrow, wide, slanting, etc.

Nose : straight, pointed, hooked, crooked, etc.

Lips : thin, full, etc.

Chin : pointed, cleft, double, etc.

Special Features: beard, moustache, sideburns, mole, dimple, wrinkles, etc.

3. Work in pairs. 'A' selects a person in the class and describes him/her. 'B' tries to identify the person on the basis of his/her description. If 'B' cannot name the person, 'A' adds more information about the person until 'B' recognizes him/her.

C. Activate yourself

Now describe your teacher in your own words.

5. Writing

A. Engage yourself

While applying for a job, one needs to submit his/her curriculum vitae (CV) along with the application. A CV is a summary of a person, personal details, educational background, and professional experience for a particular job. Have you ever seen such a CV?

B. Study

Study the following curriculum vitae (CV) carefully.

Name : Rajani Acharya

Personal details

DOB : 28/10/1986
Address : Rupakot -3, Tanahun
Phone : 0166922402
Mobile : 9849233462
Email : acharyarajani@yahoo.com

Profile : enthusiastic graduate with practical experience of working in a bank

Education :

Year	Institution/University	Level	Division
2003	Shree Shanti Udaya School, Kaski	SLC	1st
2005	Tribhuvan Higher Secondary School, Tanahun	10+2	1st
2009	Nepal Commerce Campus, Kathmandu	BBS	1st

Work experience : September 2010 - August 2012
Cashier at Rastriya Banijya Bank
June 2009 to August 2010
Accountant, S & S Company

Interests : Dancing, travelling, conducting researches

Additional Information : I have conducted three researches on the area ‘poverty in Nepal’. I have taken different types banking training.

References :	Dr. Chandra Upreti Tribhuvan University Faculty of Management Nepal Commerce Campus	Prem Bahadur Khadka Manager Rastriya Banijya Bank Kathmandu
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Now complete the following skeleton of the CV using the information below.

Name : Manjila Gupta

Personal details : DOB :
 Address : Gita Nagar, Chitwan
 Phone :
 Mobile :
 Email : guptam@hotmail.com

Profile : enthusiastic graduate with practical experience of working in school

Education :

Year	Institution/University	Level	Division
1995		SLC	Distinction
1997			1st
2001			1st

Work experience :

Interests :

Additional information: I have taken three different types of ELT trainings.

References :

- SLC: Shree Bhakti Namuna Higher Secondary School, Lamjung
- 10+2: Balkumari Higher Secondary School, Chitwan - 0150000000
- B. Ed.: Mahendra Ratna Campus, Kathmandu - 9840000000
- J.P. Singh, Mahendra Ratna Campus, Kathmandu

C. Activate yourself

Prepare your own CV. Collect authentic information about yourself before you start. You can take help of the following clues.

Name :

Personal details : DOB :

Address :

Phone :

Mobile :

Email :

Profile :

Education :

Year	Institution	Class	Division
		1	
		2	
		3	
		4	
		5	
		6	
		7	

Interests :

Additional information :

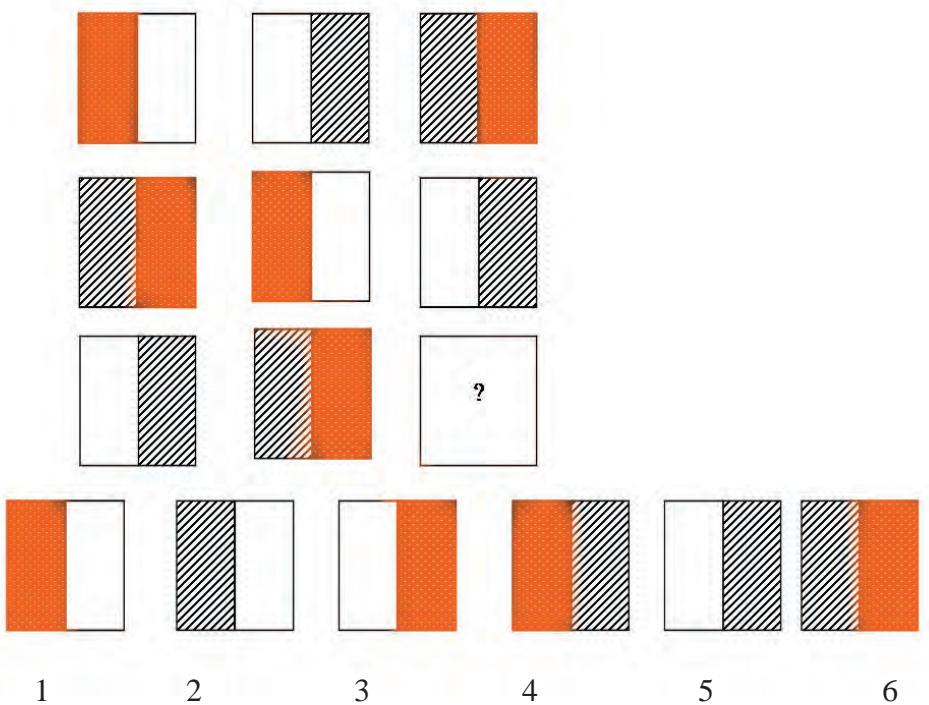
References :

6. Project work

Ask your parents about a renowned person in your locality. Collect as much information about him/her as possible. Put them in chronological order. After that write a biography of the person. Then, read it in the class and receive feedback from your friends and teacher. Finally, submit the revised biography to your teacher.

7. Enjoy yourself

- This is a visual intelligence quotient (IQ) question. There are nine figures in the first three rows. The last one is blank. Select the correct figure from the fourth row to fill in the blank. After you have found out the correct figure, give reasons to support your answer.



- Go to the library and collect an IQ test book. Then, copy some questions and share with your friends.

5



Festivals

1. Reading

A. Engage yourself

1. Make a list of festivals that you celebrate. Then, share your list with your friends.



2. You might celebrate many festivals. Among them, which festival do you like most? How do you celebrate it? Is enjoying festivals a good thing?

B. Study

Read the following text and note information you find important.

Holi

Holi is the festival of colour. It is one of the most beautiful festivals in Hindu culture. It is a joyful festival celebrating the victory of good over evil. This festival is generally celebrated in the month of February or early March. People from Terai celebrate it a day later with joy and ceremony.



Fagu is another name for Holi. Fagu means the sacred red powder. It is mostly celebrated on the full moon, called Fagu Purnima. People play with different colours on this day. It is usually celebrated for a week in the Terai. However, it is only the last day that all people celebrate with colours. People can be seen going round the streets either on foot or on some vehicles, with a variety of colours smeared over their face and body.

During this festival, family members and friends get together and celebrate the occasion with a lot of merry making. It is also an outburst of youthful excitement throwing colours and water balloons (lolas) at each other.

There is a traditional belief behind the celebration of Holi. The festival, ‘Holi’ comes from the name of a mythical demon, Holika. The myth about Holi reveals that Holika and Hiranyakasyapu were sister and brother. Hiranyakasyapu had a son called Pralhad. He was a strong devotee of Lord Vishnu. However, Hiranyakasyapu was an atheist king, and planned to kill his son, Pralhad. He asked for the help of his sister, Holika. But their attempts always failed since Lord Vishnu protected Pralhad.

Holika had received a blessing from Lord Bramha to be safe from fire. So she planned to kill Pralhad in fire. She jumped into a fire with Pralhad. But, Brahma’s blessing could only be used for good purposes. Therefore, Holika was burnt in the fire whereas

Pralhad was saved by the grace of God. Thus, Holi is said to be celebrated to rejoice Holika's death.

According to another story, from the Puranas and the Bhagawat Gita, Kansha sent a female demon named Putna to kill his nephew Lord Krishna. Taking the form of a nurse Putna went to Brindaban. The child Lord Krishna was growing up there. She tried to breastfeed him with her poisonous milk but the attempt backfired and she was killed. Her body was burnt on the night of Holi. So, some consider Holi as the festival of fire.

Holi is a time for fun and frolic for everyone. It is the time when one forgets worldly anxieties and just enjoys the finer things in life.

Ways with words

1. Match the following words with their meanings:

A	B
(a) ancient	(i) belonging to the past
(b) festivities	(ii) disciple, follower, supporter
(c) devotee	(iii) a formal religious or public occasion
(d) ceremony	(iv) disbeliever in god
(e) atheist	(v) enthusiastic, passionate, eager
	(vi) the activities while celebrating a special event

2. Write two or three lines about each of the following.

- (a) Fagu (b) Holika (c) Myth (d) Prahlad (e) Kansa

Read and answer

1. Read the text again and answer the following questions.

- In which Nepali month does Holi mostly fall?
- What do people do with colours at Holi?
- Who was Hiranyakasipu?
- What blessing had Holika received from Lord Bramha?
- How does Holi bring people of different castes and religions into harmony and fraternity?

2. Put the following sentences in their right order on the basis of the text above.

- (a) Holika was killed in a fire.
- (b) People forget their worldly anxieties and enjoy fine things at Holi.
- (c) Krishna killed a female demon named Putna.
- (d) Families and friends celebrate Holi with a lot of merry making.
- (e) People throw water balloons to the passers-by.
- (f) People in Terai observe Holi a day later than the people in the hills.
- (g) Holi falls in late February or in early March.

C. Activate yourself

After reading the text, what more information have you got about the festival Holi?

2. Time for grammar

A. Engage yourself

Underline the prepositions in the following passage.

The ancient Hindu festival of Holi falls in late February or in early March. Named after the mythical demon Holika, it is a day when the feast of colours takes place. The festival runs for a week. However it's only the last day that is observed by all with colours. Fagu is another name for Holi. Fagu means the sacred red powder. It is mostly celebrated on the full moon, called Fagu Purnima. People can be seen going around the streets either on foot or on some vehicles with a variety of colours smeared over their face and body.

B. Study

1. On the basis of the text, write down when the following prepositions are used.

Preposition	Rule
in	
on	
at	
next to	
over	
from	

2. Choose the appropriate prepositions from the brackets.

- (a) She is cutting mangoes..... her knife. (by, in, with)
- (b) She has been ill.....cold. (from, with, by)
- (c) The children are afraid the cat. (with, of, at)
- (d) I heard itthe BBC. (at, on, in)
- (e) Hari sits you and me. (upon, between, over)

3. Fill in the blanks with the appropriate prepositions.

- (a) He livesDharan.
- (b) She has come here..... London.
- (c) They wentthe market.
- (d) He camea taxi.
- (e) Ram talked you and me.

C. Activate yourself

Describe your room/ classroom using a minimum of 10 different prepositions.

3. Listening

A. Engage yourself

Look at the following pictures, and discuss in a group what they are about; what they mean; why they are in different attires, etc.



B. Study

1. Listen to the text and answer the following questions:

Describe the following picture in your own words.



2. For each word on the left, circle two associated words from the right. The first one is done for you.

festival	fun, work, enjoy, suffer
community	people, water, togetherness, laugh
journey	walk, write, sit, travel
heaven	evil, death, god, volcano
queen	woman, jungle, palace, market
smile	badness, laugh, anger, happiness
humour	joke, school, fun, animals

3. Listen to the text and fill in the blanks.

- (a) Gaijatra festival is related to the animal
- (b) People from the Newar.....mostly celebrate it.
- (c) Participants have fun and
- (d) When the queen lost her son, she got
- (e) He could not bring into his wife's face.
- (f) Gaijatra is mostly celebrated in the month of

C. Activate yourself

Find the differences between Holi and Gaijatra and complete the table below.

Holi	Gaijatra

4. Speaking

A. Engage yourself

Look at the picture below and guess what they are thinking about.



B. Study

1. Read the following example.

Muna : My parents are out tonight.

Samjhana : How about coming for a meal with me?

Bimala : If I were you, I would go to a hotel for dinner.

2. Now complete the following dialogues.

- a. Suntali: I am not prepared for the exam.

Saraswati:

Manisha: If I were you, I would do the best as I could.

- b. Mandhari: I like to play football, but my parents don't let me.

Nita: How about asking them?

Rita:

C. Activate yourself

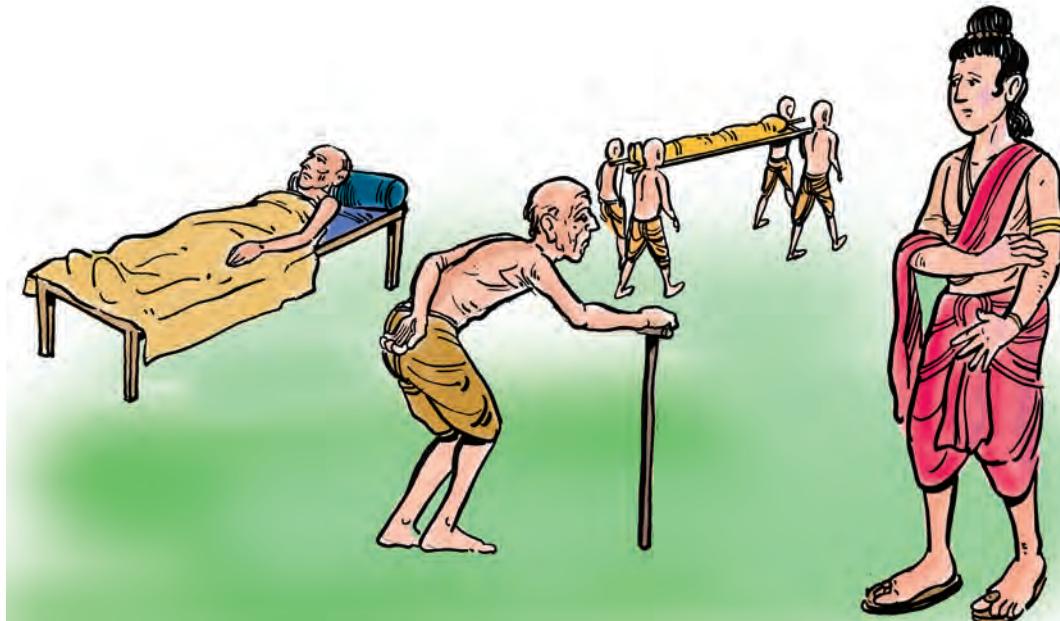
Now compose similar dialogues about the situations given below.

- a. You have lost your pencil.
- b. It is raining and you do not have an umbrella.
- c. You can't solve mathematical problems.
- d. You have no money to go on an educational tour.
- e. You want to make new friends.

5. Writing

A. Engage yourself

Look at the following pictures and write some sentences about each of them.



B. Study

Study the following text.

Prince Siddhartha Gautam was born in Lumbini in Nepal about 2555 years ago. He had a luxurious royal life in the palace until he was 29. He was completely ignorant of the troubles of everyday life. One day, he went outside and was shocked when he saw an old man, a cripple and a corpse. These sights made him leave the palace and worldly pleasures in order to find the cause of these sufferings and the true meaning of life. After much wandering and searching, Gautam finally attained enlightenment and became known as the ‘Buddha’. He preached “The Four Noble Truths”. According to him, desire is the root cause of all suffering. These desires and other problems can be totally eliminated by following the “eightfold path” -right views, right intent, right speech, right conduct, right livelihood, right effort, right mindfulness and right meditation.

C. Activate yourself

Write a similar paragraph about ‘The Four Noble Truths.’ You can consult Buddhist literature, your teacher or other sources of information for help.

6. Project work

Lord Buddha is admired as God by the followers of both Buddhism and Hinduism. Ask your parents, community members or teachers about some religious figures and complete the following table.

Religious figure	Religion	People who follow	Countries/ places	Birth and death	Main points
Siddharth Gautam					

7. Enjoy yourself

Find the answers to the following questions. (Arrange the jumbled letters and find the answer.)

- a. What word begins and ends with an “e” but only has one letter?

Ans. EPELONVE

- b. What has a face and two hands but no arms or legs?

OCCLK

- c. What five-letter word becomes shorter when you add two letters to it?

ORTSH

- d. What gets wetter as it dries?

OETWL

6



Technology

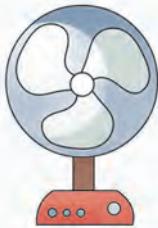
1. Reading

A. Engage yourself

1. Have you ever seen mobile phones? What are they used for? Discuss in groups and write down the various uses of mobile phones.
2. Work in groups. The mobile phone is a recent technology. Find other technologies that have made your life easier. Then, write down their uses and misuses. You can use the following table to group them.

S.N.	Name of the technology/machine	Use	Misuse

3. Look carefully at the pictures below and guess their names.

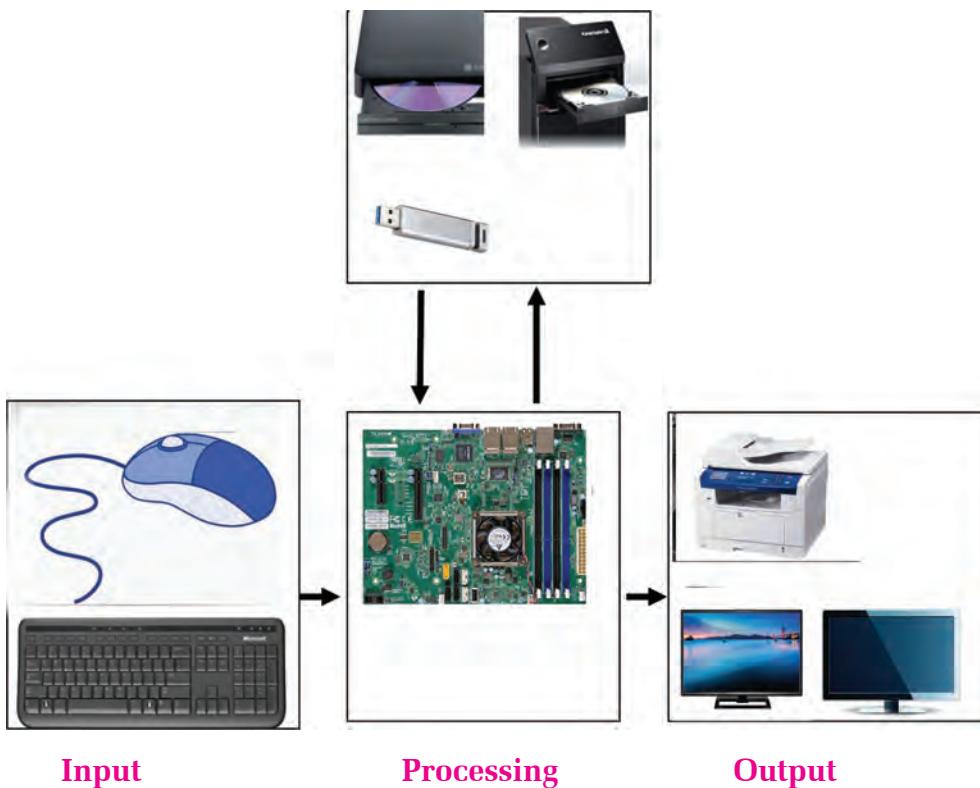


B. Study

1. Read the following text and write the names of the devices in the pictures.

A computer and its parts

Data storage devices



A computer is an electronic device that processes information, so it is also called an information processor. The information is stored in its memory and processed to bring results. When a computer shows the result of the data processing on the monitor, it is called output. Thus, a computer works by combining the input, storage, processing and output. All the main parts of a computer system are involved in one of these four processes.

Keyboard

The computer keyboard looks like a typewriter. It uses an arrangement of buttons or keys that have characters engraved or printed on them. Each press of a key corresponds to a single written symbol.

You can type text and numbers with the keyboard. The keyboard is also used for computer gaming. It is used to give commands to the operating system of a computer, so it is an input device.

Mouse

The computer mouse is a pointing device with one or more buttons and is held under one of the user's hands. It is primarily made of three parts: the buttons, the handling area, and the rolling object. The mouse is one of the types of input unit. You can make commands with this device.



Central processing unit (CPU)

The work that a computer does is called data processing. It includes storing information, finding the right information and doing calculations. The part of the computer that processes the data (information) is called the CPU (Central Processing Unit), so CPU is also known as the brain of the computer. It contains only electronic components. They are called microchips.



Hard drive

The hard drive sits inside the CPU casing. It is also called the hard disk. It has a huge magnetic memory. It stores all your documents and files, so it is one of the storage devices of a computer. You can have your documents stored here.



Optical drive

An optical drive is also known as a CD/DVD drive. It uses light to read and write data. It is the drive you use to burn CDs, DVDs and Blu-Ray discs. It gives a computer persistent storage to allow it to save data, so it is another storage device of a computer.



Monitor

A computer monitor is also known as Visual Display Unit (VDU) or screen. It looks like a television. The monitor shows the result of the data processing as an output of the computer programming, so it is one of the output devices. You have your calculations displayed on the monitor.



Other common computer parts are the flash-drive and printer. Though they are not the basic parts, you would better know their functions. Flash drives are also known as

pen-drives. You can have your data stored in them. Printers are output devices. They are used to print the result of your computer work.

Ways with words

1. Read the text above and fill in the gaps with correct words from the box.

Output

Hard drive

Light

CPU

Mouse

Input

Processes

VDU

Monitor

- (a) A computer is an electronic machine that information.
- (b) You have your information stored in the
- (c) A processes the data and makes calculations.
- (d) A is a pointing device.
- (e) The computer monitor is also known as a
- (f) Optical drive uses to read and write data.
- (g) A keyboard and a mouse are known as devices.
- (h) CRT and LCD are the types of
- (i) A monitor and a printer are devices of a computer.

2. Read the text and match the words in column 'A' with their meanings in column 'B'.

A

(a) Monitor

(i) the part of computer that controls all the other parts of the system

(b) Keyboard

(ii) a screen that shows information from a computer

(c) CPU

(iii) storage device

(d) Hard drive

(iv) a small device to control the movement of the cursor on a computer screen

(e) Mouse

(v) a set of keys for operating a computer

3. Read the text again and write words which mean the following.

- (a) Performing a particular series of operations on the information, such as a set of calculations ...
.....
- (b) The putting and keeping of things in a special place for use in the future
.....
- (c) Information that is put into a system or machine so that it can operate ..
.....
- (d) An amount of something produced by a machine
.....
- (e) To show something electronically on a computer screen

Read and answer.

1. Read the text again and answer these questions.

- (a) Name the input devices of a computer.
- (b) Which part of the computer is responsible for processing information and making calculations?
- (c) What is a computer hard drive used for?
- (d) What is the use of the mouse?
- (e) What can you do with the keyboard ?
- (f) Name the three basic storage devices of a computer.

2. Read the text and write ‘True’ for true and ‘False’ for false statements.

- (a) An optical drive processes your raw data.
- (b) A mouse is a display device.
- (c) A monitor is a television.
- (d) A keyboard looks like a typewriter.
- (e) A computer has input, process, storage, and output devices.

C. Activate yourself

Describe an object or a thing that you possess to your friends in class. Write what you can do with that object or thing.

2. Time for grammar

A. Engage yourself

Study the following text and observe how the causative verbs ‘get’, ‘have’ and ‘make’ are used.

The roof of Ambika's house was damaged in a storm, so she arranged for Deepak to repair it. She didn't repair it herself. This can be expressed as:

- (a) Ambika had the roof repaired.
- (b) Ambika had Deepak repair the roof.
- (c) Ambika made Deepak repair the roof.
- (d) Ambika got the roof repaired.
- (e) Ambika got Deepak to repair the roof.



Note: If we arrange for somebody else to do something, we use causative verbs such as 'have', 'get' and 'make'.

B. Study

1. Read this table to know the use of 'have' and 'get'.

	Have/Get	Something	Done
You should	have/get	your car	serviced regularly
She	has/gets	her TV	repaired
Dipnarayan	had/got	his hair	cut
Pemba and Tshring	are having are getting	their photograph	taken

2. Look at the table below and make as many sensible sentences as possible.

I		her food	cooked
Ramila	had	his suit	stitched
Jenisa	got	her son	to wash the plates
Shambhu	made	his son	write a report
		my son	to clean the room

3. Now write a sentence using either ‘have’, ‘get’ or ‘make’ for each situation below.

Example: Rajnarayan (whose photograph was taken)

Rajnarayan had his photograph taken in a studio.

- (a) Karma (whose coat was cleaned)
- (b) Adarsha (whose house was painted)
- (c) Bachan (whose shoe was repaired)

4. Complete the sentences below using the correct form of the verb in the brackets.

- (a) Ramita had her daughter (milk) the cow.
- (b) Anish made me (laugh).
- (c) Sudhakar got his passport (examine).
- (d) Dipen had his clothes (wash).
- (e) Yadav is having his house (paint).

5. Complete the following sentences with appropriate causative verbs.

- (a) Sabitri Yogesh repair his house.
- (b) Anish me laugh.
- (c) Dhaneshwor his eyes checked.
- (d) Birendra his clothes stitched.
- (e) Bikas his house decorated.

C. Activate yourself

Write ten sentences using ‘have’, ‘get’ and ‘make’.

3. Listening

A. Engage yourself

1. Look at the picture. What is the man doing?
2. You might have visited many places in your life. You might have taken lots of photographs there. Did you take your photographs yourself?
3. You might have asked other people to take your photograph. Can you tell the class who you asked to take your photograph?



B. Study

1. Listen to the conversation and list the parts of the computer.

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)

2. Listen to the conversation again and write ‘T’ for true and ‘F’ for false statements.

- (a) Rabin is coming from his aunt's.
- (b) Rekha is happy today because her dad has bought her a computer.
- (c) Rabin can play games on his computer.
- (d) A keyboard displays the results of our command.
- (e) A CPU is the brain of the computer.

C. Activate yourself

Compose a similar dialogue on the usefulness of the internet in our lives.

4. Speaking

A. Engage yourself

Look at the picture below. What is the lady doing in the picture? If you want to stitch your shirt, where do you go? Who do you make stitch your shirt?



B. Study

1. Study the following examples and have a similar conversation with your friend in the following contexts.

Example 1

My computer is out of order.

Sujal : *Hi, Sabdik. Can you make my computer work ?*

It's out of order.

Shabdik : *I'm afraid, I can't. You can get Rabin to repair your computer.*

Example 2

I'm hungry.

Shreeja : *Shilpa, can you get my food prepared? I'm hungry.*

Shilpa : *Of course.*

Shreeja : *Thank you.*

- (a) I need some photographs to fill up my registration form.
- (b) I have cracked teeth.
- (c) My hair is too long.

- (d) I need a new suit.
- (e) The sole has come off my shoe.
2. Write down the conservation you practised in your exercise book. Then, share it with your friends.
3. Look at the following pictures and write what you can have these people do for you.



C. Activate yourself

Work in pairs. Share the activities that you get other people to do with your partner.

5. Writing

A. Engage yourself

Go through the paragraph below. Note the services you can get.

At most of the star-hotels in Nepal, they provide good services to their guests. If we go to A4U Hotel in Pokhara, we can have waiters bring our food to our room. We can have the laundryman wash our clothes. Moreover, if we want, we can get our hair and beard trimmed there. Because of these services A4U Hotel has become the first choice for tourists in Pokhara.

B. Study

Read the paragraph above and write a similar paragraph about a place of your interest. Include what you can have done there. Use ‘have’, ‘get’ or ‘make’.

C. Activate yourself

Write a letter to your friend describing the facilities that you can get in your school.

6. Project work

Make a list of four places. Then ask your father/mother, ‘What can you have done there?’ Then, fill in the table.

Name of the places	What can you have done there?

Now, write down the conversation between you and your father/mother.

7. Enjoy yourself

- 1. Recite the following poem and share the information that you get with your friends.**

Changing World

When I was a young man,
I wanted to change the world.
I found it was difficult to change the world,
So I tried to change my nation.
When I found that I couldn't change the nation,
I began to focus on my town.
I couldn't change the town
And as an older man, I tried to change my family.
Now, as an old man, I realized the only thing
I can change is myself.
And suddenly I realized,
That if long ago I had changed myself,
I could have made an impact on my family.
My family and I could have made an impact on our town.
Their impact could have changed the nation
And I could, indeed, have changed the world.

- Edward de Bono

- 2. Do you agree with the poet that we should start changing ourselves if we want to change others? Give reasons.**

7



Journalism

1. Reading

A. Engage yourself

Who is the person in the picture?

What is he famous for?



B. Study

Read the following text and underline the main points.

The Bright Post

First Man on the Moon is No More

Soniya Limbu, Kathmandu, Aug 27

On Saturday, August 25, 2012, a true American astronaut lost his life at the age of 82. Neil Armstrong is recalled

to have been the first person to bravely leave our world behind and set foot on another.

“We are heartbroken to share the news that Neil Armstrong has passed away from cardiovascular complications”, Armstrong’s family said in a statement.

It is reported that Armstrong underwent heart surgery this month.

“While we mourn the loss of a very good man, we also celebrate his remarkable life and hope that it serves as an example to young people around the world to work hard to make their dreams come true, to be willing to explore and push the limits, and to selflessly serve a cause greater than themselves,” his family said.

NASA reported that Armstrong commanded the Apollo 11 spacecraft that landed on the moon on July 20, 1969. His first words after setting foot on the moon are etched in history books and the memories of the people.

“That’s one small step for a man, one giant leap for mankind,” Armstrong said.

It is reported that Armstrong and Buzz Aldrin spent nearly three hours walking on the lunar surface. They collected samples, conducted experiments and took photographs.

“The sights were simply magnificent, beyond any visual experience that I had ever been exposed to,” Armstrong once said.

Armstrong was a modest and simple person. He never allowed himself to be caught up in the celebrity and glamour.



He said once, “I am, and ever will be, an engineer. And I feel proud of my own profession.”

Armstrong was born on August 5, 1930, on a farm near Wapakoneta in the western Ohio, USA. He took his first airplane ride at age of 6. He was fascinated with aviation, so he started to build model aeroplanes and conducted experiments in a homemade wind tunnel. As a boy, he worked at a pharmacy and took flying lessons. He was licensed to fly at 16, before he got his driver’s license. He always paced ahead, not back.

“When you walk along the way under the full and bright moon, please wink your eyes at it in the name of Neil Armstrong”, a bereaved family member expressed at his death.

In most parts of the world, people held a minute silence in the memory of Armstrong on Saturday. Goodbye, Neil Armstrong. You will always be in our hearts.

Ways with words

1. Read the text above and fill in the gaps with correct forms of words from the box.

mankind selflessly lose his life mourn etched

- (a) A modest man entered my room and helped me.
- (b) Abhay in a bus accident.
- (c) People from all over the world..... at the death of Neil Armstrong.
- (d) Tenzing Sherpa his name in the history of mountaineering.
- (e) The literature of Laxmi Prasad Devkota was dedicated to

2. Read the text above and match the words in column 'A' with their meanings in column 'B'.

A

- (i) astronaut
- (ii) tunnel
- (iii) lunar
- (iv) cardiovascular
- (v) aviation

B

- (i) relating to the moon
- (ii) a person who travels in space
- (iii) relating to the heart and blood vessels
- (iv) flight
- (v) a man-made passage under the earth

Read and answer.

1. Read the text and put the statements in the correct order.

- (a) Neil Armstrong said, “That’s one small step for a man, one giant leap for mankind.”
- (b) Neil Armstrong was born on August 5, 1930.
- (c) He had entered the moon from almost a quarter million miles away.
- (d) A true American astronaut lost his life at the age of 82.
- (e) “When you walk along the way under the full and bright moon, please wink your eyes at it in the name of Neil Armstrong”, a bereaved family member expressed at his death.

2. Read the text again and answer these questions.

- (a) Who was Neil Armstrong?
- (b) When was he born?
- (c) Did Neil Armstrong love glamour? Describe his personality.
- (d) How long did Armstrong spend on the lunar surface?
- (e) When did Armstrong first ride in a plane?
- (f) What does Armstrong mean when he says ‘one small step for a man, one giant leap for mankind’?
- (g) Write about Neil Armstrong in five sentences.

3. Read the text again and complete the table.

Who	What
	That's one small step for a man, one giant leap for mankind.
His family	
Armstrong	

4. Read the text again and write ‘T’ for true and ‘F’ for false statements.

- (a) Neil Armstrong proudly and frequently announced his visit to the moon.
- (b) He was not satisfied with his job.
- (c) He walked on the moon when he was 39 years old.
- (d) Neil Armstrong was healthy just before his death.
- (e) He was a modest and simple person.

C. Activate yourself

After reading the news story above, write your feelings in a paragraph.

2. Time for grammar

A. Engage yourself

Read the news report in the text and note down the sentences in direct speech.

B. Study

Go through the following examples and do the activities that follows.

Direct speech	Reported speech
Ramdev said, “I’m doing yoga”.	Ramdev said that he was doing yoga.
Haridev asked, “Are you a student?”	Haridev asked if you were a student.
Sarita asked, “Where do you live?”	Sarita asked where I lived.
Anuj said to me, “You’re lucky.”	Anuj told me that I was lucky.

1. Change the following sentences into reported speech.

- (a) Purna said, “I’ve done my homework.”
- (b) Rita said to me, “What’s your name?”
- (c) The teacher said to the students, “Stand up.”
- (d) The father said to his daughter, “I’m happy with you”.
- (e) Kamala asked, “Have you finished your homework?”

2. Now share the ideas and report to each other what your parents tell you.

Example: *You are my precious child.*

My mother told me that I was her precious child.

- (a) I can lose everything in the world easily; but not you.
- (b) I hope you will fulfil my dream and will be a great person.
- (c) You will raise our name and fame in the near future.
- (d) Respect your elders and love your youngers.
- (e) I think career comes first over others.
- (f) Don’t waste your time and money in this way.
- (g) What are you doing now?

C. Activate yourself

1. Work in pairs. Make five sentences about your friends using indirect speech.
e.g. My friend told me that he was from Jhapa.
2. Work in groups. Make a list of things that your parents/teachers tell you. Report them to your friends.

3. Listening

A. Engage yourself

Look at the following picture and make a short conversation.



C. Study

1. Listen to the radio news and tick (✓) if the statement is correct or cross (✗) if the statement is incorrect.

S.N.	Statements	Remarks
1	It is the radio news.	
2	The news is read by Ram Chaudary.	
3	He wants to be a teacher after presidency.	
4	He is asking for votes.	
5	He was an American Prime Minister.	

2. Listen to the radio news again and fill in the blank spaces.

(i) Barack Obama has told the American ABC.

- (ii) Obama wants to return to
- (iii) He was a teacher ofbefore he joined the senate.
- (iv) He appeared with his.....

C. Activate yourself

Listen to English news broadcasted on The Radio Nepal and share to the class.

4. Speaking

A. Engage yourself

Observe the following pictures and guess what the people are saying.



B. Study

Study this example.

(A phone call for the news report)

Reporter : Hello, I'm Soniya - a reporter from The Bright Post, a weekly national paper.

Mark : Nice to talk to you. I'm Mark, the younger son of Neil Armstrong.

Reporter : I'm very sorry to hear about the death of your father.

Mark : It's okay. It's a natural phenomenon.

Reporter : By the way, can I talk to you about the death of your father?

Mark : Ok.

Reporter : Well,could you tell me when he died?

Mark : Um, he died on the 25th of August, 2012. H'd been suffering from heart diseases.

Reporter : How was his health at that time?

Mark : He'd undergone a heart surgery just a month ago. He was elderly.

Reporter : Ok. And, when did he set foot on the moon?

Mark : On July 21, 1969, when he was just 39 years old.

Reporter : Can you tell me how he handled his historical expedition?

Mark : He took it simply ... as a profession.

Reporter : I'm really impressed with his modesty and simplicity. Was he from a rich family?

Mark : No, no. He was born in western Ohio and came from a poor family.

Reporter : Lastly, how was he to his family?

Mark : Very loving and encouraging.

Reporter : Do you want to say something through our media?

Mark : Of course! When you walk along the way under the full and bright moon, please wink your eyes at it in the name of Neil Armstrong.

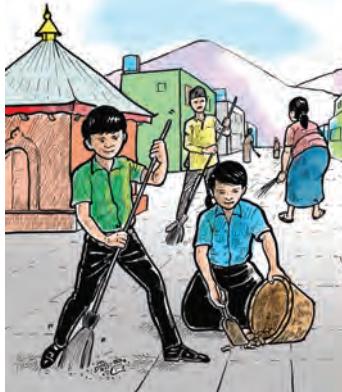
Reporter : Thank you very much.

Mark : You're welcome.

C. Activate yourself

1. Now work in pairs. Student 'A' plays the role of a reporter and student 'B' is an interviewer. Student 'A' asks contextual questions to student 'B' and student 'B' answers.

2. Look at the picture and make a news report on it. Then recite it.



5. Writing

A. Engage yourself

Look at the notice of condolence and answer the questions given below.

HEARTFELT CONDOLENCE

Birth
1955/1/1



Demise
2012/1/1

Late Pranaya Raja

We extend our deepest sympathy and heartfelt condolences to our dear friend, Mr Binaya Raja and his family, on the sad demise of his father,

Pranaya Raja.

We pray to God for the departed soul to rest in peace.

Staff
Himal Foods and Beverage Co.
Nawalparasi

- i. What is the text about?
- ii. Where do you find this type of text?
- iii. Why do people write this type of text?

B. Study

Study the following news report carefully.

6 Die, 3 Injured in Parbat Jeep Crash

July 14 (RSS), six people died and three others were injured when a passenger jeep fell some 400 metres down the road at Shaligram VDC - 2 in Parbat district on Tuesday night.

Area Police Office, Huwas, said Basundhara Bhattarai, 68, Man Bahadur Basyal, 64, Dilli Ram Bhusal, 56, Yam Bahadur Thapa, 64, his daughter Jit Kumari, 18, and Bhakta Ram Rana, 76, died in the accident. All the victims were residents of Urampokhara. The injured returned home after receiving treatment at a local health centre.

The vehicle (GA 1 Ja 4679), which was heading to Urampokhara in Parbat from Syangja, crashed at around 9:30 pm. Police suspect that the jeep veered off the road as the driver lost control of it on the steep road. Security personnel reached the accident site at around 1 am Wednesday morning after the local people informed them of the incident.

C. Activate yourself

Prepare a similar type of news report on the basis of the following clues.

9 Injured in a Road Mishap

passenger jeep fell down

9 injured

taken to district hospital

others went home

6. Project work

1. Tell your friends about a programme that has recently been celebrated at your home such as family gathering.
2. Ask any ten people of your locality about education and report their views to the class.

7. Enjoy yourself

Recite the following poem and discuss its meaning with your friends.

Not everyone

Not everyone here can be a king
Not everyone here can sing
Not all the animals can cry
Not all the birds can fly
Not all the insects can see
Not all the people are like me
Not all the people believe in you
And not all the words are true
Not all the people can dive
Not all the people can drive
Not all the people are kind
Not all the people are blind
Not all the people love to go to school
And not all the people are really cool
Not all the people can play the guitar
And not all the people can be a rock star
Not all the people can bake
Not all the people love cake

- Joy Galal

8



Dangers of Junk Food

1. Reading

A. Engage yourself

1. Prepare a list of junk food that you know.

S.N.	Name of the junk food

2. Look at the pictures below and discuss the varieties of food.



B. Study

Read the following text and underline the important points.

Junk food should be banned

Honorable chairperson, respected teachers, and dear friends,

I would like to thank Mr Ale for giving me the chance to say something here. I am here to support the statement ‘Junk food should be banned’.

We all know food is the most essential thing for any living being. Everybody in the world such as human beings, animals, plants, micro organisms need food to survive. In fact, the food which we eat is a factor in our existence. Everybody should be aware of the food which we take. Health is the most valuable property. We know that the health of anyone is determined by the food they eat. So, there is a strong relationship between food and the health of people.

The previous speaker has just said that we live in the 21st century. It is the time of information and technology. People are too busy in their day to day lives. They are always feeling tense to manage their time. In this context, junk food has become the common and global culture of the people. Junk food is now available all over the world. We see it everywhere; in grocery stores, department stores, fast food restaurants. Television advertisement makes such food looking appealing. But I strongly argue that junk foods contain little nutritious value. These foods are high in calories, fat, sugar, salt or caffeine. Junk food can cover, cereals, candies, chips, cookies, cheese, puffs, biscuits, noodles, French fries, gum, ice-cream, sodas, cold drinks and most sweet desserts.

Honourable chairperson, there are various problems with junk food. The main problem is that they have high satisfactory value that is why so many people consume it even though they know it is not healthy. Another problem is that junk food tends to replace other more nutritious food. Similarly, an increase in consumption of junk food is directly associated with the increase in obesity, heart diseases, high blood pressure, certain types of cancer and tooth decay. Fats from junk food trigger the brain to want more food. This effect can last for several days. Mothers who eat junk food while pregnant or breast feeding have children who are prone to obesity. Children are also more prone to diabetes, raised cholesterol and high blood pressure. Additives and preservatives such as common food dyes can cause children to become more hyperactive and easily distracted than usual. If children eat junk food regularly, it is likely to lead them to violent behaviour later in life. Finally, I want to suggest that we should not eat junk food because it is the cause of various diseases. So junk food should be banned. Thank you.

Ways with words

1. Read the text above and fill in the gaps with correct words from the box.

harmful	violent	appealing	calories	global
culture	obesity	additives	preservatives	

- (a) TV advertisements for junk food look very.....
- (b) Junk foods are low in nutritional value but high in.....
- (c) Pop music and junk food have become.....
- (d) The increase of junk food is directly associated with an increase in.....
- (e) Children who are used to taking junk food are likely to become..... later in life.
- (f) Junk food is veryto health.

2. Read the passage and find eight words from the following, and write their meanings. You may use a dictionary. One is done for you.

microorganisms grocery nutritious cafe decay cholesterol hyperactive distracted

Example : decay - gradual damage

Read and answer

1. Read the passage and write ‘True’ or ‘False’ against the following statements.

- (a) Junk food advertisements on television do not attract us.
- (b) An increase in junk food is directly associated with an increase in tooth decay.
- (c) Children these days drink coke more than fruit juice.
- (d) If pregnant women eat junk food, they can give birth to fat children.
- (e) Noodles are junk food.

2. Answer the following questions:

- (a) Name some places where junk foods are easily available.
- (b) How is junk food defined?
- (c) Despite being aware of the disadvantages of junk foods, why do we eat them?
- (d) How can you say that junk food has become a global culture?

- (e) What are the two major problems with junk food?
- (f) Do you agree that 'junk food should be banned'?

C. Activate yourself

Make a list of the merits and demerits of junk food and paste it on the wall of your class or school.

2. Time for grammar

A. Engage yourself

What will you do if you win a cash prize? Study the following and have a similar conversation.



B. Study

1. Now tick the correct words to complete the sentences.

- (a) Laxmi Prasad Devkota could have lived longer if he (didn't smoke, smoked, hadn't smoked) so heavily.
- (b) We won't go swimming if it (rained, rains, raining).
- (c) If Dolma (cooks, cooked, had cooked) dinner, it would be chicken and rice.
- (d) Whenever Ajay passes by the fridge, he (opens, opened, would open) it.
- (e) If Buddha (ate, eaten, had eaten) in the restaurant, he would have been sick.
- (f) If I played football, I (played, play, would play) at the school field.
- (g) The cycle (stops, stopped, stop) if you hold the brake.
- (h) If you come to my home, I (show, showed, will show) you my new television.
- (i) How would you go to school if you (miss, missed, will miss) your school bus?
- (j) If my brother (had not been, was not, is not) ill, he would have been a doctor.

2. Match the following conditionals with the main clauses.

A

- (a) If you smoke a lot,
- (b) If she asked me for help,
- (c) Radha would win the prize,
- (d) I would have joined the medicine course,
- (e) If the weather is good,

B

- (i) if I had passed the SLC in 1st Division.
- (ii) we will go for a picnic.
- (iii) I would be instantly ready.
- (iv) you'll suffer from TB.
- (v) if she sang well.

C. Activate yourself

Now make five conditional sentences to express your plan for the near future.

3. Listening

A. Engage yourself

Have you ever been to hospital? If yes, share your experience with your friends.



B. Study

1. Listen to the dialogue and fill in the blanks.

- (a) The patient has a problem in-----.
- (b) The patient has been suffering from ----- months.
- (c) The patient uses----- or ----- when power is cut off.
- (d) The patient thought it was not a problem.\
- (e) Green vegetables supply you

2. Write True or False against the following statements.

- (a) The patient likes eating green vegetables.
- (b) The doctor does not give him any medicine.
- (c) Eating a carrot daily is bad for the eyes.
- (d) The patient visits the doctor.
- (e) Green vegetables supply you with vitamin A.

C. Activate yourself

On the basis of the listening text, compose a similar dialogue between a patient and doctor.

4. Speaking

A. Engage yourself

You might have had the experience of debate programme at your school. Share your experience with others using the following questions as a reference.

- i. What was the topic?
- ii. Who participated in the programme?
- iii. How did they participate in the programme?
- iv. Who got the first prize in the programme?
- v. Write your feelings about the programme.

B. Study

Practise the following debate in the class.

Mental Power vs Physical Strength

Honourable chairperson, respected panel of judges, teachers and all others who are present at the moment,

I am pleased to get this opportunity to express my views. Today, I am speaking in favour of the topic “Mental Power is Stronger than Physical Strength.”

In my opinion, the work done with the use of the brain cannot be performed with the physical strength. In the 21st century, favouring of physical strength is worthless. All the progress that has taken place is due to the contribution of mental power. Even our history has shown the importance of mental power. No inventions would have taken place in the world if the people had not utilized their brain for achieving success. Even the games that require physical strength are the result of the mental power. If physical strength was more important than mental power, all the people of the world would have engaged themselves in the process of increasing physical power.

Thus, I would like to conclude myself saying that comparison of physical strength with mental power is worthless. Nothing was, nor ever will be, achieved without mental power.

Thank you.

C. Activate yourself

Now it is your turn. Express your views on the topic “Word is Stronger than Sword”.

5. Writing

A. Engage yourself

- i. Do you ever write letters to your family members or get letters?
- ii. How can writing letters be useful in suggesting people?

B. Study

Write a short letter to your younger brother or sister asking him/her not to eat junk food because it is harmful to health.

Begin like this:

Ganeshpur-7, Rantola

Dadeldhura

14 January 2012

Dear,

How are you?

.....
.....
.....

Love

.....

C. Activate yourself

Write a letter describing something to someone or requesting someone to do something. You can ask your teachers or neighbours for this.

6. Project work

Work in groups. Divide the class into two groups and make a debate on:

'Pen is mightier than Sword.'

7. Enjoy yourself

1. Read the following poem and enjoy its power of imagination.

If pigs could fly



If pigs could fly I'd fly a pig
To foreign countries small and big-
To Italy and Spain,
To Austria where cowbells ring,
To Germany where people sing,
And then come home again.
I'd see the Ganges and the Nile,
I'd visit Madagascar's isle,
And Persia and Peru.

People would say they'd never seen
So odd, so strange an air machine
As that on which I flew
Why, everyone would raise a shout
To see his trotters and his snout.
Come floating from the sky;
And I would be a famous star
Well known in countries near and far
If only pigs could fly!

-James Reeves

2. Answer the following questions.

- (a) In this poem, which countries would the poet visit?
- (b) What two rivers would he see?
- (c) Which words in the poem mean pig's feet and pig's nose?
- (d) Where do people sing and where do cowbells ring?
- (e) Find out the rhyming words in the poem.

9



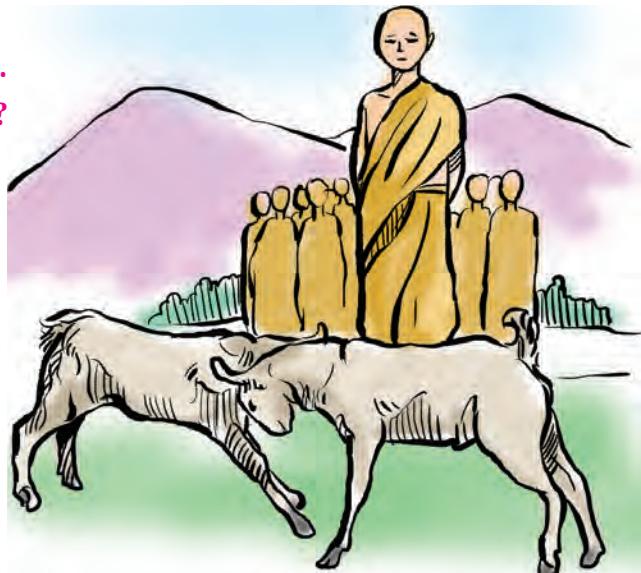
Moral Stories

1. Reading

A. Engage yourself

i. Do you like reading stories? What types of stories have your grandparents and parents been telling you?

ii. Look at the picture below.
What is happening there?



B. Study

Read the following story and match the following headings to each paragraph.

Saint Deva

Humility of a cheat

Deva's portage

Ashamvav's plan

Visitor's call for Brataband

Ashamvav's fleeting

The foolish sage and the jackal

In a monastery far away from human habitation lived a saint called Deva . He made a lot of money by selling clothes gifted to him by well-wishers and disciples. It became a burden for him to guard that wealth. Since he did not trust anyone, he put all his money into a bag and carried it with him wherever he went. Ashamvav, an

experienced cheat, noticed Deva always carrying his bag with him. He thought that the bag certainly contained something valuable, so he planned to snatch it from him.

One day, the cheat met the saint and promptly fell on his feet and said, “Oh, know-all, I have realized that this life is an illusion; youth is fleeting and all familial ties are like a dream. Please show me the correct path that frees me from all worldly ties.”

Pleased with his humility, Deva said, “Child, you are the blessed one who has thought of renouncing worldly pleasures. Listen, the person that chants “Om Namahshivayah” and smears holy ash on his forehead, becomes Shiva himself. He knows no rebirth. I shall accept you as my portage, but you must not enter the hermitage in the night because company is forbidden for saints. After initiation, you have to live in the hut at the entrance of the monastery.”

Ashamvav promised the saint that he would consider every sign from him as a command and carry it out. Satisfied, the saint accepted the cheat as his disciple. Ashamvav too began making Deva happy by attending to his every need, but seeing that the saint never separated the money-bag from him, Ashamvav thought, “The old man is very crafty and always keeps the bag with him. How can I snatch it from him? Shall I kill him?”

As the cheat was at a loss to achieving his goal, a visitor came calling on the sage. The visitor invited Deva to come to his village and perform Brataband (the sacred thread ceremony) of his son. The saint accepted the invitation and set out for the village taking Ashamvav with him.

On the way, the guru and his disciple had to cross a river. After bathing in the river Deva wanted to rest for a while. He took the money bag and pushed it into a quilt he was carrying. Then, he told the disciple, “I have to respond to nature’s call. I am leaving this quilt of Shiva here. Keep an eye on it.” The moment the guru went out of his sight, Ashamvav collected the bag and fled from the place.

With great trust in his disciple, Deva decided to join a crowd watching two well-fed goats fight ferociously. As blood was running down their heads, a jackal came there to feast on the blood the two goats were shedding. Deva saw the jackal entering the scene and thought that the jackal would surely die caught between the two warring goats. His surmise came true, and the jackal died, gored by the two goats.

After the death of the jackal, Deva returned to where he had left the money-bag with Ashamvav. He found Ashamvav missing. The holy quilt was there but not the money-bag. He began wailing, “Oh, trickster, what have you done? I have lost everything in the world.” After a vain search for the trickster, the foolish saint returned home unhappily.

Ways with words

1. Read the text and unscramble the letters on the left to form the correct words. The words should match the meanings on the right.

tuh	-	a small house
nmstryaeo	-	residence of sages
intsa	-	person devoted to god
defl	-	ran away
udernb	-	load
pidcilse	-	student
atchns	-	rob
tfyarc	-	clever
doreg	-	to cause an injury with the horns

2. Fill in the blanks.

- Deva lived in a
- Ashamvav has realized that this life is an
- Ashamvav was an cheat.
- Two goats were fighting.
- The foolish saint returned home

Read and answer

1. Answer the following questions.

- Where did Deva live?
- How did the saint collect a lot of wealth?
- What was the real plan of Ashamvav?
- What was Ashamvav not allowed to do?
- What did Ashamvav do to make Deva happy?
- Where were Deva and Ashamvav going to?

- (g) How was the jackal killed?
- (h) Did the saint get his money back?

2. Put the following sentences in the correct order.

- (a) Ashamvav wanted to snatch the money from Deva.
- (b) Deva lived in a monastery.
- (c) Deva accepted Ashamvav as his protege.
- (d) He collected a lot of money by selling clothes gifted to him.
- (e) Deva and Ashamvav set out for a village.
- (f) Deva left his bag to Ashamvav and went to watch the goats fighting.
- (g) Deva started wailing that he had lost everything in the world.
- (h) Ashamvav took the bag and fled away.

C. Activate yourself

Have you ever heard any animal stories? Did your grandparents/parents tell you such stories? Tell a story that you have heard or read to your friends in the class.

2. Time for grammar

A. Engage yourself

1. Imagine that you were in the middle of a dream last night. You want to tell it to your parents. Which tense do you use to describe it?
2. Recall the chores you have done. List out the ones you completely finished in the past.

B. Study

1. Read the following report of a witness of an accident and underline the simple past form of the verbs in the text.

It all happened very quickly. The bike came straight out of the side road and the van went into the back of it. The bike rider didn't have a chance. It was the van driver's fault. He was driving at a high speed. He couldn't control the van.

- 2. From the above text, list all the verbs which are in the simple past form and convert them into past continuous form.**

Example: happened - was/were happening

- 3. Read and underline the past continuous form of the verbs in the text below.**

I had a wonderful dream last night. I was at the zoo. Some people were taking photographs. Children were playing and laughing. Birds were singing. Fish **were happily swimming. Monkeys were jumping. It was really interesting.**

- 4. Read the following examples and underline the past perfect form of the verbs in the sentences.**

- i. It was 8 pm. Most of the shops had just closed.
- ii. I went to airport but they had already sold the tickets.

- 5. Rewrite the following sentences using the correct form of the verbs in the brackets.**

- (a) Shakespeare (write) many famous plays.
- (b) When Jack arrived home, Carol already (cook) food.
- (c) I (dream) that I was in Singapore.
- (d) Hari (sit) on a chair and..... (write) a story.
- (e) The water in the pond (freeze) last night.
- (f) Rita..... (arrive) after the class had started.
- (g) I..... (meet) Rupa in Biratnagar last year.
- (h) Deva (sell) the clothes gifted to him.

C. Activate yourself

Ask your mother or father about her/his childhood activities and note down what he/she says. Out of those points, write a passage in the past tense. Give her/him a surprise by telling her/him the story of his/her own.

3. Listening

A. Engage yourself



What do you know about kangaroos? Where do they live? How big are they? What do they eat? How do they care for their young?

B. Study

1. Listen to the text and fill in the blanks with the words given in the box.

herd	hind	marsupial	pouch	develops
------	------	-----------	-------	----------

- (a) Twenty-five kangaroos live together in a
- (b) They have small front legs but large.....legs.
- (c) A baby kangaroo lives inside its mother's
- (d) A.....is a mammal which keeps its young in aat the front of its body.

2. Listen again and write down the missing numbers.

- (a) Kangaroos are about.....tall.
- (b) They weigh about.....kg.
- (c) About.....kangaroos live in a herd.
- (d) They can jump.....metres.
- (e) They can move at.....km/h.

C. Activate yourself

You have learned about kangaroos. Now, write down three short paragraphs about an animal found in your locality.

Paragraph one: Introduction

Paragraph two: What it looks like and what it eats

Paragraph three: Habits and how useful it is to human beings

4. Speaking

A. Engage yourself

(i) Which line is longer?

P _____ Q

R _____ S

Answer: RS is longer than PQ.

(ii) Who earns more money?

Mr. Sherpa: Rs 25,000 per month

Mr. Singh: Rs 24,000 per month

Answer: Mr. Sherpa earns more money than Mr. Singh.

B. Study

1. Learn these words:

Adjectives

positive	comparative	superlative	equivalence
cold	colder	coldest	as cold as
short	shorter	shortest	as short as
tall	taller	tallest	as tall as
strong	stronger	strongest	as strong as

good	better	best	as good as
bad	worse	worst	as bad as
far	farther	farthest	as far as
attractive	more attractive	most attractive	as attractive as
comfortable	more comfortable	most comfortable	as comfortable as
intelligent	more intelligent	most intelligent	as intelligent as
lazy	lazier	laziest	as lazy as
smart	smarter	smartest	as smart as
talented	more talented	most talented	as talented as
high	higher	highest	as high as

Adverbs

fast	faster	fastest	as fast as
early	earlier	earliest	as early as
late	later	latest	as late as
slowly	more slowly	most slowly	as slowly as
seriously	more seriously	most seriously	as seriously as
hard	harder	hardest	as hard as
beautifully	more beautifully	most beautifully	as beautifully as
quickly	more quickly	most quickly	as quickly as

2. Rewrite the following sentences selecting the right word from the brackets.

- (a) My father earns (more/much) than my brother does.
- (b) Sarita is (happier/happy) now than she was last month.
- (c) Kathmandu is (big/bigger) than Dharan.
- (d) A plane is much (fast/faster) than a car.

- (e) India is (more populated/populated) than Nepal.
- (f) Antarctica is the (colder/coldest) continent in the world.
- (g) Raju is (better/good) than Madhav at Maths but Madhav is (better/good) than Raju at English.
- (h) In the last exam, Kalpana secured nearly as (many/much) marks as Subas.
- (i) Mt. Everest is the (highest/higher) mountain in the world.
- (j) Pasang is the (taller/tallest) boy in the class.
- (k) Mr. Khan is as (old/older) as Mr Gurung.
- (l) Sports shoes are (more comfortable/comfortable) than leather shoes.

C. Activate yourself

Compare the height of all the students in your class and talk about it.

5. Writing

A. Engage yourself

**What is the crow doing in the picture?
Do you know the story of a crow and a pitcher?**



B. Study

1. Read the following story aloud in the class.

A thirsty crow

It was a hot summer day. A crow was very thirsty. He flew here and there in search of water. He could not find any water. He sat on a branch of a tree. He saw a pitcher on the ground. There was little water in the pitcher. He was very happy to see the water in the pitcher.

He tried to drink the water but the level of water was low. His beak could not reach the water in the pitcher. He thought of a plan. He dropped some pebbles into the pitcher, one by one. The level of water rose up. The crow drank the water, and feeling satisfied; flew away.

Moral: Where there is a will, there is a way.

- 2. Develop a similar readable story with the help of the outlines given below. Give it a suitable title and find a moral lesson.**

King Solomon-very wise -one day two mothers with two babies come to him - one baby alive one dead - say one baby killed in accident - both mothers claim the living baby - each says dead baby belongs to the other - who is the real mother of the living baby?- Solomon thinks and gives decision - living baby to be cut into two halves - each woman will get half - one woman agrees - the other weeps - says baby must not be killed - let the other woman have it other than that - Solomon smiles - decides the weeping mother is the real mother - gives her the living baby - other woman is punished

C. Activate yourself

Now, if you know any moral stories like this, write one of them and read it to the class.

6. Project work

Ask your parents to tell you a ghost story and write it in your own words.

7. Enjoy yourself

- 1. Read the following joke carefully and find out who is the doctor's father.**

A doctor was on vacation in a small farming town. While walking through the streets, he saw an accident, and a large crowd gathered around the car. Going by instinct, the doctor was eager to get to the injured but he couldn't get near the car. Trying to be clever, he started shouting loudly. "Let me go there! Let me go there! I am the son of the victim." The crowd made the way for him. Finally, he saw that lying in front of the car was a donkey.

- 2. Share similar jokes, if you have any, in English and enjoy.**

10



Habits and Behaviour

1. Reading

A. Engage yourself

- Ask your friend what good habits and bad habits are. Then, note down the good and bad habits that you have discussed.

Good habits	Bad habits

- Look at the following pictures and tick () the good habits and cross () bad ones.



B. Study

Read the following text and note down the main points.

Good habit

Everyone may have good as well as bad habits. We should give up our bad habits and adopt good ones. We are able to create, change and eliminate our habits. However, it is not easy.

Good habits help us control our lives. We need to do more in a short time; to improve our relationships with other people and promote self-confidence. Good habits help us to be happy in life and find the balance between the time for school, work, recreation, meeting people and other activities. We need to find out what we value most in our life. Moreover, it determines our habits, and our habits will determine who we are.

Our habits, good or bad will shape our characters. When we are able to deal with our own habits, then we may be able to deal with other people's habits. In order to create good habits, we should have good paradigm in our lives. We will never know how poor our current vision is, until we get a new and better paradigm. Therefore, let's know about some good habits.

Be positive

You should stop worrying about the things that you cannot control. You should focus on what you can control i.e. your attitude, your decision, and your response etc. You can take control and responsibility for your own life. Positive people do not blame others for their own actions or feelings.

Create a personal mission statement

You should be clear about your values for life, goals for your career, destination you want to reach. You may create a personal mission statement which will act as a road map to guide your decision-making process.

Prioritize right thing in right time

You should prioritize and manage your time so that you can focus on and complete the most important task in your life. Prioritizing the right thing in right time also means learning to overcome fears and being strong during difficult times. It is living life according to what matters most.

Think win-win

You can learn to foster the belief in the atmosphere of win-win in every relationship.

So, you are encouraged to create an appropriate atmosphere in which both the parties can arrive at a mutually beneficial solution. You should learn to celebrate the accomplishments of others instead of being threatened by them.

Listen to others

You should listen to others. Most of the people do not listen to others very well. One of the great frustrations in life is that many do not feel understood. This habit will ensure you to learn the most important communication skill that is: active listening.

Work in group

One person is better for meditation; two are better for study and more are better for interaction. Therefore, you should work in groups to create something better than working alone. Through this habit, you may learn that it does not have to be “your way” or “my way” but rather a better way.

Renew yourself

You should regularly renew and strengthen the four key dimensions of life – body, brain, heart, and soul. Smart work is possible on the basis of these four and their efficiency.

Be reflective

Reflection is a key technique to reveal your reality, i.e. your strengths and weaknesses. You are the best person in the world to know about yourself. Therefore, you should review yourself against your friends, your role model and your knowledge acquired from your experience or texts. After your reflection, you should not worry about your past, but be happy since you have learnt a lesson from your past, and make your future better.

Try to be good, not great

You should try to be simple and good. Simplicity is the best method to get respected and loved by others. All good people are great, but all great people may not be so. The simplicity and goodness in nature are always respected and worshipped everywhere in the world.

Ways with words

1. Read the text above and fill in the gaps with correct word from the list below.

atmosphere determine paradigm prioritize self-confidence

- (a) Our good or bad habits our character.
- (b) means perception like a pair of glasses that determines whether we can see things clearly or not.
- (c) We should good habits in our life.
- (d) We should maintain our even at hard times.
- (e) We should create an appropriate to foster the good habits in a child.

2. Read the text above and match the words in column 'A' with their meanings in column 'B'.

A

- (a) eliminate
- (b) proactive
- (c) career
- (d) communicate
- (e) dimensions

B

- (i) taking the initiative
- (ii) at work
- (iii) remove, eradicate
- (iv) proportions, measurements
- (v) to exchange information, news, ideas, etc.

Read and answer

1. Read the text again and answer these questions.

- (a) What do you mean by good habits?
- (b) How can we cultivate good habits in us?
- (c) When do we realize 'how poor our current vision is'?
- (d) What shapes our character? How?
- (e) Who is responsible for our happiness and unhappiness?

- (f) Why do we need to cultivate a personal mission statement?
- (h) What are the four key dimensions of life?
- (i) Why should we reflect ourselves from time to time?
- 2. Read the text again and make a list of good habits along with their short description in the table given below.**

SN	Good habits	Description
1.	Be positive	
2.	Prioritize right thing in right time	
3.	Listen to others	
4.	Think win-win	
5.	Work in group	
6.	Renew yourself	
7.	Try to be good, not great	
8.	Reflect yourself	

C. Activate yourself

What is the value of good habits in a person's career? Discuss with reference to the text above.

2. Time for grammar

A. Engage yourself

Let's play a game. One of the students goes to his/her friends (minimum ten friends) and asks their plans for the next year. At the same time, he notes down their plans in his/her diary.

SN	Name of the friends	Plan for the next year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

In the class, all students perform the same task one by one and make lists of their friends' future plans.

B. Study

- After completing the task given above, students will write their friends' plans using the structures of predicting or different degree of probability such as may/ might, could, probably, certainly, definitely, etc.**
- Fill in the blanks with words or phrases given in the box below.**

may	might	is sure/ certain/ bound to
is likely/ unlikely to	could	
probably/ certainly/ definitely	I doubt	
I expect	will not	

- There is to be much snow this winter.
- In ten years' time everyone is have a digital watch.
- We discover major new sources of energy.
- In our lifetime, the robots take over most manual work.
- Man colonize the space by 2050.

3. Match the statements in column 'A' with their corresponding responses in column 'B'.

- | A | B |
|---|--|
| (a) Do you think I should learn English? | (i) It won't be a good use of money at the moment. |
| (b) I cannot decide whether to buy a camera or not. | (ii) There is a good chance that they'll find a cure for AIDS. |
| (c) Perhaps I should take a week off. I don't like to go to school. | (iii) Yes, you should- it's sure to help you get a job. |
| (d) Will they find a cure for AIDS? | (iv) She is unlikely to win the game unless she controls her bad temper. |
| (e) Will she win the game? | (v) You are unlikely to be granted such long leave. |

C. Activate yourself

Write a paragraph of 10 sentences on the impacts of good or bad habits in a person's career using the structures of predicting or degree of probability.

3. Listening

A. Engage yourself

Look at the map of different development regions. Guess and discuss the weather conditions of these five regions of the country.



B. Study

1. Listen to the text and match the following words/ phrases in column A with those in column B.

A	B
(a) Far western region	(i) heavy rain
(b) Mid western region	(ii) cloudy and occasionally rain
(c) Western region	(iii) sunshine and very hot
(d) Central region	(iv) sunny and very hot
(e) Eastern region	(v) sunshine and normally hot

2. Listen to the text once again and complete the following table.

Regions	Maximum	Minimum	Rainfall (mm)
Dhankuta	27.22	18.3	
Kathmandu		20.3	No rainfall
Pokhara	25.22		12.02
Birendranagar	34.22	23.3	
Dipayal	36.22	28.3	No rainfall

C. Activate yourself

Listen to the weather forecast on your radio/ television at home. Then, design a similar weather forecast for the next day.

4. Speaking

A. Engage yourself

Suppose your school is taking you on a picnic. Discuss the picnic in your group and list down the plans that you have made.

B. Study

Study these examples.

1. A man brings his camera to get it repaired at a camera shop.

Lok : Good morning, sir. What can I do for you?

Binod : Hi. I'd like to have this camera repaired. It does not work.

Lok : Here, let me see it

Binod : What are the chances of getting it back by evening?

Lok : I'm afraid that's impossible. I'll try to return it by tomorrow.

2. Two students are talking about their picnic.

Shanti : So, tomorrow is the big picnic, huh?

Nirmala : Yeah. What's the probability? Will it rain

Shanti : I heard on the radio that there is no chance of rain. It is likely to be a sunny day.



C. Activate yourself

Work in pairs. Prepare a similar dialogue about the use of new technology such as a cell phone or computer, etc. in learning.

5. Writing

A. Engage yourself

Do you like to become a teacher? Why or why not? Discuss with your friends.

B. Study

Study the following text and discuss it among your friends.

A Teacher

Teaching is one of the most important professions. A teacher helps his or her students learn. He or she is a leader to lead the students towards right path. He or she plays different roles according to different needs of the students. A good teacher has a love for teaching profession.

C. Activate yourself

Choose one of the professions you like and write about the profession in about 100 words.

6. Project work

Complete the following table. Supply authentic information about your/your friend's good and bad habits.

Name of the person:

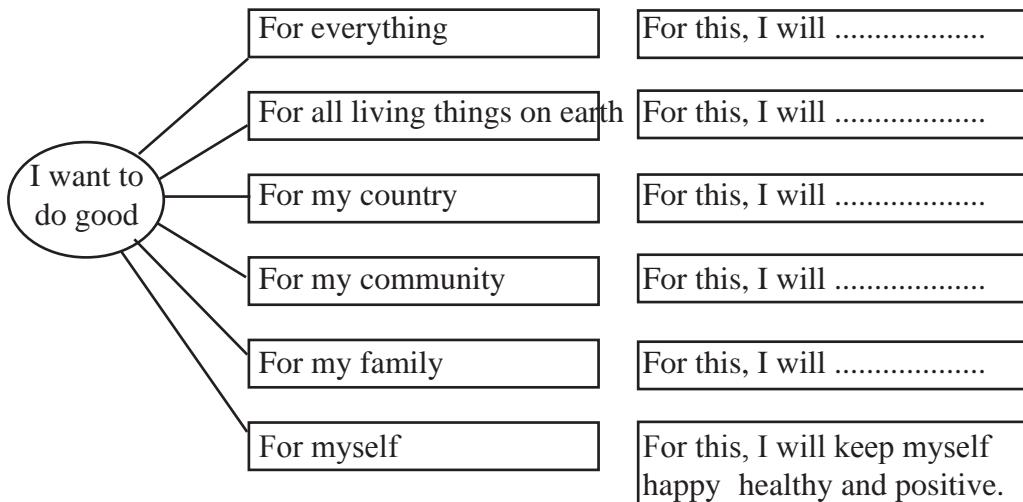
Good habits	Bad habits

7. Enjoy yourself

1. Look at the following picture carefully and share the ideas where you and your friends are.



2. Fill in the blanks and have fun:



11



Games and Sports

1. Reading

A. Engage yourself

1. How often do you play games?
2. How do your parents support you in sports? Do they buy things for you to play with?
3. Look at the pictures and answer the following questions.



Questions:

- i. What are the people doing in the pictures?
- ii. How does chess sharpen your brain?

B. Study

Read the text below and give a suitable title. Games and sports keep one physically and mentally fit. They keep one away from diseases relating to the heart, obesity, mental stress and sleeplessness. They instill in the player a spirit of self-confidence, self-reliance, discipline, justice, fair play and patriotism. Games provide us with recreation and enjoyment.

Games keep our body alert, active, youthful and energetic. Games increase the circulation of blood, boost metabolism, burn calories and improve respiration and the digestion. Healthy people can work hard cheerfully for a long period of time. They can face dangers boldly. They enable people to follow other virtues like discipline, honesty, integrity, loyalty and patriotism.

While playing games, various exercises are performed automatically. Brisk walking, running, cycling, skipping, swimming and yoga are common activities to keep fit. Mild exercises help patients recover from heart attacks, diabetes, blood pressure, etc. Exercise invigorates us.

Games provide us with recreation and enjoyment. Football, cricket, lawn tennis or wrestling are watched by millions of fans all over the world. When we watch and play games, we forget all our worries and anxieties. They enable us to divert our mind from wrong thinking.

Sports help people to face challenges in life bravely. Players are not deterred by failures because they know that failures are the stepping stones to success. Such an approach would help one reorganize one's skills. Players develop team spirit. They learn to adjust with other people's shortcomings. They respect and follow the rules of the game they play. Sportspersons display punctuality, diplomacy and self-discipline.

Games are very essential for the students. In our schools, however, games and sports are not given much importance. A period of half an hour or forty five minutes should be dedicated to games everyday in schools. Some schools dedicate this timing for games only once a week. Children find it difficult to pursue a game in the specified period. Some schools cannot afford funds for sports equipment. Similarly, some schools do not have a playground. Many schools do not employ any physical instructor to guide the children in various games. Even parents want their children to complete their home assignments after school hours rather than play games. They fail to realize that games make children strong both mentally and physically.

Many school children become obese due to lack of participation in games. Obesity puts them in the high risk category of contracting diseases like diabetes and heart ailments. The education system needs to be reformed, and equal importance needs to be given to sports and games.

Ways with words

1. Match the words in column A with their meanings in column B.

Column A	Column B
(a) patriotism	(i) discouraged
(b) obesity	(ii) unity
(c) alert	(iii) fatness
(c) metabolism	(iv) tension
(d) virtue	(v) all the chemical process in a living beings that changes food into energy
(e) integrity	(vi) love of your country
(f) brisk	(vii) moral excellence
(g) anxiety	(viii) devoted
(h) deterred	(ix) quick, lively
(i) dedicated	(x) watchful

2. Fill in the blanks with the given words.

[healthy, obese, recreation and enjoyment, self confidence, exercises, divert]

- Games instill in the player a spirit of
- A person can work hard cheerfully.
- While playing games, various.....are performed automatically.
- Games provide us with.....
- Games enable us to our mind from the nasty thinking.
- Many children become.....due to lack of participation in games.

Read and answer

1. Read the passage given above and answer the following questions.

- How do games keep people physically fit?

- (b) What qualities do people develop while playing games?
 - (c) What is the relationship between playing games and exercising?
 - (d) Why are games very essential for students?
 - (e) What happens to students if they grow up without sports?
- 2. Write down the paragraph number against the phrases given below.**
- (a) Games and sports
 - (b) Games and exercises
 - (c) Facing challenges
 - (d) Recreation and engagement
 - (e) Games and education

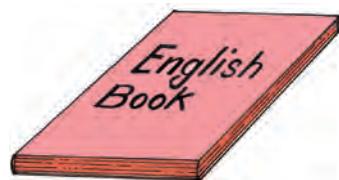
C. Activate yourself

Work in groups. Select a game. Collect its benefits and present your points to the class.

2. Time for grammar

A. Engage yourself

Look at the pictures below and say whether they are singular or plural.



B. Study

1. Study the following sentences and write correct or incorrect as in the example.

Example:

(a) *One of the students are absent today. [incorrect]*

One of the students is absent today. [correct]

(b) Somebody are making a noise. []

Somebody is making a noise. []

(c) Priyanka along with her friends are laughing. []

Priyanka along with her friends is laughing. []

(d) Either Badal or Upendra are working in a school. []

Either Badal or Upendra is working in a school. []

(e) Mr Rai except his children are going to India. []

Mr Rai except his children is going to India. []

2. Rewrite the following sentences filling in the gaps with the best alternatives.

(a) Each and every student unique. (is, am, are)

(b) Slow and steady the race. (win, wins, has won)

(c) No news good news. (is, am, are)

(d) A lot of boys coming. (is, am, are)

(e) Every girl always homework. (do, does, did)

(f) The quality of papers good. (is, are, were)

(g) The teacher and the student going for a picnic. (is, are, am)

(h) Writing many letters her happy. (make, makes, are making)

(i) He is one of the boys that absent from my class yesterday. (is, were, was)

(j) Ram as well as Shyam here. (is, are, has)

C. Activate yourself

Write a paragraph about your classroom using somebody, nobody, everybody, etc.

3. Listening

A. Engage yourself

Look at the picture below and answer these questions

- (a) What is the boy doing in the picture?
- (b) What types of books do you like reading?
- (c) Is reading a good habit?



B. Study

1. Listen to the text and state whether the following statements are true or false.

- (a) Binod likes reading books.
- (b) Pema hates reading books.
- (c) Binod is healthy.
- (d) Binod will try to play games.
- (e) Pema finds Binod always reading books.

2. Listen to the text and fill in the missing words in the dialogue below.

- Pema : Binod, I alwaysyou reading books.
- Binod : I likebooks,
- Pema : Don't you like games?
- Binod : If I play games, I don'ttime to read.
- Pema : You should..... for some time. If you are always

with books, your mind becomes Games refresh your mind.

Binod : We can our minds in other ways, too.

Pema : Yes, it can be done in, too, but games improve your health.

Binod : My is good. I don't have to play games.

Pema : Your health may be good now, but games are necessary to it.

Binod : Then I'll try to play some

Pema : Please it.

C. Activate yourself

Work in pairs. Play the role of Binod and Pemba and act out the dialogue in the class.

4. Speaking

A. Engage yourself

Look at the pictures given below and answer these questions.

What are the people doing in the pictures? Do you like doing these things? Share your answers with your friends.



B. Study

1. Work in groups. Read the following examples and find out likes and dislikes.

- i. A: Do you like going to parties?
B: Yes, I love eating spicy food and meeting many people.
- ii. A: Do you like travelling by air?
B: No, thanks. I can't stand flying.

2. Fill in the blanks with the words given in the box.

- i. A: Do you like.....to the cinema?
B: Yes, I enjoy watching films.
- ii. A: Do you.....reading ghost stories?
B: Not at all. I.....reading them.
- iii. My father loves.....in the garden. He cares for flowers and other plants.
- iv. Sabita.....looking after the children. They irritate her.

love working going loathes hate

3. Work in pairs. Student 'A' asks student 'B' her/his likes or dislikes. Student 'B' answers as in the examples given above in 4B. Use the following clues.

- | | |
|------------------------------|--|
| (a) singing | (f) looking after children |
| (b) dancing | (g) working in the field |
| (c) playing football/ tennis | (h) helping your mother in the kitchen |
| (d) cooking | (i) reading books |
| (e) getting up early | (j) watching TV |

C. Activate yourself

Work in groups. Read aloud the following sentences individually and put them into two groups namely, likes and dislikes.

- (a) He's fond of cricket.
- (b) She loves sunbathing.
- (c) He enjoys walking in the morning.
- (d) She hates cooking but loves eating.
- (e) He dislikes garlic in any type of food.
- (f) Dolma can't stand flying in an aeroplane.

5. Writing

A. Engage yourself

Read the following essay carefully.

My Hobby

Different people have different hobbies. My friend, Sunita Chaudhary, has a hobby of reading books. Sudip Limbu, another classmate, enjoys travelling, and my hobby is gardening.

I have developed this hobby since my childhood when I saw my father loving and caring for plants in the garden. Whenever I have spare time, I go to my small garden. I see the little plants grow. I water them. I sow seeds in the field and water them. I have also grown different kinds of flowers such as roses, marigolds, and lilies in my garden. When I look at them, I smile from the heart because they give me great joy.

I work with a spade and a hoe every morning and evening in my small garden. I root out the unwanted plants. There are many types of fruit trees as well as vegetables in my garden. I feel very happy to see the fruits, plants and flowers in my garden.

Thus, I grow many fruits and vegetables in the garden. I enjoy playing there. It gives me a lot of happiness. Moreover, my hobby keeps me physically fit because of the exercise I do while gardening.

B. Study

Look at the sample essay given above. Now write a short essay on one of the following topics.

- | | |
|--------------------------|---------------------|
| (a) My School | (b) My Best Teacher |
| (c) The Game I Like Most | (d) My Hobby |

C. Activate yourself

Work in pairs. Exchange your essay with your partner. Make necessary corrections and show it to your teacher.

6. Project Work

Go to the sports room or the school library or a stationery shop in your area. Identify the sports equipments, draw their pictures and write their names.

Sports equipment	Name of the game
ball	football

7. Enjoy yourself

1. Read the following email and note down its special features.

Nice to see you in Kathmandu Inbox x Print Save

Shudikshya Joshi <joshi.sudikshya.tan@gmail.com>9:44 AM (1 minute ago) Star Reply Forward

to me

Hi Shabdk

GREAT to see you in Kathmandu last week and catch up on your news. Wasn't the BGUni Hotel nice? (Hey, but what about the lousy breakfast service!). The party seemed to go OK. Wonder what the group photo will be like this year?
 Got back to Manechauka after a day drive - stopped off at a lovely hotel in Dhading.
 Hope all is well with you. Keep in touch. Would be great if you could get out here to visit us.

Lots of love
Sudikshya

Click here to [Reply](#) or [Forward](#)

2. Write a similar email to your friend.

12



District Profile

1. Reading

A. Engage yourself

1. Look at the map of Nepal and point out your district, zone and region.



2. Observe the information given in the box and write a paragraph.

Dadeldhura District

Country	Nepal
Region	Far-Western Development Region
Zone	Mahakali
Headquarters	Dadeldhura
Area	1.538 km ² (594 sq miles)
Population (2011)	
Total	142094
Density	82/km ² (210/sq miles)
Time zone	<u>NPT (UTC+5:45)</u>
Main language(s)	Dotyal

B. Study

Read the text and underline the major points.



Municipality

Amargadi
Municipality

Village
Development
Committees

Ajayameru
Alital
Ashigram
Bagarkot
Belapur
Bhadrapur
Bhageswor
Chipur
Dewal Dibyapur

Ganeshpur
Gankhet
Jogbuda
Kail palmandau
Koteli
Manilek
Mashtamandau
Nawadurga
Rupal
Samajjee
Sirsha

Dadeldhura district in Mahakali zone is one of the seventy-five districts of Nepal. It is surrounded by Doti and Kailali in the east, Baitadi in the north, Kanchanpur in the south and India in the west. The headquarters of this district is Dadeldhura. It has an area of 1,538 km² and a population of 142094 (2011).

The district has a mountainous landscape. It is the main door for the hilly districts of the Far Western part of Nepal. Nagi Malla of Doti kingdom was the last royal to rule here before the unification of the nation.

The spoken language is Dotyal, a variety of Nepali language and the majority of inhabitants are Hindu. The district is entirely rural, and has yet to be modernized. This district is quite different from other districts of Nepal due to its own geography, population, culture, natural flora and fauna, etc.

Dadeldhura has one municipality named Amargadi Municipality and twenty Village Development Committees. It is a hilly region and entirely surrounded by mountains. So, it looks very beautiful. The interesting thing about Dadeldhura district is Amargadhi Fort (Killa) which is named after Amar Singh Thapa, a brave veteran. There are various types of fairs, melas or Jatras. They are to be named as Ugratara Mela, Ghatal Jatra, Bhageswor Jatra, Badal Jatra and many local fairs basically celebrated during or after Dashain and Tihar. Moreover, it contains local routes to Mt Kailash in Tibet and Rara Lake in Mugu district. Deuda is a favourite dance in this district and Gaura Parwa is devotedly celebrated as Dashain and Tihar.

Ways with words

1. Read the text above and fill in the blanks with the correct words given below.

surrounded landscape Nepal unification entirely

- (a) Nepal is a landlocked country since it is by land.
- (b) has not been colonized.
- (c) We have beautiful in Nepal from hill to Himalaya, Terai to valley.
- (d) The credit goes to the Bir Gurkhas for the of the nation.
- (e) Dadeldhura is rural with exotic, natural flora and fauna and cultural heritage.
2. Read the text above and match the words in column 'A' with their meanings in column 'B'.

A	B
(a) modernized	(i) central part, the main part that controls the whole
(b) inhabitants	(ii) celebration
(c) flora and fauna	(iii) residents, dwellers
(d) headquarters	(iv) updated, civilized
(e) fair	(v) plants and animals

- | | |
|---------------------|---|
| (a) modernized | (i) central part, the main part that controls the whole |
| (b) inhabitants | (ii) celebration |
| (c) flora and fauna | (iii) residents, dwellers |
| (d) headquarters | (iv) updated, civilized |
| (e) fair | (v) plants and animals |

Read and answer

1. Read the text again and write 'True' for the true and 'False' for the false statements.

- (a) Dadeldhura has 21 VDCs.
- (b) The area of Dadeldhura is 1,538 km².
- (c) Dadeldhura is a major city of Nepal.
- (d) Amar Singh ruled in Dadeldhura.
- (e) The Dotyal language is the primary spoken language in Dadeldhura.

2. Read the text again and answer the following questions.

- (a) Where does Dadeldhura lie?
- (b) What is the population of Dadeldhura according to the census of 2011?
- (c) Why is Dadeldhura famous?
- (d) Name any three fairs (*melas*) that are held in Dadeldhura.
- (e) Describe any five features of Dadeldhura district.

C. Activate yourself

After reading the text, what more did you know about Dadeldhura district? Write a paragraph.

2. Time for grammar

A. Engage yourself

Read the following texts and underline the connectives.

Text A

One of the main reasons why so many children start smoking is that they see their seniors smoking. They think that it's a 'grown-up' thing to do. Moreover, they smoke in order to impress their friends. Quite judiciously, they are not ready to accept it when their seniors warn them about the dangers of smoking. They think if smoking is dangerous, why do so many adults do it?



Text B

Smoking can cause cancer, bronchitis and heart disease. The nicotine inhaled from cigarettes makes the heart beat faster and makes the arteries contract: this can lead to blockages in the arteries, particularly in the legs. Cancer and bronchitis are caused by the tar and carbon monoxide taken into the lungs. Although these harmful effects are well known, people continue to smoke. Some people carry on even after having a heart attack or a leg amputated.



B. Study

1. Read the text again and note down the connectives.
2. Supply the correct connectives to the following statements.

(to, so that , because, therefore, in order to)

- Muna did not attend the party she was feeling unwell.
- I managed to get up earlier complete my work.
- She is looking for a job.....earn money.
- We read the newspapers we can get current news.
- you will do extra homework tonight, you did not do any home work last night.

C. Activate yourself

Choose an appropriate profession for your life. Then, write some sentences why you have chosen this profession.

3. Listening

A. Engage yourself

Observe the following map of Nepal and list down the zones and districts of the Far Western Region.



B. Study

1. Listen and tick the districts that are mentioned in the text.

1	Kalikot	
2	Acham	
3	Bajura	
4	Kaski	
5	Surkhet	
6	Kailali	
7	Kanchanpur	
8	Jumla	
9	Darchula	
10	Bhaktapur	
11	Bajhang	
12	Baitadi	
13	Dadeldhura	

2. Listen and state whether the following statements are 'True' or 'False'.

- (a) Ghodaghodi lake lies in Kailali district.
- (b) Shuklaphanta Wild Life Reserve is in Dadeldhura district.
- (c) Dadeldhura is famous for its Amagardi Fort.
- (d) Khaptad National Park is in Kanchanpur.
- (e) Deuda songs are widely sung in all districts of Far Western Region.
- (f) In Far Western Region, Kachanpur is the only district that lies in the Terai belt.

C. Activate yourself

Prepare a similar profile of your own school.

4. Speaking

A. Engage yourself

Observe the following pictures and share the ideas you find.



B. Study

1. Work in groups of four. You are students A, B, C and D. Read through your own section only, and then play the game, starting with A. A will tell others the situation and B, C and D will answer with different reasons using the given connectives.

For example:

A: Ram bought a book.

B: *in order to donate it to his library.*

C: *so that he could read the book.*

D: *because he likes reading stories.*

A

Bimala started learning English.
Tek wanted to take computer classes.
Shyam stopped smoking.
The weather is too cold.
Sita is ill.

B

In order to
So that
Because
In order to
So that

C

So that
Because
In order to
So that
In order to

D

Because
In order to
So that
In order to
So that

Produce more role cards and play the game as above in the classroom.

C. Activate yourself

Work in pairs. Make conversations between you and your partner on the following topics.

- a. Why is your village/ district/ zone/ country less developed?
- b. Why are you poor in English/ mathematics/ science/ Nepali,?
- c. Why do you think many Nepalese want to go abroad?

5. Writing

A. Engage yourself

Draw a figure/ map of your village or city and list down information about it.

B. Study

1. Complete the following table about your own village/city.

Title	Information
Name of the village/ city	
Location/ surroundings	
Area	
Population	
Population composition	
Major religion/ caste/ethnicity	
Major language (s)	
Major cultural programmes	
Natural/ cultural scene for tourism	
Facilities, i.e. hotels, lodge, school/ College/ library, road, hospitals	
Major features of the village/city	

2. On the basis of the above information, prepare a short profile of your own village/city.

6. Project work

Go to a library or website or resource person and collect information about your district. Then, prepare a detailed district profile.

Title	Information
Name of the district	
Location/ surroundings	
Area with headquarters	
Population	
Administrative composition i.e. VDC, Municipalities	
Geographical divisions	
Major religion/ caste/ethnicity	
Major language (s)	
Major cultural programmes	
Natural/ cultural scene for tourism	
Facilities, i.e. hotels, lodge, school/ college/ library, road, hospitals	
Major features of the district	
Why should people visit your district?	

7. Enjoy yourself

Read the following poem and select two quotations that have moral lessons.

Never change

Your originality

For the sake of others.

Because no one can play

Your role better than you.

So be yourself,

You are the BEST.

13

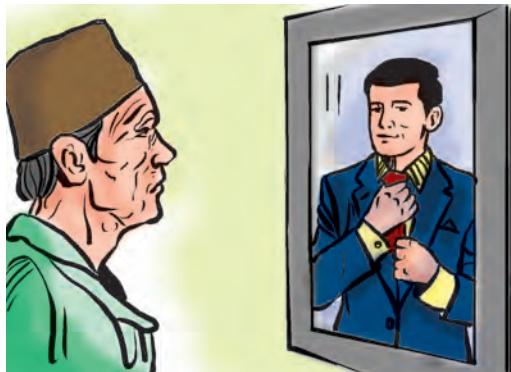


Childhood Memories

1. Reading

A. Engage yourself

1. Most people are filled with nostalgia in their old age, i.e. they live in the memory of their past. Observe the following picture and guess his past life.



2. You have successfully completed Grade 7. During this period, you might have enjoyed your life with your friends and teachers. You might have some best teachers, some better or good. Can you write about your best teacher in one paragraph?



B. Study

Read the following text carefully and underline the major points you find.

Who makes a difference?



On her very first day of teaching, Mrs. Thompson stood in front of her class. Then she told her students it was untrue that she loved them equally. Perhaps, it was impossible. In the class, she saw a messy small boy named Teddy Stoddard slumped in his seat. He was untidy in his get up and messy in his figure. He did not play well with others. Mrs Thompson usually used to mark X on his papers with a red pen.

One day, Mrs Thompson reviewed her students' past records. When she, at last, saw Teddy's record, she got surprised and felt ashamed of herself.

Teddy's first grade teacher commented, "Teddy is a smiling, brilliant and lovely. He does his work neatly and clearly."

His second grade teacher wrote, "Teddy is an excellent student, popular in his class. He is getting into trouble since his mother has a terminal illness."

His third grade teacher remarked, "Teddy's mother's death has been hard on him. He tries to do his best but is facing a lot of trouble. His home life will soon affect him if some steps aren't taken."

His fourth grade teacher penned, "Teddy is hopeless and does not show much interest in his study."

Mrs Thompson felt even worse when her students except Teddy brought her beautiful Christmas presents. Teddy brought a gift that was clumsily wrapped in the heavy brown paper. Mrs. Thompson opened it in the class. Some of the children started to laugh when she found a second-hand rhinestone bracelet and perfume; however, she exclaimed how pretty the bracelet was. She put the bracelet on and dabbed the perfume on her wrist. After school, Teddy said, “Ma’am, you smelled just like my mom.”

After Teddy went, Mrs Thompson cried for an hour. Then, she quit teaching subjects, but started teaching the children. She paid her special attention to him. He brought radical change in him, his studies and behaviour. He had become one of the smartest children in the class within a year.

One day, Mrs. Thompson found a note under her door. The note revealed that she was the best teacher he ever had in his whole life. The note came to her from Teddy.

Six years later, she again got a note from Teddy that said, ‘she was still the best teacher he ever had in his life.’

Eight years later, she again got a note ‘she was still the best and favourite teacher he ever had.’ The note was signed by Theodore F. Stoddard, MD, a little longer name.

In the spring, she got another note that said Teddy had met a girl, was going to be married... his father had died a couple of years ago and ... if Mrs Thompson might agree to sit at the wedding in the place that was usually reserved for the mother of the groom, ‘it would make him very happy.’

Mrs Thompson agreed in a moment. She wore the bracelet and dabbed the perfume that was given to her by Teddy at Christmas many years before. Then she went to Teddy’s wedding.

They hugged each other, and Dr. Stoddard whispered in her ear, “Thank you ma’am for believing in me. Thank you so much for making me feel important and showing me that I could make a difference.” Mrs Thompson, with tears in her eyes, whispered back, “Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I did not know how to teach until I met you.”

Ways with words

1. Read the text above and fill in the gaps with the correct word from the list below.

slumped revealed groom perfume whispered

- (a) My teacher my weakness on time so that I could do better in life.
- (b) A small and messy boy was in the corner of the classroom.
- (c) My grandmother in my ears and blessed to me to be good.
- (d) The looked handsome in the wedding party in Daura Suruwal.
- (e) Nanu dabbed on her body that was given to her by her grandmother.

2. Read the text above and match the phrases in column 'A' with their meanings in column 'B'.

A

- (a) terminal illness
- (b) clumsily wrapped
- (c) messy in his figure
- (d) rhinestone bracelet
- (e) marking X

B

- (i) roughly covered, crudely kept
- (ii) ugly in physique, untidy or dirty get up
- (iii) incurable or life-threatening disease
- (iv) putting a cross mark for the wrong answer
- (v) glittering chain

Read and answer

1. Read the text and answer these questions.

- (a) Who was the messy and dull boy in the classroom?
- (b) What did the teacher promise in her first class?
- (c) How did the teacher review Teddy's past record?
- (d) What did the teacher come to know about Teddy?
- (e) Why did Teddy give his teacher a rhinestone bracelet and perfume?
- (f) How did Teddy react to his teacher even in his college life?
- (h) Why did Mrs. Thompson come to Teddy's wedding ceremony?

2. Read the text again and arrange the following in their proper order.

- (a) At last, Mrs. Thompson realized the situation and she was ashamed of herself.
- (b) Then, she quit teaching subjects and began to teach children.
- (c) She found a note from Teddy telling her that she was the best teacher he ever had in his whole life.
- (d) On her first day of teaching, Mrs. Thompson looked at her students and said that she loved them equally.
- (e) She confessed that Teddy was the one who taught her to teach.
- (f) She wore the bracelet and put on the perfume which made Teddy happy.
- (g) When Mrs Thompson reviewed his file, she got surprised.
- (h) Mrs Thompson would take delight in marking his papers with a red pen.

C. Activate yourself

Who really makes a difference? Write your views or feelings after reading the story.

2. Time for grammar

A. Engage yourself

Read the following text and underline the sentences that denote the habitual past actions.

Arati and her study

I stayed with my uncle for five years. In my uncle's house, I used to start my daily tasks in the morning. I used to go to the tap to fetch water with my aunt. I used to cut grass for cows and buffalos. Despite work at home, I used to work hard to get the first position in my class. Although my school was not well equipped, my school teachers used to use local materials to make their classes effective. They would encourage us with their friendly and unbiased treatment in the class. Our English teacher used to give us project work. It really helped us in our study.

B. Study

Rewrite the following sentences using used to.

- (a) Kamal lived in Kanchanpur as a boy.

- (b) We went to school together.
- (c) How did you spend summer evenings?
- (d) I was happy with my family.
- (e) There were trees in the garden.

C. Activate yourself

Write some sentences about your childhood using used to and would.

3. Listening

A. Engage yourself

Observe the following pictures and guess what the old man is thinking.



B. Study

1. Listen to the text and tick the best answer.

i. What is the text about?

- A. Old age
- B. Childhood
- C. Nostalgia

ii. What did the old man use to do when he was young?

- A. Study
- B. Have a job
- C. Enjoy time with his friends

iii. How old is he now?

- A. Early seventies
- B. Late seventies
- C. Eighties

iv. When was he carefree?

- A. Now
- B. In his seventies
- C. When he was young

v. What is blamed for his misfortune?

- A. Time
- B. God
- C. Luck

2. Write 'Y' for youthful period and 'E' for elderly period against the following statements.

S.N.	Statements	Y/E
1.	I had dreamy and gorgeous life.	
2.	I have neither any beauty nor any dream in my life.	
3.	I can only enjoy the memories of my youth.	
4.	My body is weak and feeble.	
5.	I used to think I could control everything.	

C. Activate yourself

Produce a similar text about your childhood. Describe how beautiful your childhood was.

4. Speaking

A. Engage yourself

Let's observe the pictures. The people in the past had different types of lifestyles, languages, cultures, etc. Describe their life styles using 'used to', 'would' etc.



B. Study

Study the following example.

Parbati: What did you use to do when you were in Grade 5?

Saraswati: I used to watch television a lot.

Work in pairs. Compose similar dialogue about your childhood on the basis of the following information.

- (a) listen to music
- (b) read novels
- (c) cry
- (d) eat meat

- (e) obey your mother
- (f) lose your temper

C. Activate yourself

Work in pairs. One is A and the next is B. A asks questions to B about his/ her past habitual actions and B answers them.

5. Writing

A. Engage yourself

Work in a group of three. Each member makes a list of his/ her habits with a minimum of five points. Then, they share their points with their friends and make a short writing on the basis of their discussion.

B. Study

First make a list of your past habitual actions. Then, on the basis of the list, write about your childhood in about 200 words.

C. Activate yourself

Share in pairs about your good and bad habits in the class.

6. Project work

Meet your grandfather/ grandmother or any elderly person you know. Interview him/her about his/her past life. Then, write a detailed article on it.

7. Enjoy yourself

Look at the following pictures carefully and point out as many differences as possible along with the persons' nature and activities.



14

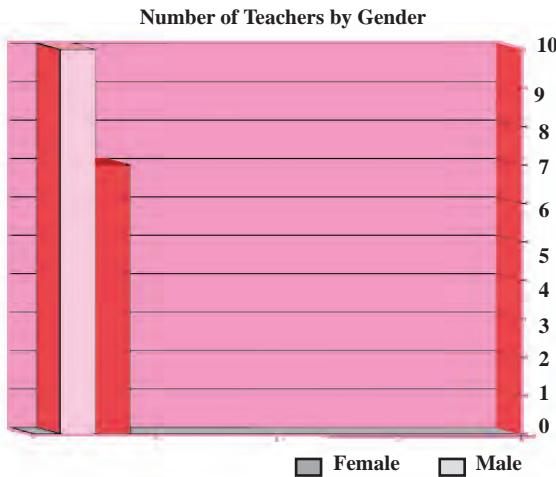


Graphs and Charts

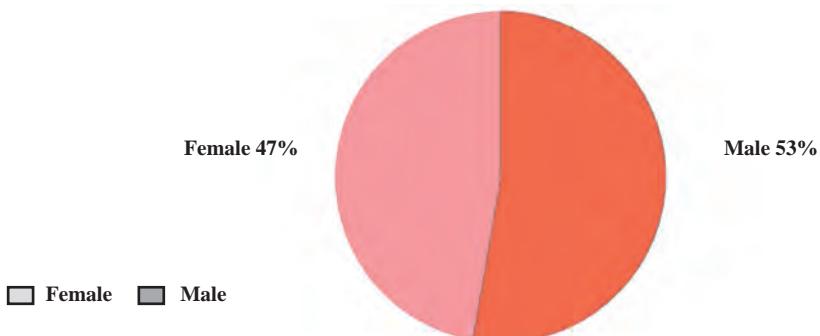
1. Reading

A. Engage yourself

1. There are many ways of presenting information. Data is presented in graphs and charts. Have you seen such graphs and charts? Where do you find it? Share it with your friends.
2. Work in groups. Discuss why we present data in such diagrams.
3. Name the diagrams below.



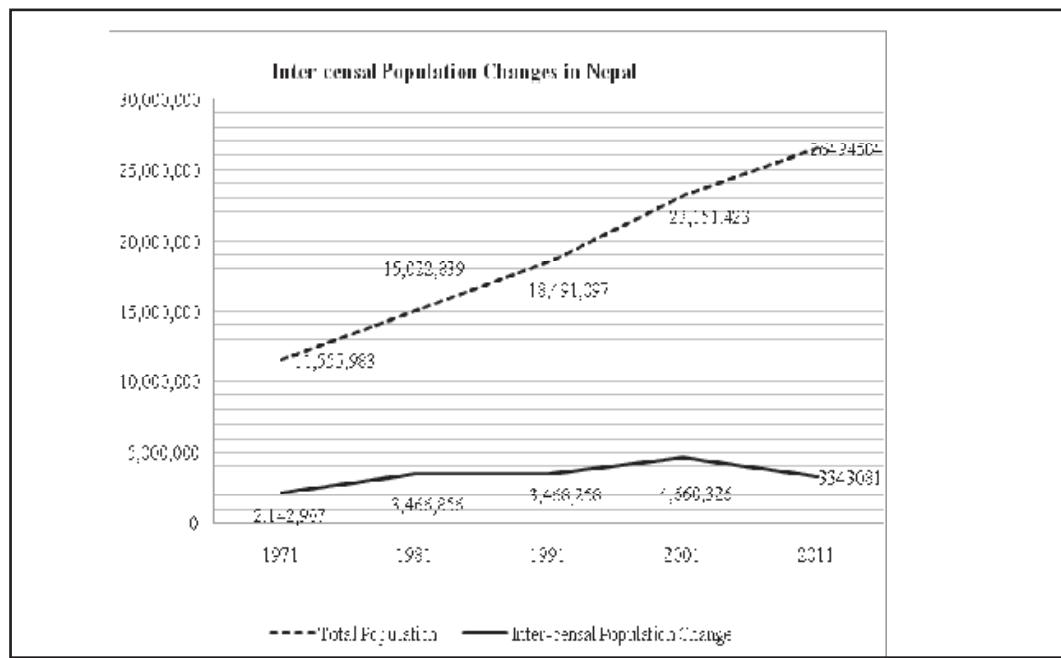
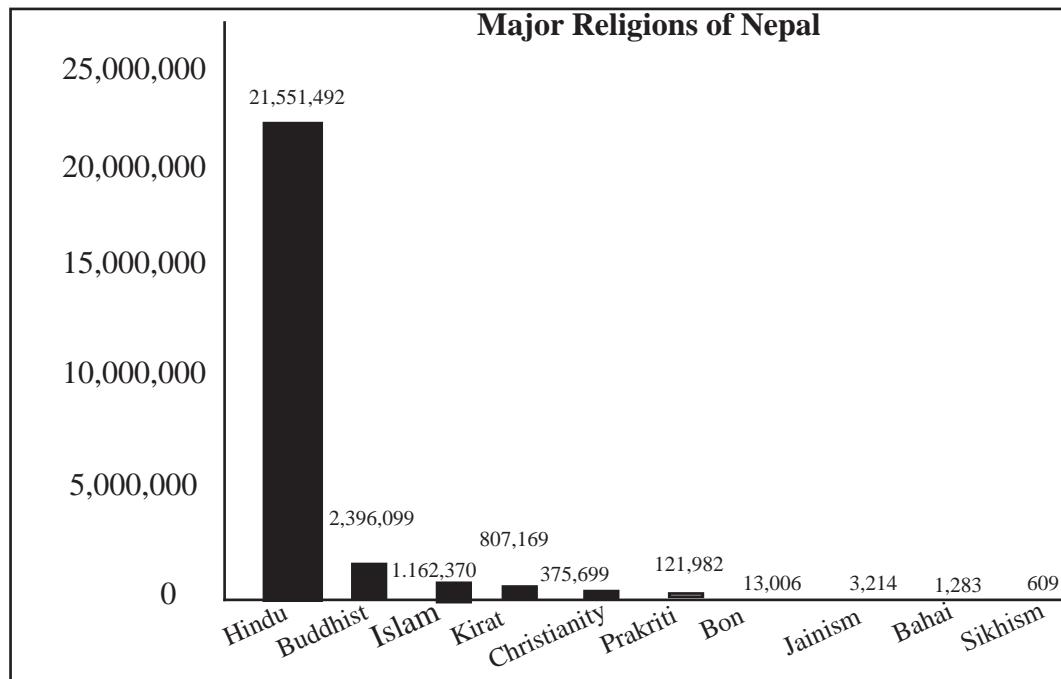
Population of Mustang



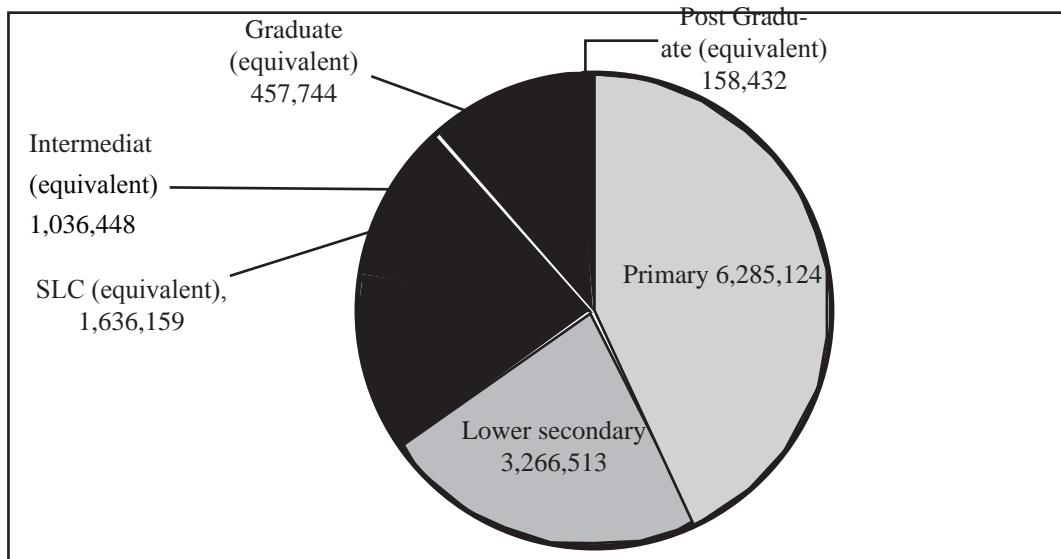
B. Study

Read the following texts and find out their types.

Bar chart, pie chart and graph



Population of Nepal in terms of educational level



Ways with words

1. Read the texts above and match the words in column 'A' with their meanings in column 'B'.

A	B
(a) inter-censal	(i) a diagram that uses lines or narrow rectangles
(b) attainment	(ii) a drawing consisting of a line or lines
(c) pie chart	(iii) something that you have achieved
(d) bar chart	(iv) between two census
(e) graph	(v) a diagram consisting of a circle that is divided into sections

For example: The graph/chart shows/presents/.....

Read and answer

1. Write 'True' or 'False' against each statement.

- (a) There are ten major religious categories in Nepal.
- (b) The majority of the people are Buddhist in Nepal.
- (c) The total population of Nepal decreased between 1981 and 1991.

- (d) In a period of four decades the population increased by 3,343,081.
- (e) The number of people who passed the primary level constituted 43 percentage of the total population.

2. Look at the graph again and complete the following table.

Census Year	Total Population	Inter-censal Population Change
1971	11,555,983	
		3,466,856
1991	18,491,097	
	23,151,423	4,660,326
2011		3,343,081

3. Look at the pie chart again and fill in the gaps below with correct information.

The pie chart shows the population of Nepal in terms of (level passed). It illustrates the number of people who passed different educational levels. The chart reveals that many people passed the level. Similarly, people passed the lower secondary level (6-8). There were people who passed the secondary level. The people who passed the Intermediate (or equivalent) level was than people who passed the graduate (or equivalent). Only people passed the post graduate level.

4. Look at the bar chart again and complete the following table.

Religion	Number of followers
Hindu	
Buddhist	
Islam	
Kirat	
Christianity	
Prakriti	
Bon	
Jainism	
Bahai	
Sikhism	
Total	

6. Look at the table below and answer the questions that follow.

Spinal Injury Rehabilitation Centre (SIRC)

Sangha

B.N.	NAME OF PATIENTS	AGE GENDER	ADDRESS	DOA	DIAGNOSIS
Male Ward					
1.	PRADIP	24 YRS/M	KASKI	19/10/2012	Compression Fracture T12
2.	BEDNIDHI	33 YRS/M	TANAHUN	19/11/2012	Fracture T4, T5, T6
3.	SUDEEP	23 YRS/M	SYANGJA	11/10/2012	Fracture D5, 6
4.	UDAYA	30 YRS/M	KATHMANDU	02/07/2012	Unstable Fracture L3
Female Ward					
1.	SURYAMAYA	30 YRS	DHADING	23/11/2012	Dislocation Fracture D12
2.	SONIKA	25 YRS	PARSA	05/01/2012	Burst Fracture L3
3.	NANU	18 YRS	NAWALPARASI	2/12/2012	Fracture T6, T12
4.	PUSPALATA	20 YRS	SINDHULI	29/11/2012	Fracture D11, D12
Cabin					
1.	JEEVAN	42 YRS/M	RUPANDEHI	10/08/2012	Burst Fracture- D6
2.	RAJAN	27 YRS/M	KAPILVASTU	04/08/2012	Fracture D9 - D10
3.	ARJUN	26 YRS/M	MYAGDI	06/12/2012	Fracture Dislocation D4-D5

Note: T/D= Thoracic

L= Lumbar

DOA: Date of Admission

Questions:

- (a) What do B.N. and DOA stand for?
- (b) How old is Bednidhi?
- (c) When was Puspala admitted to the SIRC?
- (d) Who is from Myagdi?
- (e) What is the problem with Arjun?
- (f) How many patients are undergoing treatment in the cabin, male ward and female ward?
- (g) Where are these patients undergoing treatment?
- (h) Where is SIRC?

7. Make a list of words that you use to interpret graphs and charts.

C. Activate yourself

Represent your family's monthly expenditure in a pie chart and interpret it.

2. Time for grammar

A. Engage yourself.

1. Read the following conversation. Then underline the question tags.

- Manjila : It's a lovely day, isn't it?
Manoj : Beautiful. We're having a perfect summer's day, aren't we?
Manjila : You haven't heard a forecast for tomorrow, have you?
Manoj : No, I haven't, but I think it's going to stay sunny for some days.

2. Why do we use question tags in conversation? Share your idea with your friends in the class.

B. Study.

1. Match the following question tag with the corresponding statements.

A

- (a) It's a beautiful day,
- (b) You like learning English,
- (c) Gaurav didn't break that pencil,
- (d) They had eaten bananas,
- (e) You've been to Baglung,

B

- (i) did he?
- (ii) haven't you?
- (iii) hadn't they?
- (iv) isn't it?
- (v) don't you?

2. Look at these statements and write question tags.

a. It isn't very warm today,	is it?
b. Hari is very clever,	
c. The film wasn't very good,	
d. You'd better see a doctor,	
e. Ramdev'd write a story,	
f. Pasang and Dolma have got a CD player,	

3. Complete the conversation between Kiran and Anuvav with correct question tags.

K: Now, what's happening here? I've got a meeting this afternoon,

A: Yes, that's right.

K: And the meeting's here,? Ravin and Ranjeeta are coming soon, ...?

A: Yes, it is.

K: Yes. I'll get them here at 3 o'clock,

A: Ok. Oh! I'm not having lunch today,

K: Right.

C. Activate yourself

1. Talk about your class tests. Add question tags to check the statement.
2. Form some statements of your own and add question tags to them.

3. Listening

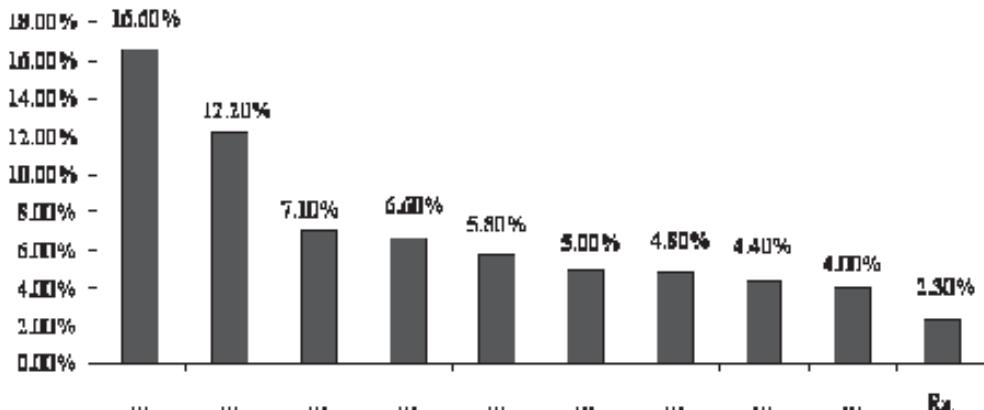
A. Engage yourself

Look at the pictures below and guess their caste/ethnic group.



B. Study.

1. Listen and complete the following bar chart with the correct names of caste/ethnic groups.



2. Listen and write 'True' or 'False' next to the following statements.

- 4.4 percent of people are Muslim in Nepal.
- A majority of the people are Brahman in Nepal.
- The population of Newar is higher than the population of Rai people in Nepal.
- Tharu constitutes 6.1 percent of the population of Nepal.
- Chhetri is the largest caste group in Nepal.

C. Activate yourself

Interpret the bar chart given above in the class.

4. Speaking

A. Engage yourself

1. Look at the picture.
What is the boy doing?
Can you do it?



2. We can do many things at school. Make a list of activities that you can do in your school.

B. Study

1. Read the following example.

play the Guitar

Tilochan : Can you play the guitar?

Natasa : Yes, I can. I can even play the Madal, but I can't play the violin.

2. Look at the pictures and have similar conversations.



3. Work in pairs. 'A' asks 'B' about his/her ability when he/she was in the primary school.

Example: play volleyball

A: Were you able to play volleyball?

B: No, but I could play football.

- (a) Swim in a pool/river
- (b) Ride a bicycle
- (c) Repair a mobile phone
- (d) Write a poem
- (e) Type on a computer

4. Work in pairs. Look at these traffic signs and write what they mean in the example.



Anitya : Can I park my bike here?

Nita : Sorry, it's a no parking zone. You cannot park it here.



C. Activate yourself

1. Work in pairs. List activities that you can do using “can” and “be able to...”
2. List activities that you could do using ‘could’ or ‘was able to...’

5. Writing

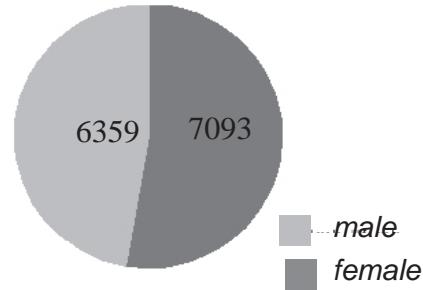
A. Engage yourself

1. How many students are there in your class? How many boys and girls are there?
2. If you are asked to present the data, how would you present it? Share your idea with your friends.

B. Study.

1. Read the following chart and its interpretation.

The table below shows the total population of Mustang in terms of sex. In 2011, the total population of Mustang was 13452. There were 7093 males and 6359 females. The male population constituted 53 percent of the total population.



Source: CBS, 2011

2. Read the table below and convert the table into a pie chart. The table shows Mr Khadka's monthly expenses under different titles.

Particulars	NRs
Rent	8000
Food and clothes	15000
Telephone	1000
Others	5000

C. Activate yourself

Share how you can convert a table into a pie chart.

6. Project work

1. Complete the following table with authentic information.

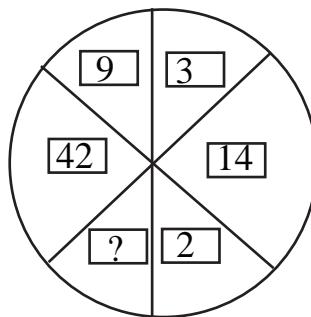
Name of your school:

Class	Boys	Girls	Total
I			
II			
III			
IV			
V			
VI			
VII			
VIII			

2. Now change the table into a bar chart.
3. Now change the table above into a pie chart.
4. Interpret your bar chart and pie chart in class.

7. Enjoy yourself

Write down the number which will complete the sequence and replace the question mark. Write your answer clearly and state the reason for your answer.



15



Lincoln's Letter

1. Reading

A. Engage yourself

1. Describe the following picture.



2. Many people are inspired by other personalities. These personalities are their role models. The role model guides one to achieve his/her aim. Now, work in groups and make/share a list of your role models.
3. Name your role model and describe why he/she is inspiring to you.

B. Study

1. Read the following text and write your feelings after reading it.

Lincoln's letter

White House
Washington DC
Dear Sir,

He will have to learn I know, that all men are not just, all men are not true. But teach him also that for every selfish politician, there is a dedicated leader and for every scoundrel there is a hero... Teach him that for every enemy there is a friend. It will take time, I know, but teach him, if you can, that a dollar earned is of far more value than five pound... Teach him to learn to lose ... and also to enjoy winning. Steer him away from envy; if you can, teach him the secret of quiet laughter. Let him learn early that the bullies are the easiest to lick ... Teach him if you can, the wonder of books ... but also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun and flowers on a green hill side.

In the school teach him it is far more honorable to fail than to cheat... teach him to have faith in his own ideas, even if everyone tells him he is wrong... Teach him to be gentle with gentle people and tough with the tough. Try to give him strength not to follow the crowd when everyone is getting on the bandwagon. Teach him to listen to all men... but teach him also to filter all he hears on a screen of truth.

Teach him if you can, how to laugh when he is sad... Teach him there is no shame in tears. Teach him to scoff at cynics and to be beware of too much sweetness... Teach him to sell his talents and brains to the highest bidder, but never to put a price tag on his heart and soul. Teach him to close his ears to a howling mob... and to stand and fight if he thinks he is right.

Teach him gently but do not cuddle him, because only the test of fire makes fine steel. Let him have the courage to be impatient. Let him have the patience to be brave. Teach him always to have sublime faith in himself, because then he will always have sublime faith in humankind.

Yours faithfully,



Ways with words

1. Read the text above and fill in the gaps with the correct word from the list below.

enemy steer bandwagon cuddle impatient

- (a) Don't be even in your hard times.
- (b) We should not fight even with our
- (c) Teachers should their students in the right path.
- (d) Do not him so that he will start acting stupidly.
- (e) Give him strength not to follow the crowd when everyone is getting on the

2. Read the text above and match the words in column 'A' with their meanings in column 'B'.

A	B
(a) White House	(i) timeless or everlasting unidentification
(b) bidder	(ii) inspiring belief
(c) a howling mob	(iii) the residence of the American president
(d) eternal mystery	(iv) a crowd making unnecessary loud noise
(e) sublime faith	(v) dealer/ buyer

Read and answer

1. Read the text again and answer these questions.

- (a) Who wrote the letter?
- (b) Why did he write the letter?
- (c) What does he mean by 'a dollar earned is of far more value than five pound'?
- (d) Why did he request his son's teacher to teach him to learn to lose?
- (e) What did Lincoln want to see?
- (f) Why did he advise not to follow the crowd?
- (g) What did he request his son's teacher?

- 2. Read the text again and make a list of the requests that Lincoln made.**

SN	Requests
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

C. Activate yourself

Do you think it is good to write a letter to the head teacher by the parents? Why/Why not? Discuss and write a paragraph.

2. Time for grammar

A. Engage yourself.

Read the following text and underline the passive forms.

Accident

A woman was taken to hospital after her car collided with a truck near Raduwa Khola yesterday. She was allowed to go home after her treatment at the hospital. The road was blocked for an hour after the accident and traffic had to be diverted. A police inspector said afterwards, “The woman was lucky. She could have been killed.”

B. Study

1. Change the following sentences into passive forms.

- (a) People speak English all over the world.
- (b) Columbus discovered America.
- (c) Flies carry many diseases.
- (d) Do not tell a lie.
- (e) I must look into the matter.
- (f) Could you guide me properly?
- (g) What can I do for you?

2. Match the following sentences with their active forms.

Passive forms

- (a) Can the box be carried by you?
- (b) When he arrived home, he was arrested.
- (c) How is the girl helped by the boy?
- (d) A pen was given to his son.
- (e) Devkota is known to all.
- (f) Why has English been taught?
- (g) No sound was heard.

Active forms

- (i) When he arrived home, a policeman arrested him.
- (ii) How does the boy help the girl?
- (iii) Can you carry the box?
- (iv) Everybody knows Devkota.
- (v) Why have they taught English?
- (vi) Nobody heard a sound.
- (vii) He gave his son a pen.

C. Activate yourself

Take any text having a minimum of 100 words and rewrite it using as many passive forms as possible.

3. Listening

A. Engage yourself

Look at the pictures and guess what these people are doing.



B. Study

1. Write ‘True’ or ‘False’ against the following statements.

- (a) Maghi dance is called *Dhamar*.
- (b) New year begins on the first of Magh.
- (c) Family members select *Barghar*.
- (d) Kulapani Chaudhari is the name of a person.
- (e) *Dhikari* is made of rice flour.

2. Answer these questions.

- (a) What dishes are prepared at Maghi?
- (b) How do Tharus celebrate the first day of the month of Magh?
- (c) Why is Maghi called a new year in Tharu culture?
- (d) Who are the special guests at Maghi?
- (e) How is the last evening of Poush celebrated?

C. Activate yourself

Prepare a similar text about the cultural celebration that you like most.

4. Speaking

A. Engage yourself

Observe the following pictures and guess what the people are saying.



B. Study

Study this example.

A student is talking with her friend about quitting school.

Anu: I don't know, Maya. I am getting kind of discouraged. I am about to give up.

Maya: Is that so? How long has it been?

Anu: Two weeks, so far.

Maya: Huh? No...., Stick with it. Keep your chin up! Don't let yourself get discouraged. And have patience with yourself. Learning sometimes takes the time.

Anu: Yeah, I guess. Thanks for your advice, Maya.

Make conversations for the following situations.

1. You are the father/ mother of a teenage boy. He wants to quit school.
2. Two students are having tea together. One of them is having a hard time learning English.

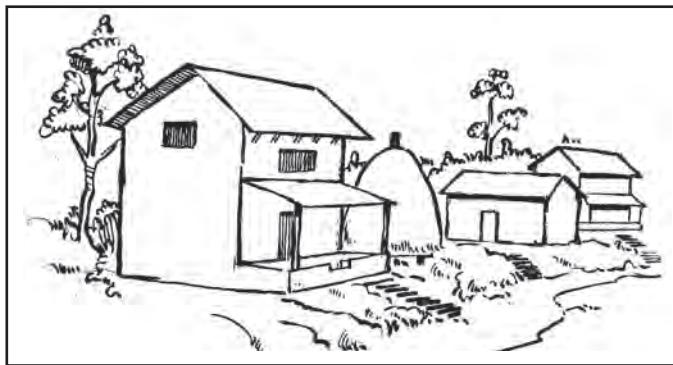
C. Activate yourself

Act out the role of Anu and Maya before the class.

5. Writing

A. Engage yourself

Observe the following pictures and share your observation with your friend.



B. Study

Study the pictures given above once again and describe them using passive forms.

The road has been nicely paved. The school has been established.....

C. Activate yourself

Produce a similar text about your village.

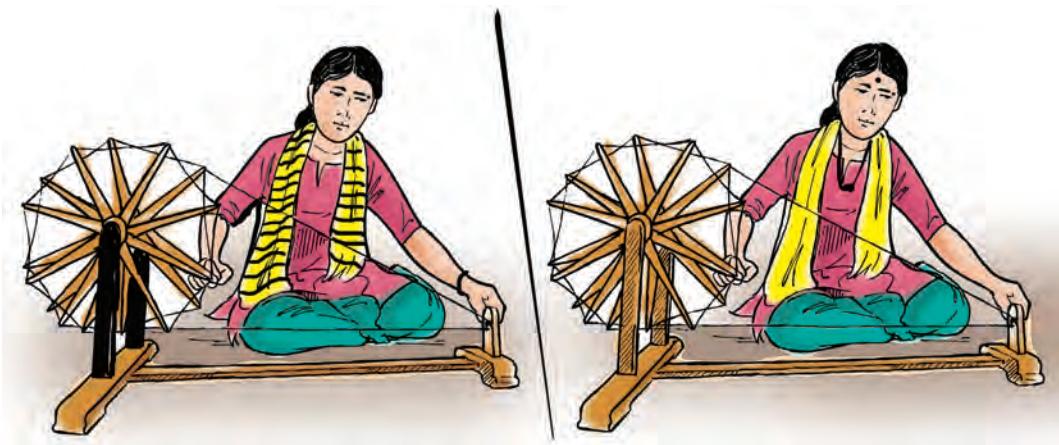
6. Project work

Let's play a quiz. The class can be divided into two groups: A and B. One volunteer or teacher may ask questions to Group 'A' and Group 'B' in turn. Each group answers in their turn. Each group gets one mark for each correct answer. You can give prizes to the group that gets the highest marks in the contest.

Clues	Questions	Answers
When/ television/ invent?	When was television invented? invented in	Television was
How/ glass/ make?		
When/ America/discover?		
What/ gold/ use for?		
When/ telephone / invent?		
When/ Galileo/ born?		
When / Munamadan/ write		

7. Enjoy yourself

Observe the following pictures and find any five differences. Share them with your friends in class.



16



Fairy Tales

1. Reading

A. Engage yourself

1. You might have heard or read a fairy tale. Share its intended meaning or lesson with your class.
2. Look at the following pictures, and share your observations with others to make a story.



B. Study

Read the following text and note down the sentences you find catchy or interesting.

A beggar's dream



Once upon a time, there lived a poor man in Gaurigaun. His name was Dhan Bahadur. He was all alone in this world. He had neither relatives nor friends in this universe. He used to beg for his living. Whatever food he got as alms, he used to eat.

One day, a generous person gave him 5 liters of milk and told him to do better for his livelihood from it. The poor man brought the milk home and kept it beside him. Then, he started to make a plan. He would make curd and sell it in the market. Then, he would earn good money and start a business.

After some time, he went to sleep on his stone-made bed and fell asleep. He began to see a beautiful dream. He was no longer a poor beggar. He wore beautiful clothes and expensive jewels. He was the owner of a big dairy, and he himself was its manager. Hundreds of customers came to his office. He used to sit in the office in the tie and suit. He purchased many buffaloes and cows. Very soon, the buffaloes and cows had their young ones. Those young ones grew and became buffaloes and cows. The buffaloes and cows gave milk. He made a lot of butter and curd from the milk. He sold butter and curd in the market. Soon, he became richer than ever before. He built a big house for himself. Then he married a beautiful girl. Soon they had children. The children played around all day making a noise. He scolded them and asked them to keep quiet. But they wouldn't listen, so he picked up a stick and ran after them.

Dhan Bahadur began to move his legs rapidly while he was still asleep. In doing so, he hit the milk pot with one of his legs. The pot which was full of milk broke, and the milk spilled all over the floor. He woke up and found himself in a pool of milk. He could not think for a while. He was confused about whether it was a dream or a reality. Was he rich in dream or reality? Was the milk spilled all over the floor in dream or reality? Very quickly, he came to know that his castle of dream had crashed. Putting both his hands on his forehead, he started to weep. All this happened because of his daydreaming.

Ways with words

- 1. Read the text above and fill in the gaps with the correct word from the list below.**

dairy	jewels	purchased	scolded	spilled	crashed
-------	--------	-----------	---------	---------	---------

- (a) Bimala a beautiful house.
- (b) In her wedding ceremony, she was full of
- (c) Milk and curd. are products.
- (d) Karuna her son when he failed in six subjects out of seven.

- (e) The carwhen it collided with a bus.
- (f) The water all over the floor since the water tank was leaking.

2. Read the text above and match the words/phrases in column 'A' with their meanings in column 'B'.

A	B
(a) universe	(i) a bed made with pieces of stones
(b) generous	(ii) beautiful fantasy
(c) stone-made bed	(iii) dairy products
(d) alms	(iv) cosmos, space
(e) butter and curd	(v) willing to give freely.
(f) castle of dream	(vi) donations, offerings

Read and answer

1. Read the text again and answer these questions.

- (a) Who is Dhan Bahadur?
- (b) What did he use to eat?
- (c) Who gave him five liters of milk? Why?
- (d) What type of business did he start in his dream?
- (e) Why did Dhan Bahadur run after his children?
- (f) How did he realize his reality?
- (g) Why did his castle of dream crash?

2. Read the text again and rewrite the story in your own words.

Dhan Bahadur ... a beggar in Gaurigaun ... lived on alms ... had a dream ... rich man ... started a dairy ... buffaloes and cows ... built his own house ... got married ... got children ... ran after the children ... kicked the milk pot ... spilled all over the floor ... came to reality ... realized daydream is good for nothing ... one bird in hand is better than two in the bush.

C. Activate yourself

After reading the lesson, how do you feel? Write your reflection in two paragraphs.

2. Time for grammar

A. Engage yourself

Read the following examples and list down the reflexive pronoun.

You must do your homework yourself.

She was talking to herself.

We painted our rooms ourselves.

I'll do it myself.

You can look at yourself in the mirror.

He does his duty himself/herself.

Sita is pointing at herself.

B. Study

Put the correct reflexive pronouns in the spaces.

- (a) My father does his work
- (b) He is pointing to
- (c) My sister can dress
- (d) You must do all the exercises
- (e) We decorated our room
- (f) The cat found a bone.

C. Activate yourself

Compose a short dialogue between two people using reflexive pronouns.

3. Listening

A. Engage yourself

Answer the following questions:

- (a) What is a quiz?

- (b) What is the full form of BBC?
- (c) Have you ever taken part in a quiz competition? If yes, share your experience with your friends.

B. Study

1. Listen to the text and write down the questions and answers from the text.

SN	Questions	Answer
1.		
2.		
3.		
4.		
5.		
6.		

2. Listen to the text once again and write 'True' for correct statements and 'False' for incorrect ones.

- (a) If you want to take part in a quiz contest, please call 0977-1-944372.
- (b) The MC of the programme is Tim Green.
- (c) Jyoti was nervous during the programme.
- (d) Jyoti did not get any prize.
- (e) There were altogether six questions in the quiz contest.

3. Activate yourself

On the basis of your listening, prepare a quiz for your class.

4. Speaking

A. Engage yourself

1. Look at the pictures and guess what are they thinking of?



2. What are your plans for the next year? Share with others in class.

B. Study

Study Durga and Meena's intentions.

Durg

First of all, I'm intending to have a good long holiday; I plan to visit my maternal uncles and aunts,and if I get bored there, I'm going to Mahendranagar to meet my uncle and aunt who love me very much. Then, I plan to go to my elder sister's house in Dhangadi. After that, I am thinking of coming back and doing my homework that I have to finish before my classes begin.

Meena

After my SLC, I'm planning to open my own book stall from where I can earn some money and read some books and newspapers. I think that I'll ask for some money from my maternal uncle and some from my elder sister and my father. I'm going to work hard and try to earn good money. I'm thinking of investing the money in my business. In this way, I'm intending to learn and earn together.

Make a similar type of plan.

C. Activate yourself

Now work in pairs. ‘A’ asks ‘B’ questions about his/her plans and intentions and ‘B’ answers.

5. Writing

A. Engage yourself

Look at the following pictures and discuss with each other to form a story.



B. Study

1. Write a readable story on the basis of the following outlines.

The pencil wanted to come to the earth ... The God told it to do five tasks/conditions ... The pencil agreed ... The first: you should be handled by others ... the second: you should have a needle. ... the third: you should be sharpened

frequently ... the fourth: you should have an eraser to omit the mistakes that you have made ... The fifth: you should struggle with the rough surface ... Like an honest and sincere student ... the pencil agreed ... The pencil came to the earth.....

C. *Activate yourself*

Write a similar story in your own.

6. Project work

Meet your grandparent(s) or any elderly person. Then, request him/ her to tell you a fairy tale that he/she likes most. Take notes while he/she is telling you the story. Then, rewrite it and read it out to your classroom.

7. Enjoy yourself

Work in group. You can make a story if you continue the first remark made by your friend. Imagine that the finishing line of your story is '*And then I woke up*'. Student 'A' begins the story with his own sentence. Then student 'B' makes another sentence to continue the story. Similarly, other group members add sentences and finally the last member of the group says '*And then I woke up*'.

17



Forms and Cheques

1. Reading

A. Engage yourself

- There are many institutions, organizations and offices where we go for services and facilities. Write down the major places that you usually visit.

SN	Name of Institutions or Organizations or Offices

- Work in groups of five. Share your list with your friends.

- Look at the cheque below and fill it up.

S/69	0820211
Branch Office	Date.....
PAY	OR BEARER
AMOUNT (in words)	
Amount in figure.....	
Savings A/c No.	

B. Study

Read the following text and find out where you can collect such forms.

Bank Account Opening Form

PERSONAL/JOINT ACCOUNT OPENING FORM

BRANCH OFFICE:- Tansen, Palpa



ONLY FOR BANK USE

CUSTOMER I.D. NO:													
ACCOUNT NO:													
Please open an account with your Bank as follows.													

Date: 2013/ 01 /02

FOR PERSONAL ACCOUNT

CURRENT SAVING SAMBRIDHI BA-AMA
OTHER NRS OTHER

Name Mr/Mrs/Miss/Minor ANUPA GAIRE (in BLOCK letters)

Father's Name: Him Mani Gaire

Grandfather's Name: Chooda Mani Gaire

Husband/Wife's Name: Mani Kumar K.C.

Permanent Address: Dhaulagiri Zone Baglung District Narethati Municipality/VDC
Ward No. 3 Thana Street/Tole

Temporary Address: Lumbini Zone Palpa District Tansen Municipality/VDC-Ward No.2
Badigyan Street/Tole

Correspondence Address: Tansen- 2, Palpa

Contact Tel No: Office: Residence:

Mobile: 9847000000 Post Box: Nationality: Nepali

Date of Birth: Year 1979 Month October Day 18

Citizenship No. 2567 Place of Issue: Palpa Date of Issue: 1995/09/21

Passport No Place of Issue: Date of Issue:

Profession Teaching email: ang.palpa@gmail.com

APPLICATION TO ALL TYPES OF ACCOUNT

NOMINEE(S)

I/We Anupa Gaire maintaining Current/Saving/Sambridhi/Ba-Ama/Other account No (A/c No.) 020001000300 with your Bank hereby give details of the nominee(s) to receive any sum of amount which may be due to me from Agriculture Development Bank Limited in the case of my/our death.

Mr/Mrs/Miss: Mani Kumar K.C. Relation to me: Husband Date of Birth: 1975/10/12 Age: 38 years Citizenship/P.P. No 2267 Place of Issue: Palpa Date of Issue: 1986/11/15 Permanent Address: Lumbini Zone Palpa District Tansen Municipality/VDC 2 Ward No. Badigyan Street/Tole

Contact Address: Tansen-2, Palpa Tel No: 9849233462

And in the event of my death during the minority of the following nominee(s), I appoint to receive all money due to me on behalf of nominee(s).

Mr/Mrs/Miss: Relation to me:

.....

Son/Wife/Daughter/of

..... /

Date of Birth: Age: Citizenship/P.P. No.

.....

Place of Issue: Date of Issue:

.....

Permanent Address:

Contact Address:

Anupa Gaire

Signature of Account Holder

Statement Calendar: English

Nepali

Statement Delivery: To be POSTED

To be COLLECTED

To be E-MAILED

Ways with words

Read the text above and match the words in column 'A' with their meanings in column 'B'.

- | A | B |
|----------------------------|--|
| (a) account holder | (i) an official account of facts |
| (b) nominee | (ii) a person who has a bank account |
| (c) correspondence address | (iii) a state of being underage to be legally adult |
| (d) minority | (iv) a person who is selected by an account holder to receive his deposit money in case of his/her death |
| (e) statement | (v) an address where one can send a letter |

Read and answer.

1. Answer the following questions:

- (a) What is the text about?
- (b) Why do we fill up such forms?
- (c) What is the name of the bank?
- (d) Who is the account holder?
- (e) Where does the account holder live nowadays?
- (f) Where do you find this type of form?

2. Read the form again and complete the following table.

Type of account	Profession of the A/c holder	Nationality of the A/c holder
Name of the nominee	Date of birth of A/c holder	Permanent address of A/c holder
E-mail address of A/c holder	Statement delivery	Citizenship No of

C. Activate yourself

Collect a cheque book from your parents/teachers/school. Now write a cheque for 5000 rupees to your friend.

2. Time for grammar

A. Engage yourself

- Sometimes you want to define or identify which person or thing you are talking about. How do you define them?
- Look at these dialogue below and underlined clauses.

i. Shalik : I saw Rajesh yesterday.
Bipin : Rajesh? The man who acts in movies?
Shalik : Yes.

ii. Chandra : I had been to Gorkha.
Ashis : Gorkha? The place where Prithivi Narayan Shah was from?
Chandra : Yes. It is the place which is famous for its historical and religious importance.

- Can you guess when we use such clauses?

B. Study

1. Complete the sentences with one of the relative pronouns from the box. Some pronouns might be repeated.

which	who	whose	where
-------	-----	-------	-------

- The man is sitting on the chair is my brother.
- The house I don't like is a model.
- The hotel was destroyed in the fire has been rebuilt.
- Rhinos were nearly extinct, are now increasing.
- Chame is the place they went for hiking.
- They saw a lady husband is a teacher.

2. Complete the following sentences. Use the sentences in the box to make relative clauses with ‘where’.

I was born

I put some money

We had the bike repaired

We had a good meal

We kept our suitcase

- (a) The house where I was born is in the bazaar.
- (b) He was sitting in the room
- (c) This is the restaurant
- (d) Do you remember the name of the garage?
- (e) The pocket has a hole in it.

3. Complete the following sentences using the clues in the box.

which won the race

which gives you the meaning of words

which was in the fridge

that arrived later

which Sima had lit

- (a) The truck that arrived later was full of equipment.
- (b) That night, they sat round a fire
- (c) Taxon was the name of the horse
- (d) Where is the cheese?
- (e) A dictionary is a book

C. Activate yourself

1. Observe the people around you and talk about them using relative clauses.
2. Describe your school using relative clauses.

3. Listening

A. Engage yourself

Look at the pictures and discuss the questions.

- (a) Are the people friends, relatives or strangers?

- (b) Where are they?
- (c) What are they doing?
- (d) What do you think they are saying?



B. Study

1. Listen to the dialogues 1 - 8 twice and answer these questions.
2. Which picture above matches each dialogue?
3. Link Pictures (a) - (h) with dialogues 1 - 8. The first one is done for you.
Example: I = (g)
4. Work in pairs. Check each other's answer.

C. Activate yourself

1. Remember the dialogue and practise them with your partner.
2. Compose similar dialogues and practise them in class.

4. Speaking

A. Engage yourself

1. Study this example.

A: We must use new technology in our classroom if we're going to learn a lot.
B: I agree.
C: Absolutely.
D: True enough, but the problem is how to manage money.

2. In your daily life, you may respond to the statements of other people. Recall the recent conversation in which you have responded this way using a word or phrase only such as of course/sure/certainly, etc.

B. Study

1. Read and point out the brief responses in the following example.

A: I want to travel around the world. B: So do I. C: But I don't.
A: I can't speak four languages B: Neither can I. C: But I can.

2. Work in pairs. Respond to the following brief expression.

- (a) I can cook rice.
- (b) I went to China last year.
- (c) I can't drive.
- (d) I like the summer season.
- (e) I play volleyball.
- (f) I'm bored with Hollywood actors.
- (g) I'm wearing a shirt.

C. Activate yourself

Work in groups. Make a conversation similar to 4B.

5. Writing

A. Engage yourself

1. Have you seen a school admission form?
2. Have you ever filled up an official forms ?

B. Study

Fill up the following form.

School Registration Form

Student's Name:

Date of Birth:

Class:

Address:

Hobby:

Father's Name:

Mother's Name:

Signature.....

C. Activate yourself

Collect any form from your Village Development Committee (VDC)/Municipality and fill it up.

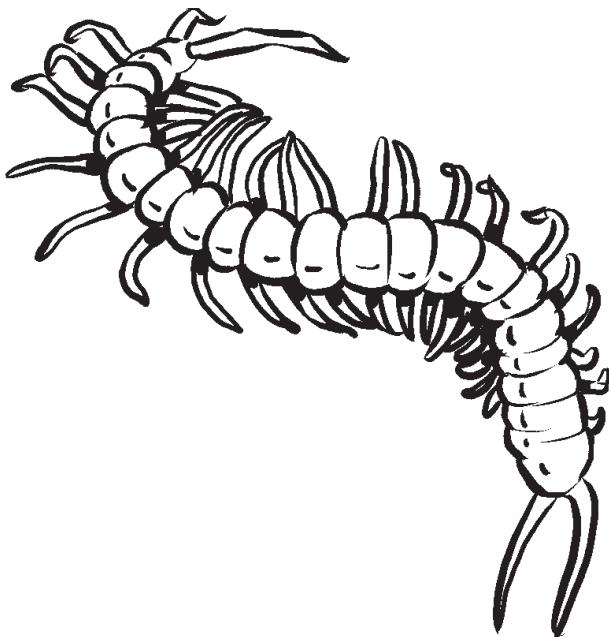
6. Project work

1. Visit the bank near your school and collect account opening form. Then fill up the form with your information. You may leave some blank spaces if you lack the required information.

2. Discuss the problems you faced while filling up the form with your friends. If you have left some spaces blank in the form, share reasons to your friends.

7. Enjoy yourself

1. Can you name the insect in the picture below?



2. Read the following joke.

A team of insects and a team of animals decided to play football. During the first half of the game, the animals were winning. But during the second half, a centipede scored so many goals that the little insects won the game. When the game was over, an elephant asked the centipede, "Where were you during the first half?" He replied "Putting on my shoes!"

3. Now collect jokes on various themes like friendship, love, death, etc, and share them with your friends.

18



Dictionary Use

1. Reading

A. Engage yourself

Look at the following picture and answer the questions.

- What do you see in the picture?
- Why do students need a dictionary?

B. Study

Finding words in a dictionary

can-died /'kændidɪd/ *adj.* [only before noun] (of fruit or other food) preserved by boiling in sugar; cooked in sugar: *candied fruit*

can-dle /'kændl/ *noun* a round stick of wax, with a piece of string (called a wick) through the middle which is lit to give light as it burns

IDM cannot hold a candle to sb/sth is not as good as sb or sth else: *His singing can't hold a candle to Bocelli's.*

▷ more at **BURN v.**, **WORTH adj.**

candle-light /'kændl̩laɪt/ *noun* [U] the light that a candle produces: *to read by candlelight*

candle-lit /'kændl̩lɪt/ *adj.* [only before noun] lit by candles: *a romantic candlelit dinner*

candle-stick /'kændlstɪk/ *noun* an object for holding a candle

candle-wick /'kændlwɪk/ *noun* [U] a type of soft cotton cloth with a raised pattern of threads, used especially for making **BEDSPREADS**

can-do *adj.* [only before noun] (*informal*) willing to try new things and expecting that they will be successful: *a can-do attitude/spirit*

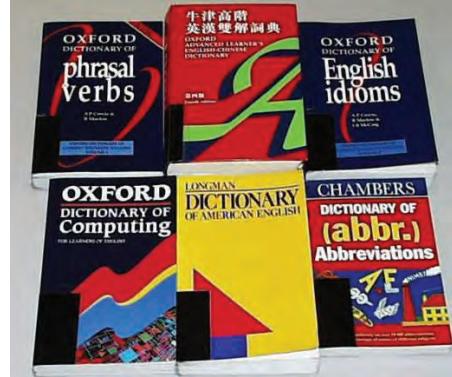
candour (*especially US can-dor*) /'kændə(r)/ *noun* [U] the quality of saying what you think openly and honestly
SYN frankness: *'I don't trust him,' he said in a rare moment of candour.* ▷ see also **CANDID**

C & W abbr. COUNTRY AND WESTERN

candy /'kændi/ *noun* [U, C], (pl. -ies) (*NAmE*) sweet food made of sugar and/or chocolate, eaten between meals; a piece of this **sweet**: *a box of candy* ◇ *a candy store* ◇ *a candy bar* ◇ *Who wants the last piece of candy?* ▷ see also **ARM CANDY**, **EYE CANDY**

IDM be like taking candy from a baby (*informal*) used to emphasize how easy it is to do sth

candy apple (*NAmE*) (*BrE toffee apple*) *noun* an apple covered with a thin layer of hard toffee and fixed on a stick



Ways with words

Match the words in column 'A' with their meanings in column 'B'.

A

- (a) can-do
- (b) candle-stick
- (c) candle
- (d) candy apple
- (e) candy

B

- (i) sweet food made of sugar
- (ii) round of stick of wax.
- (iii) an apple covered with a thin toffee.
- (iv) an object for holding a candle.
- (v) willing try new things.

Read and Answer

Read the text again and answer the questions.

- (a) Why does 'candle' come before 'candle stick' in the dictionary entry?
- (b) What does the symbol [U] stand for?
- (c) What does 'adj.' mean?
- (d) What is a synonym for 'candy'?
- (e) How do you pronounce 'candour'?

C. Activate yourself

Consult the latest version of learners' dictionary and make a list of information that you find about the word '*student*'.

SN	Information you find in a dictionary
1.	
2.	
3.	
4.	
5.	

2. Time for grammar

A. Engage yourself

Read the following text and list down the imperative sentences in the table.

How to prepare pickle of fresh mushroom

First, collect all required materials such as utensils, spoon, stirrer, gas and a glass bottle with lid. Then, wash the mushroom to remove foreign materials thoroughly. After that, cut the mushrooms into small pieces. Then, light the gas and heat the pieces of mushroom in a clean steel utensil with continuous stirring for 2 to 3 minutes. Remove it from the heat and sieve the mushroom thoroughly. Then, fry it in the required quantity of oil till it is brown, and keep it out. Heat remaining oil and fry all spices, stirring well for a minute. Mix the fried mushroom spices with required quantity of vinegar when it becomes cool. Now, the mushroom pickle is ready; check it out; how tasty!

SN	Instructions in imperative structures
1.	
2.	
3.	
4.	
5.	
6.	
7.	

B. Study

Change the following sentences into imperatives.

- (a) You should work hard to get better marks in examination.
- (b) We must make the right people do the right work at the right time.
- (c) You have to prepare your tea on time.
- (d) We should work together and grow together.
- (e) You should read the text and answer the questions.
- (f) You are requested to develop your personality.

C. Activate yourself

Instruct your friend on how to prepare an envelope.

3. Listening

A. Engage yourself

1. What is the person doing in the picture?
2. Name the objects you see in the following pictures.



B. Study

Listen to the instructions and number the following instructions in their correct order.

Instructions	Numbering
Put the kettle on the gas stove.	
Pour water into the kettle as per your requirement.	
Light the stove.	
First of all, collect the materials for preparing tea such as a pot, gas, water, milk, tea leaves, sugar, etc. for preparing tea.	
Let the water boil.	
Put the tea leaves in the boiled water. You can put half spoon of tea leaves for three glasses of water or as you like, depending on your taste.	
Now, you can turn off the stove.	
Again boil it for a while.	
Add the powder / pieces of ginger if you want.	
Put sugar in the boiled water according to your taste.	
Add milk into the boiled water according to your taste.	
Clean the utensils and put them back.	

C. Activate yourself

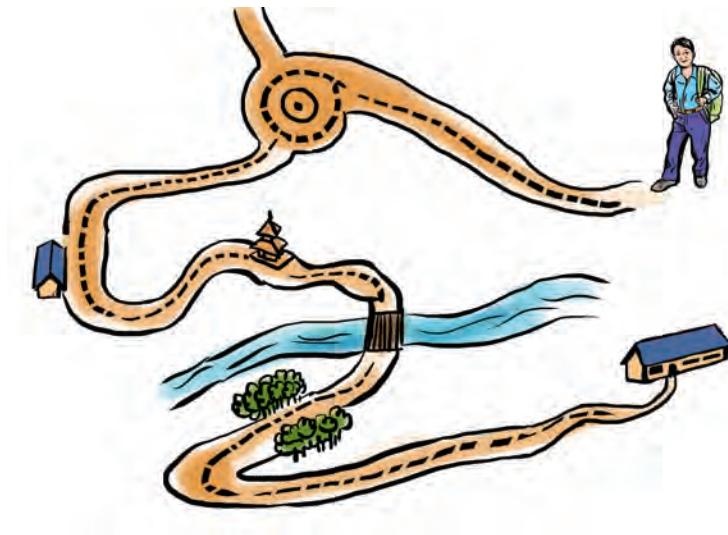
Now, prepare a similar set of instructions for the following.

You have got a matchbox, two needles, a candle, and a knife. How do you make a model car?

4. Speaking

A. Engage yourself

Observe the following map and describe.



B. Study

Work in pairs. One should instruct and the other should write.

- How do you send a happy-birthday-message to your best friend from your cell phone?
- How do you make a puppet?
- How do you prepare rice pudding?
- How do you dance?
- How do you use an English dictionary?

C. Activate yourself

Choose any skill based activity and make a list of instructions on how to perform it properly.

5. Writing

A. Engage yourself

Observe the following picture and guess what it shows.



B. Study

The following are instructions on how to perform a mouth-to-mouth resuscitation.
Put them in the correct order.

Blow the air into the patient's lungs until you can see the chest expanded.

Pinch the patient's nose with your fingers to prevent any leakage.

Extend the patient's head as far as possible to ensure that airway is kept open.

Seal your mouth around the patient's mouth so that no air escapes.

Clear out the food etc. from the patient's mouth and throat to prevent obstruction of the air tract.

Remove your mouth very quickly in order to allow passive expiration.

C. Activate yourself

Now work in groups. Get a large sheet of paper. Draw the pictures for each step of mouth-to-mouth resuscitation.

6. Project work

Work in group. Consult with your teacher/club member/expert, etc. Collect information about earthquakes. Then, produce a poster giving instructions on how to save life in an earthquake. Hang the posters on the wall/ notice board/ display board of the classroom.

7. Enjoy yourself

Make as many words as possible from letters of the word d-i-c-t-i-o-n-a-r-y.

Glossary

account holder:	<i>n.</i> a person who has a bank account
advocating:	<i>adj.</i> supporting something publicly
anxieties:	<i>n.</i> the state of feeling nervous or worried
appeal:	<i>n.</i> a quality that makes somebody or something attractive or interesting
astronaut:	<i>n.</i> a person who travels in space
atheist:	<i>n.</i> disbeliever in god
attain:	<i>v.</i> to succeed in getting something
aviation:	<i>n.</i> flight
bandwagon:	<i>n.</i> a group activity
bar chart:	<i>n.</i> a diagramme that uses lines or narrow rectangles
bereaved:	<i>adj.</i> having lost a relative or close friend who has recently died
bidder:	<i>n.</i> dealer/ buyer
biodegradable:	<i>n.</i> a substance or chemical that is biodegradable can be changed to a harmless natural state by the action of bacteria, and will therefore not damage the environment
Botanical Garden:	<i>n.</i> a park where plants, trees and flowers are grown for scientific study
bring up:	<i>v.</i> raise; to care for a child
brochure:	<i>n.</i> a small magazine or book containing pictures and information about something
bully:	<i>n.</i> a person who uses power to frighten or hurt weak people
calculation:	<i>n.</i> process of using numbers to find out an amount
cardiovascular:	<i>adj.</i> connected with the heart and blood vessels
characters:	<i>n.</i> pl. letters, sign, mark or symbol used on computer
clumsily:	<i>adv.</i> roughly
collide:	<i>v.</i> to hit
colonize:	<i>v.</i> to take control of an area or a country that is not your own especially using force
complication:	<i>n.</i> illness that makes treatment difficult
constitute:	<i>v.</i> to be the parts that together form something
countryside:	<i>n.</i> land outside towns and cities with fields, woods. etc.
coup:	<i>n.</i> sudden change of government that is illegal
cripple:	<i>n.</i> someone who has a physical disability
dab:	<i>v.</i> to touch lightly
dehydration:	<i>n.</i> losing much water from a person's body
democracy:	<i>n.</i> a system of government in which all the people of a country can vote to elect their representatives

deterred:	<i>v.</i> to make somebody decide not to do something or continue doing something
devotedly:	<i>adv.</i> faithfully; loyally
diplomacy:	<i>n.</i> skill in dealing with people without offending them
distract:	<i>v.</i> to divert someone's attention
document:	<i>n.</i> a computer file that contains text
drab:	<i>adj.</i> dull and boring
enlightenment:	<i>n.</i> knowledge about and understanding of something
envy:	<i>n.</i> jealousy
etiquette	<i>n.</i> the formal rules of correct or polite behaviour in society
exhausted:	<i>adj.</i> very tired
exotic:	<i>adj.</i> strange or unusual and exciting
expel:	<i>v.</i> to officially make somebody leave a school
familial:	<i>adj.</i> related to family
fascinated:	<i>adj.</i> very interested
feeble:	<i>adj.</i> very weak
ferociously:	<i>adv.</i> cruelly; fiercely
festivity:	<i>n.</i> an activity while celebrating special event
flit:	<i>v.</i> to move lightly and quickly from one place or thing to another
flora and fauna:	<i>n.</i> plants and animals
forecast:	<i>n.</i> prediction
generous	<i>adj.</i> ready to help others
gleaming:	<i>adj.</i> shining lightly
gorgeous:	<i>adj.</i> beautiful and attractive; lovely
harmony:	<i>n.</i> a state of peaceful existence and agreement
hermitage:	<i>n.</i> a place where a hermit lives
homestay:	<i>n.</i> an arrangement that provides accommodation for tourists
hospitality:	<i>n.</i> friendly and generous behaviour towards guest
humility:	<i>n.</i> the quality of not thinking that you are better than other people
hyperactive:	<i>adj.</i> very active
illusion :	<i>n.</i> false idea or belief
instil:	<i>v.</i> to gradually make some body feel, think or behave in a particular way over a period of time
institution:	<i>n.</i> an organization that has a particular purpose e.g. university or bank
integrity:	<i>n.</i> unity
invigorate	<i>v.</i> to refresh
junk food	<i>n.</i> food that is quick and easy to prepare and eat

lasting	<i>adj.</i> continuing to exist for a long time; durable
leaflet	<i>n.</i> a printed sheet of paper or a few printed pages that are given free to advertise or give information about something
lunar:	<i>adj.</i> connected with the moon
lush:	<i>n.</i> covered in healthy grass and plants
magnificent:	<i>adj.</i> extremely attractive and impressive
marsupial:	<i>adj.</i> any animal that carries its young in a pocket of skin (called a pouch) on the mother's stomach
metabolism:	<i>n.</i> the chemical processes in living things that change food into energy
microorganisms:	<i>n.</i> very small living animals
mishap:	<i>n.</i> a small accident
mourn:	<i>v.</i> to feel and show sadness because somebody has died
mythical:	<i>adj.</i> that does not exist or is not true
NASA:	<i>n.</i> National Aeronautics and Space Administration (a US government organization that does research into space and organizes space travel)
nominee:	<i>n.</i> a person who is selected by an account holder to receive his deposit money in case of his/her death
nostalgia:	<i>n.</i> a feeling of sadness mixed with pleasure and affection when you think of happy times in the past
obesity:	<i>n.</i> fatness
orchid:	<i>n.</i> a type of flower with unusual shape
organic:	<i>adj.</i> produced without using artificial chemicals
paradigm	<i>n.</i> pattern of something
patriotism	<i>n.</i> love of your country
peonies:	<i>n.</i> pl. a garden plant with large round white, pink or red flowers
perseverance:	<i>n.</i> the quality of continuing to try to achieve a particular aim despite difficulties
physique:	<i>n.</i> the size and shape of a person's body
picturesque:	<i>adj.</i> pretty, especially in a way that looks old fashioned; quaint
ponder:	<i>v.</i> to think about something carefully
portage:	<i>n.</i> the act of carrying boats or goods between two rivers
predominant:	<i>adj.</i> most noticeable
preservative:	<i>n.</i> a substance used to preserve food from decaying
proactive:	<i>adj.</i> controlling a situation by making things happen rather than waiting for things to happen and then reacting to them
proportion:	<i>n.</i> a part of the whole
rehabilitation:	<i>n.</i> a place where a person gets help to have a normal life again after he/she has been ill/sick

rejoice:	v. to express great happiness and something
release:	v. to set somebody free
remnants:	n. remains
renounce:	v. to give up
restoration:	n. bringing back a system that existed previously
resuscitation:	n. the act of making somebody start breathing again
rhinestone:	n. a clear stone that looks like a diamond, used in cheap jewellery
sage:	n. very wise person
salutation:	n. the words that are used in a letter to address the person you are writing to, for example 'Dear Sir'
scoff:	v. to mock
scoundrel:	n. a person who treats other people badly
seal:	v. to close
slump:	v. to sit heavily
spacecraft:	n. a vehicle that travels in space
spill:	v. to flow over the edge of a pot by accident
State Funeral:	n. the funeral given by the government in the honour of a great person
statement:	n. an official account of facts
sublime:	adj. inspiring
supreme:	adj. highest in rank
surmise:	v. to guess something using the evidence
surplus:	n. an amount that is more than needed
synergy:	n. energy achieved by working together
terminal illness:	n. incurable or life-threatening disease
thrilled:	adj. overjoyed
transcend:	v. to be or go beyond the usual limits of something
trickster:	n. a person who cheats people
trotters:	n. pig's foot eaten as food
tunnel:	n. a man made passage under the earth
utensils:	n. a cooking tool used in the kitchen
veteran:	n. a person who has been a soldier in a war
virtues:	n. an attractive and useful quality
wailing:	v. to make a long loud cry because of sadness
well-to-do:	adj. rich
win-win:	adj. in which there is a good result for each person or group involved