

our

# English Book



Grade-8

# **Our English Book**

**Grade 8**

**Published by**

Government of Nepal  
Ministry of Education

**Curriculum Development Centre**  
Sanothimi, Bhaktapur  
**NEPAL**

**Publisher:**

Government of Nepal  
Ministry of Education  
**Curriculum Development Centre & JEMC**  
Sanothimi, Bhaktapur

© Curriculum Development Centre and  
Janak Education Materials Centre Ltd.

*All right reserved, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publishers.*

First Edition	2053 (Trial edition)
Second Edition	2054 (Revised edition)
Revised edition	2061
Reprint	2062
Reprint	2063
Reprint	2064
Reprint	2066
Reprint	2067

**Printed by:** Janak Education Materials Centre Ltd  
Sanothimi, Bhaktapur

**Price Rs.: 57.75**

*Damaged book can be exchanged from the local sales agent .*

## Preface

The aim of developing and revising the school curriculum and textbooks is to give students the knowledge and skills they need. These include values and moral standards such as honesty and integrity. These values contribute to the all round development of individuals and to our national life. They encourage national unity, patriotism, and a truly democratic society. Students also need to be prepared for future work and family responsibilities.

This book, originally written by Naresh Prasad Gautam, Arun Kiran Pradhan, Christine Stone and Promod Kumar Shah in 2051 B.S. has been thoroughly and carefully revised to make it easier to use. We would like to thank the members of the Revision Panel Jaganath Awa, Gorakh Bahadur Singh, Maya Rai, Vishnu Singh Rai, Dr. Govinda Bhattacharai and Christine Stone. We are grateful to Shiva Prasad Satyal, Dr. Yadhav, Bam Dev Gautam, Gangadhar Hada, Bishnu Parajuli and Madhu Upadhyaya for their valuable suggestions in the development of this book. Its cover design, layout and illustrations were done by Tarjan Rai, Nanda Maya Sitaula, Bishnu Lal Shresth, Astha Uprety and Rebeccah Borrill.

We would also like to thank Harper Collins (publishers) India for permission to print the extracts from 'Annapurna' by M.Herzog. The sign language pictures in Unit 17 are taken from the 'Nepali Sign Language Dictionary' published by 'The Welfare Society for the Hearing Impaired', school for the Deaf, Naxal, Kathmandu.

A textbook is a tool, It helps a teacher to give students the skills, which will be useful throughout their lives. To help teachers use the textbook effectively, the Centre has developed a comprehensive teachers' guide which gives not only answers but also methods of presentation and extra activities. The centre requests teachers, students, parents and educationists to send in any suggestions to make the book more effective in future.

Government of Nepal  
Ministry of Education  
**Curriculum Development Centre**  
Sanothimi, Bhaktapur  
NEPAL



## HOW TO USE 'OUR ENGLISH BOOK'

The pictures tell you what to do.



Read the texts silently. There is often a question to answer and information to discover. Discuss your answers with the rest of the class. After the texts there are many activities. Discuss these in class, or in groups or with a partner. Read silently again, and share any difficulties. Finally, write answers neatly in your exercise books.



Discuss, share your ideas, play a game, say a poem, or argue.



Practise dialogues as given in the book, then make up similar ones to practise with a partner.



These are several listening exercises. Your teacher will play a cassette or read the text. Before listening there are usually discussion topics, and while listening there are activities to do. Discuss your answers together.



There are many exercises to help you write correctly. Before you write discuss what you will do. When you have finished check your work carefully, and let your partner check it also. Then write a final corrected version. Always set out the work attractively, and use correct, neat handwriting.

### Checking up

Use this page at the end of each unit to check your understanding of new language structures and to use them confidently in the practice sections.

### Glossary and verb list

These are at the back of the book. Most words which you don't know can be found in the glossary. Get into the habit of using the glossary yourself. There is also a list of irregular verbs. You need to learn these so that you can use past tense and passive forms confidently.



## CONTENT

Unit	Page	Reading Topic	New language	Speaking	Listening	Writing	Key vocabulary
1	1	How it all began: notices, conversation	Revision	Questions, short answers, Tag questions Describing and narrating	Dialogues: functions	Descriptions of movements. Filling a form. Correct sentences	competition, enter, prize, travel, favourite, report, prepositions of movement
2	6	The start of the adventure : a letter	Reported instructions, commands, nouns in apposition.	Informal greetings, introductions Dialogue	A discussion: picking out words	A story from pictures.	balloon, film crew, studio, honour excited, mistake, congratulate, equipment, expedition, nationalities.
3.	14	The story of Icarus	'who' clauses Descriptions using 'like'.	Requesting. Persuading. Checking. Expressing sympathy.	Telephone conversation: checking details	Creative descriptions A poem	boast, invent, centre, melt, sew, feathers, weep, accident various adjectives
4.	22	Animals in Chitwan: conversation and information.	'which', 'that' clauses	Chant. Ranking discussion. Telling a story.	Crocodiles: information	Giving information. A story from pictures	antler, spot, spotted, rescue, breed dangerous, ignore, stroke, injure, cliff, unconscious
5	30	Marco Polo and Genghis Khan: biography, map	Reported statements	Reporting. Expressing disbelief. Using perfect tense	Dialogue to report	Reporting facts.	travel, desert, sailor, conquer, murder, control, reach, serve explore, surprise

Unit	Page	Reading Topic	New language	Speaking	Listening	Writing	Key vocabulary
6	36	In Janakpur: diary and narrative conversation.	'where' clauses Reported questions	Song Dialogues. Reporting. Giving short answers. Discussing pictures.	Different dialogues to match to situations. Song to complete	Describing pictures including dialogue.	miss, annual, search, railway, arrive, flood, engine, fun
7	46	Ellen's mountain: a longer story.	Impersonal verb, Past perfect	Describing sensations	Identifying sounds Dialogues	A dialogue. A cloze.	recognize, attack, whisper, dare, fur, grateful, disappointed more adjectives
8.	54	Up to Gokyo : story, information, instructions	Time: when, duration 'while', 'when', 'until' clauses : past continuous	Discussing. Describing time. Asking about time	Volcanic eruption: factual report	Cloze: An instructional leaflet	summit, expert, graze, glacier, steep, slope, survive, recreation, loosen normal, volcano, erupt, breathe
9.	62	Shyam talks about Australia information, mapwork	Pres. participles as nouns. As soon as, Until.	Asking and answering (information) Making suggestions	Ordering dialogue	A tourist guide to Nepal	collect, beach, harbour, wonderful, crops, prisoner, gold, direct, currency, informal, visa
10.	70	Over Everest : a newspaper	Know, Remember Stating purpose	Using know and remember. Giving reasons Discussion. Sports day in English	A radio programme	Writing newspaper report. Clauses.	damage, achieve, emergency, headline unharmed, instruct, amazing, result, moment, owner advertisement,

Unit	Page	Reading Topic	New language	Speaking	Listening	Writing	Key vocabulary
11.	78	Explorers and strange animals; exciting history, facts	'too' and 'enough' (all forms)	A quiz Telephoning : asking for repeats Dialogues with too/enough	Kangaroos: information	Descriptive paragraph: the rhinoceros.	marsupial, pouch, herd, develop, claws, population, vast, bay, continent, supplies, starve, cross
12.	86	Thak Khola : letter, personal memories famous poem	Habitual past	Describing former and present habits Sharing memories Poem.	Vi: a personal story.	First person paragraph. Then/Now paragraphs. Paragraph about parents	float, strange, bare, load, refugee, flee, explode, trader, to clear, to wind, strange
13.	94	Monkey Tricks in Mukti Nath: realistic adventure story	Reflexive pronouns. Each other	Using reflexive pronouns Quizzing Discussing	Radio quiz	Making notes A semi-formal letter. Correcting sentences	luggage, irrigate, hire, foreigner, location, site, orchard, bore, return, slip, flame, twisted, snail
14.	102	Annapurna: a true account	Conditions:(real) Present perfect continuous Past perfect continuous	Dialogues with conditions Using continuous tenses Arranging, Persuading Giving conditions	Completing dialogue	Diary tense practice	avoid, accomplish, gloves, frost-bite, avalanche, freeze, treasure, stiff, rich, rope, tent, crouch, search, shelter, several

Unit	Page	Reading Topic	New language	Speaking	Listening	Writing	Key vocabulary
15.	110	Treasures from the Past: guide book for Lumbini	Imaginary conditions Predicting future	Imagining Predicting Suggesting Ordering.	China: radio programme	Descriptive paragraph> terracotta army	'guide, archaeology, remains, uncover, busy, modern, hollow, weapon
16.	118	The wooden horse: famous story	Simple past passive (all forms)	Asking politely and replying Using passive Telling story	A dialogue: imaginary ideas	Telling story Passive sentences. Newspaper articles	Join, ruins, fling, surround plain, defeat, free, discover, celebrate, believe, appear, army, hollow
17.	126	Jhimruk Power Station: description and conversation	Present perfect passive. A guessing game	Conversation and discussion Using perfect passive. A guessing game	Guided tour of power station	Formal letter	electricity, spin, generator, turbine, dam, tunnel, convenient
18.	134	Encyclopedia: how to use and interesting entries	Present passive Flow charts Getting things done	Complaining Requesting Apologizing Using getting done	Dialogue: complaining politely	Flow chart, Vocabulary Paragraph in passive	Electrical appliances cartoon, series, volume, reference, battery, design, working
19.	142	In Jajarkot : real life personal stories	Present continuous and future passive. Making people do things. Make work.	Using future passive	A deaf girl: Parents talking	Newspaper report (use of passive) Description of actions.	develop, dependent, improve, senses, skill, perfect, special, ordinary, progress, effort, regularly, cure, fits
20	150	The end of the adventure: dialogue and short article.	Revision	Leave taking Telling a story Poem and discussion	Leave taking Beatle song	Revision exercises	produce, select, illiterate, standard, conflict, industry

## Balloon Over Nepal

A map showing the location of places mentioned in this book.





## 1

# HOW IT ALL BEGAN

## 1.1 Read, discuss and do the activities



### English in Action Competition

A boy and a girl  
(Grade 7 or 8) from  
any Nepali medium  
school

Talking in  
English but also  
reading, writing

Send entry form to :  
Living World Films  
PO Box 2798, Kathmandu

First round : regional centres (Jan 1)  
Final : Kathmandu (Jan 20)

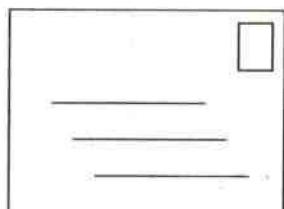


#### Activities:

- With a partner, ask these questions and give short answers:
  - Who is reading the notice? \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are.
  - Which school do they go to? To \_\_\_\_\_.
  - Who does the monkey belong to? To \_\_\_\_\_.
  - What is the notice about? A \_\_\_\_\_.
  - What kind of competition is it? An \_\_\_\_\_.
  - What's the prize? We don't \_\_\_\_\_.

- Pretend that two students from your school entered the competition. Copy this entry form and envelope into your exercise book and complete it with your students' names and details and address the envelope.

NAMES: 1.	2.
AGES: 1.	2.
GRADE:	
NAME OF SCHOOL:	
ADDRESS:	
NEAREST REGIONAL CENTRE:	
HEAD TEACHER'S NAME AND SIGNATURE:	



- What do you think the prize is? Write down your suggestions using the outline below, then share your ideas.

Perhaps the prize is \_\_\_\_\_, or may be it's \_\_\_\_\_.  
It could be a \_\_\_\_\_ or \_\_\_\_\_.

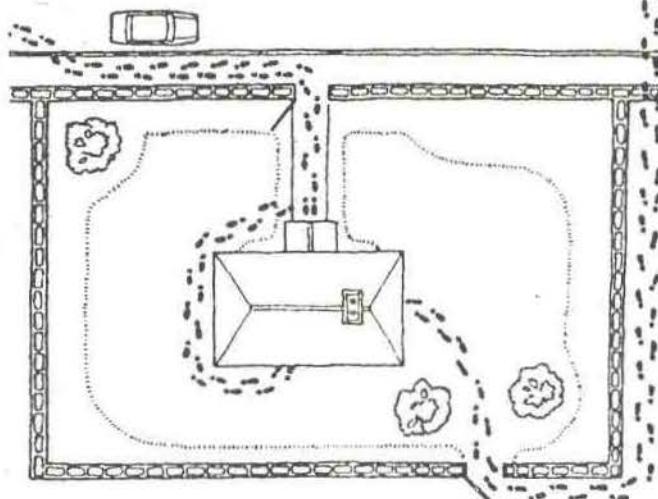
In the rest of this unit are some of the exercises that Shanti and Shambhu did in the first round of the competition.

## 1.2 Writing : Describing movement.



A thief has stolen a lot of money from a big house near Kathmandu. The thief left many footmarks. Look carefully at the plan of the house, then complete the policeman's report using these prepositions of movement. The first one is done for you.

across	through	round	along	up	out
to	past	out	between	round	through



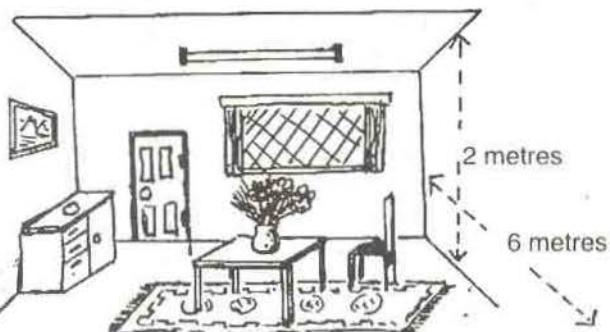
The thief came *along* the road, \_\_\_\_\_ the car. He walked \_\_\_\_\_ the gate and \_\_\_\_\_ the path \_\_\_\_\_ the front door. The door was locked, so he went \_\_\_\_\_ the outside of the house and climbed \_\_\_\_\_ a window. He took the money, then climbed \_\_\_\_\_ of another window. He walked \_\_\_\_\_ two trees, \_\_\_\_\_ of the back gate and \_\_\_\_\_ the outside of the wall. Finally, he went \_\_\_\_\_ the road.

## 1.3 Pairwork.



(a) Help each other to give a good spoken description of this room. Words and phrases you may want to use are given below:

long high  
cupboard picture  
wide vase  
curtains middle of  
on the ... there is  
under the ... there is  
on one wall there is ...



(b) Write a good description of the room in about six good sentences. Add your own ideas of colours.

## 1.4 Pair work: Using present perfect and simple past forms of verbs.



(a) Complete this table.

Infinitive	Past tense	Past participle
be	<i>was/were</i>	<i>been</i>
try		
read		
have		
go		
come		
break		
work		
write		
make		

(b) Read this passage aloud to your partner.

Miss Rockbeat, the famous filmstar, has made over twenty films. She started acting at the age of fourteen. She has travelled to many parts of the world. We spoke to her last week and she said that her favourite place was Australia. "I went there last year", she told us. She has won several prizes. She won the first one eight years ago and she has given concerts all over the world.



(c) Find four verbs in the present perfect ("has") and six verbs in the simple past. Give your answers like this:

She has made twenty films. She ... ....

She started acting at the age of 14. We ... ....



(d) Here are answers to questions about Miss Rockbeat. Write the questions in your exercise book and practise asking and answering the questions with your partner.

How many films *has she made?* When did \_\_\_\_\_?

Over 20. Last year.

When did \_\_\_\_\_? When \_\_\_\_\_?

At the age of 14. Eight years ago.

Where \_\_\_\_\_? What is her \_\_\_\_\_?

Many parts of the world. Man Maya.

## 1.5 Pairwork.



Ask tag questions by matching the statements and tags. Your partner gives the expected answer.

**Example:** *He didn't come last week, did he? No, he didn't.*

He didn't come last week,	have they?
Ram doesn't know,	can't she?
They've bought a car,	did he?
They haven't left yet,	doesn't he?
He works at the garage,	does he?
My friend can come,	haven't they?
We have to come,	don't we?

## 1.6 Write correct sentences.



(a) Write the correct sentence from each pair.

**Example:** *I saw Laxmi yesterday.*

I saw Laxmi yesterday.

I have seen Laxmi yesterday

- i) What did you do last night?  
What have you done last night?
- ii) I went to many countries in my life.  
I have been to many countries in my life.
- iii) He went to Pakistan two years ago.  
He has been to Pakistan two years ago.
- iv) I study English for three years.  
I have studied English for three years.
- v) Where have you bought your shirt?  
Where did you buy your shirt?

(b) Put *for*, *since* or *ago* in the spaces.

- i) I haven't seen Suman \_\_\_\_\_ a few weeks.
- ii) He's been in China \_\_\_\_\_ January.
- iii) He's worked for a trekking company \_\_\_\_\_ several years.
- iv) They came here two years \_\_\_\_\_.
- v) My aunt has been at my house \_\_\_\_\_ eight o'clock this morning.
- vi) Two weeks \_\_\_\_\_ he broke his leg.

**(c) Put the correct word in each space: *neither... nor, either... or, both, all***

- i) \_\_\_\_ giraffes \_\_\_\_ zebras live wild in Nepal.
- ii) \_\_\_\_ my friends, Gita and Mira, passed the exam.
- iii) Please take \_\_\_\_ your books home.
- iv) I don't like \_\_\_\_ maths \_\_\_\_ science.

**(d) Using the past continuous.**

When you arrived at school this morning your friends were doing many different things. Make a long sentence like this:

Prem/do/homework.

When I arrived at school, Prem was doing his homework, Mahesh and Dinesh...

- i) Mahesh and Dinesh/play/football.
- ii) Subadra/tell/joke.
- iii) Shyam/clean/blackboard.
- iv) Laxmi/eat/noodles.
- v) The peon/ring/bell. (Add 'and' before the last one)

## 1.7 Listening and talking.



Listen to these dialogues until you remember them, then practise saying them with your partner.



**(a) Asking politely.**

Please may I \_\_\_\_? Yes, \_\_\_\_\_

**(b) Inviting.** Would you \_\_\_\_\_?

Thank \_\_\_\_\_, I'd \_\_\_\_\_.

**(c) Giving advice.** Why \_\_\_\_\_?

Yes, I \_\_\_\_\_

**(d) Making a suggestion.** Let's \_\_\_\_\_. Yes, \_\_\_\_\_.

**(e) Refusing with an excuse.** Shall we \_\_\_\_\_?

Sorry, but \_\_\_\_\_.

**(f) Agreeing.** I love playing \_\_\_\_\_

So \_\_\_\_\_.

## 2

## THE START OF THE ADVENTURE

## 2.1 Reading.



Read and answer these three questions, then re-read and do the activities.

What is the prize? Who has won it? What did Head sir do?

The letter had arrived. Only the head teacher of Shakti High School knew about it. In the classrooms teachers and students were working hard. Even Chankhay was in class, but he was sleeping. The head teacher opened the letter quickly.

The Headmaster  
Shakti High School



Living World Films  
P.O.Box 2798  
Kathmandu  
14 February, 2003

Dear Sir,

We are very happy to tell you that Shanti and Shambhu have won our 'English in Action' competition for your school. The other prize-winner is Jyoti. As you know, the two students who took part from your school will help to make a film. The film is about a Nepali family and friends who fly across Nepal in a hot-air balloon.

The other actors and the film-crew are looking forward to working with your students. They should arrive at our studios on February 28.

Congratulations and best wishes!

Yours sincerely,  
Ram Pd. Dhakal

(Ram Pd. Dhakal)  
Managing Director

The head teacher called a special assembly. All the school stood outside, listening carefully.



... so it is a very big honour for Shakti High School. Shambhu and Shanti are the two students from Grade Eight. They will be our first film stars, and our first hot-air balloonists.

Everyone clapped. Shambhu and Shanti could not believe it. Perhaps there was a mistake. They felt excited, frightened, and happy all at the same time. The head teacher told them to run home and tell their parents.

### **Activities:**

#### **1. Discuss answers to these questions.**

- Who sent the letter?
- What is his job?
- What is the logo (or sign) of Living World Films?
- How did Shambhu feel when he heard the news?
- How do you feel when you pass an exam?
- Find words in the text which mean:



- Who or what do the bold words refer to?

Shambhu and Shanti couldn't believe **it**.

The head teacher told **them** to run home.

- How does a hot-air balloon fly? (You learned in Grade 7)

- Have you ever seen a hot-air balloon?

#### **2. What did Shambhu say to his father when he arrived home? Talk about this together, then write their conversation and practise it with your friend. You can use the outline below if you want to.**

Shambhu : Father, Father, I've won the English competition.

Father : The English competition? What's \_\_\_\_\_?

Shambhu : It's \_\_\_\_\_ and we're \_\_\_\_\_

Father : \_\_\_\_\_! When \_\_\_\_\_?

Shambhu : \_\_\_\_\_

Father : \_\_\_\_\_ Chankhay?

Shambhu : Of course!

## 2.2 (a) Study how to report instructions.



The head teacher told them to run home and tell their parents.

Run home and tell your parents.



The sentence on the left explains or reports what the head teacher said. The words he spoke are in the circle.

- (b) Complete the following speech bubbles or reports, and write them in your exercise book. Then one partner says the spoken words and the other partner reports them to your teacher.

The thief told them to put up their hands.

.....

The air hostess asked them to fasten their seat belts.

Please .....

Mother told Laxman .....

Go and wash your hands

The teacher told the class .....

Do exercise D

The captain ordered the soldiers .....

Be quiet!

My friend asked me to give her a sweet.

Please .....

## 2.3 Talking.



Make groups of three students. Puspa, Jyoti and Kamala will demonstrate. You do the same activity.

Puspa whispers to Jyoti "Stand up."

Jyoti stands up.

Kamala says, "Puspa told you to stand up."

Jyoti says, "That's right."

Practise like this. Take turns to whisper and obey and report. Use many different instructions, such as:

"Put up your right hand". "Close your eyes". "Cross your legs", and others of your own.

## 2.4 Study and practise introducing and greeting people informally.



- (a) Read what happened when Shambhu and Shanti arrived at the film studio, and answer the questions.

How many people will go in the balloon? What job will everyone do?



Welcome! I'm the manager. Meet the other balloonists. Here are Asha and Iswor, your parents in the film. Jyoti, the other prize-winner, is from Amar Singh Blind Unit in Pokhara. Mina, the camera-woman, is here. And this is Shyam Chaudhary, our balloon captain.



Shyam

Iswor

Asha

Jyoti

Mina

Hi!

Good to meet you.

Welcome to the balloon.

Hello.

Hello there!

- (b) Practise this conversation with your partner. Use five different voices for the five people.

## 2.5 Study, write and practise.



- A. The Manager told the children two things about Mina, her name and her job.

Mina, our camera-woman, is here.

The commas show that we pause for a moment, and our voice goes down each time. Practise this. What did the manager say about Jyoti?

- B. Complete these sentences in your exercise book, using any names you like, and practise saying them.

- (a) "Captain Lama, *our pilot*, will be taking us to Lukla."
- (b) They were cheering the captain of the football team, \_\_\_\_\_, as he came onto the pitch.
- (c) My friend, \_\_\_\_\_, is very good at English.
- (d) Our English teacher, \_\_\_\_\_, makes English lessons exciting.
- (e) \_\_\_\_\_, \_\_\_\_\_, took the register this morning.

## 2.6 Read and discuss what happened next.



Shambhu and Shanti left their bags in the office. Shambhu's bag seemed very full. They all went outside to look at the balloon.

When they came back there was a monkey sitting at the manager's desk.



"Wh-What? whatever \_\_\_\_\_?

How did a m-monkey \_\_\_\_\_?"  
the manager stuttered.

### Questions to discuss

- How had Chankhay come to the studio?
- What does 'to stutter' mean?
- What is Chankhay doing?
- What do you think Shambhu said to the manager?
- The manager laughed, and invited Chankhay to join the balloon trip. What did he say?
- Practise the conversation you have just written between Shambhu and the manager.

## 2.7 Writing: telling a story.



Look at the pictures. They tell a story about two girls.



(a) Talk about the pictures in class, or groups or pairs.

When did the event happen?

What are the girls' names?

Where do they live?

Where were they going?

What did they find?

What did they say to each other?

(One asked a question!)

What did they do? Why?

Who did they meet? What did they ask him?

What did he say? Did he give them anything?

What title will you give the story?

(b) Now everybody write the story using the outline below. Do this roughly in your exercise books.

One day last \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ were \_\_\_\_\_

when they \_\_\_\_\_

"\_\_\_\_\_ " asked \_\_\_\_\_.

"\_\_\_\_\_ " replied.

They both \_\_\_\_\_

At last they \_\_\_\_\_

He \_\_\_\_\_. He was very \_\_\_\_\_.

"\_\_\_\_\_", he said, and he \_\_\_\_\_.

(c) Check what you have written. Use past tense for the story part.

Correct any mistakes. Change exercise books with your partner and check each other's. Look carefully at all the verbs, and the spellings.

Remember to put inverted commas round the words that people say. Then ask your teacher to check your writing.

(d) Write the story in your very best hand writing on a clean piece of paper. Draw or trace some or all of the pictures.

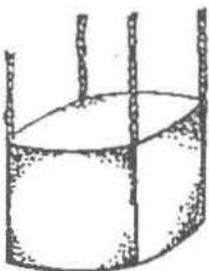
(e) You can put your stories on the wall, make them into a book, or take them home to show to your family.

## 2.8 Listening.



(a) Discuss in pairs.

The balloon mustn't be too heavy, so most equipment for the expedition will be in a large truck. The truck will meet the balloon nearly every evening.



In the box below, there is a list of equipment. Some things should go in the balloon, some things need to go in the truck. Some things are not needed. Some things will be in the truck and in the balloon. Discuss with your partner and decide about each item. Always give your reasons like this:

They'll take food in the truck because they'll need a lot every day, but it's heavy.

cameras	film	stoves and fuel	books to read
a table	binoculars	tents	first-aid kit
emergency food	a radio	medicine	maps
a gun	a vase of flowers	extra gas bottles	food
plates	saucepans	gas bottles	very warm clothes
armchair	sleeping bags	matches	radio for sending messages

Share your ideas with other pairs.



- Make two columns, 'Basket' and 'Truck' in your exercise books.
- Listen to the "Living World" team discussing their plans. While you are listening write the names of the equipment they are taking in the correct place, in the balloon or in the truck.
- Check that you are correct.

## 2.9 Checking up.



### 1. Identifying people

Mr. Tamang, the inspector, is coming today.

### 2. Reporting instructions and orders.

He told me to come early next day.

She asked me not to talk.

He ordered them to stop talking.

Don't talk  
please.

Stop talking!

Come early  
tomorrow.

### 3. Practice.

Complete these sentences.

(a) Chankhay, \_\_\_\_\_, is coming too.

(b) \_\_\_\_\_, the US president, lives in the White House.

(c) Shyam Chaudhary, \_\_\_\_\_, trained in Australia.

(d) The hero asked his sweetheart to wait for him.

What did he say?

"Please \_\_\_\_\_", he said.

(e) The customs officer ordered us to open our bags. What did he say?

"\_\_\_\_\_", he commanded.

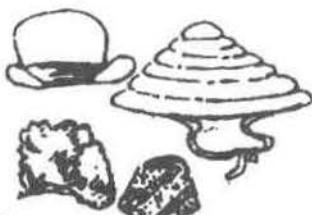
(f) "Open your books at page 13", said the teacher.

The teacher asked \_\_\_\_\_ our \_\_\_\_\_

### 4. A puzzle.

In the word square find eight nationalities. The words are horizontal or vertical.

The hats will help you.



A	C	D	E	F	N	G	M	X	Y
M	H	G	J	K	E	L	O	A	A
E	D	S	T	B	P	I	U	C	U
R	U	S	S	I	A	N	P	H	S
I	T	M	K	A	L	B	C	I	T
C	C	M	E	X	I	C	A	N	R
A	H	Y	T	L	O	V	W	E	I
N	B	R	I	T	I	S	H	S	A
E	G	Y	P	T	I	A	N	E	N
D	G	H	J	W	O	U	M	P	T



## 3

## THE STORY OF ICARUS

## 3.1 Reading



Shyam loves reading. He is going to read to everyone in the evenings. His first story is about the time after Theseus killed the Minotaur.

- (a) Read the story quickly, and match these names and descriptions. Find the three people in the picture.

Daedalus	King Minos	the Minotaur	Icarus	ruler of Crete
----------	------------	--------------	--------	----------------

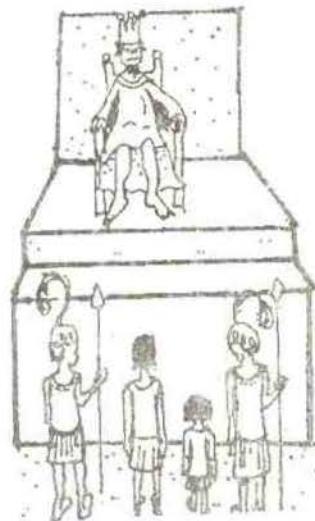
Daedalus' son	monster, half bull, half man	engineer and inventor
---------------	------------------------------	-----------------------

- (b) Read silently, talk about these questions and do the activities.

What warning did Daedalus give Icarus?	How did they start flying?
--	----------------------------

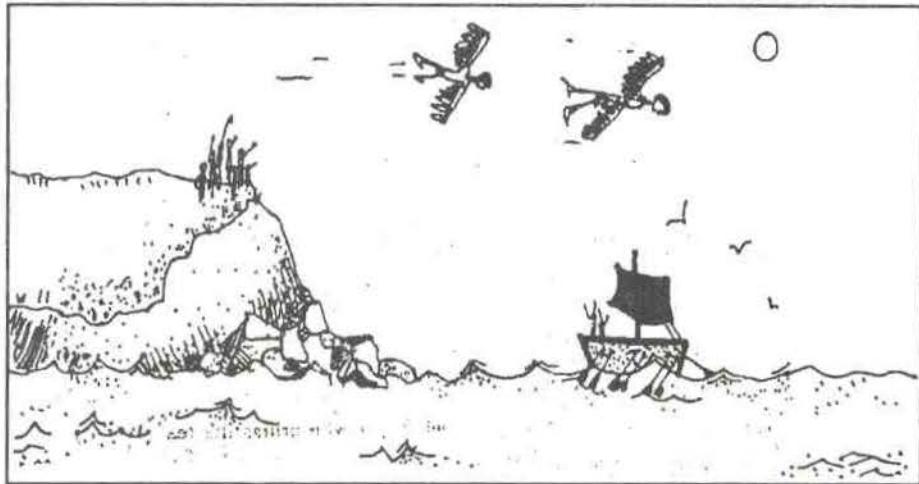
1. Daedalus, who came from Greece, built the great maze for Minos, King of Crete. He was very clever and very proud. He thought he was like a god. He had a son, Icarus.
2. One day soldiers came and took Daedalus and Icarus to the king.

He was very angry. "You boasted about your maze, Daedalus. But now the Minotaur is dead. The man who built the maze will die in it".



3. Daedalus tied a ball of thread near the door of the maze as the soldiers took them deep inside. He and Icarus wandered through the maze. They had a small oil lamp. There was a horrid smell, the smell of death. In the centre of the maze lay the dead Minotaur. Near the body were old bones and feathers.
4. Daedalus took some wax, and a needle and thread from his pocket. He sewed the feathers together. He melted the wax, and poured it onto the feathers. Icarus understood his father was making wings.
5. The lamp went out, but they followed the thread out into the glorious sunshine. Daedalus fastened the wings onto Icarus's arms, and onto his own.

- "You must flap your arms, and fly like a bird," he told Icarus. "But don't fly too near the sea. The feathers mustn't get wet. And don't fly too near the sun. The wax will melt and the feathers will fall apart."
- They ran and they jumped from the cliff. They flew!



**Activities:**

- There are seven paragraphs. Titles for each paragraph are muddled up below. Write them in the correct order.

Making the wings

Introduction to Daedalus

Instructions to Icarus

Flying

Out of the maze

Before the king

Towards the centre

- Find words that mean.

very bad, not nice h\_\_\_\_\_

thinking you are better than other people p\_\_\_\_\_

to walk, not knowing where w\_\_\_\_\_

middle c\_\_\_\_\_ covering of birds f\_\_\_\_\_

used for making candles w\_\_\_\_\_

- What did Daedalus tell Icarus to do? Complete this report of what he said.

Daedalus told Icarus to \_\_\_\_\_ and to \_\_\_\_\_  
 \_\_\_\_\_ . He warned him not \_\_\_\_\_  
 sea. And he told \_\_\_\_\_ not \_\_\_\_\_  
 sun.

### 3.2 Study, discuss and write.



1. Read the manager's letter in Unit two. Find and complete these sentences in your exercise book.

The two students who \_\_\_\_\_, will help to make a film.

The film is about a Nepali family who \_\_\_\_\_.

2. Look at the story of Icarus and complete these sentences.

Daedalus, \_\_\_\_\_, built the great maze.

The man \_\_\_\_\_ will die in it.

3. The four sentences in 1 and 2 make sense without the missing part.

The parts that are missing tell us more about the students, the family, Daedalus and the man.

Which word starts the missing parts?

4. 'Who' is not always a question word. We call extra information about people inside a main sentence a 'who-clause.' Complete the sentences with 'who-clauses' from the box. Write them in your exercise book. Then practise saying them.

who collected a lot of money

who did it

who fell 200 feet

who brings the tea

who showed me round the school

(a) I want to give this present to the children \_\_\_\_\_.

(b) Just look at that torn picture!

The student \_\_\_\_\_ should be punished.

(c) The villagers \_\_\_\_\_, are now building a school.

(d) The three climbers \_\_\_\_\_ are now safe in Okhaldhunga hospital.

(e) "Are there any samosas today?"

I don't know. We can ask the man \_\_\_\_\_.

5. Put your own 'who-clause' in the spaces.

(a) My friend, who \_\_\_\_\_, went to Pokhara last week.

(b) Let's ask the teacher who \_\_\_\_\_.

### 3.3 Study how to use "like" for descriptions.



"Like" means "similar to".

**(a) Practise saying these questions and answers.**

How did Icarus fly? He flew like a bird.

What did the snake look like? It was like a piece of green string lying on the path.

What is a magazine? It's like a newspaper but the pages are smaller and it is thicker, and it usually comes out every week or every month.

Will I recognize Ram? Yes, he looks just like his brother.



**(b) Discuss different endings to these sentences. Choose the ones you like best and write them in your exercise book.**

**Example:** *He ran like a cheetah.*

(a) He ran like \_\_\_\_\_.

(b) He could swim like \_\_\_\_\_.

(c) The setting sun looked like \_\_\_\_\_.

(d) The poor man was like \_\_\_\_\_.

(e) What's a stream? It's like a \_\_\_\_\_ but smaller.

(f) What's a cottage? It's like a \_\_\_\_\_ but \_\_\_\_\_.

(g) I look like \_\_\_\_\_.

### 3.4 Pairwork: sympathising.



When people are sad, we want to say it makes us sad too. We sympathise, or show our sympathy.

Sympathy means "suffering with someone".

How do these people sympathise? Study the examples.

I'm sorry you're ill. I've brought you  
some books to read. I hope you'll soon be better.

I'm so sorry to hear that your mother died.

I've lost my new pen. I am sorry.

Now complete these dialogues and practise saying them.

(a) I've failed my exam. \_\_\_\_\_

(b) You hear that your aunt is very ill. You meet your uncle.

I'm sorry \_\_\_\_\_. Thank you.

I hope that \_\_\_\_\_. Yes, I hope so too.

### 3.5 Reading: the last part of the story of Icarus.

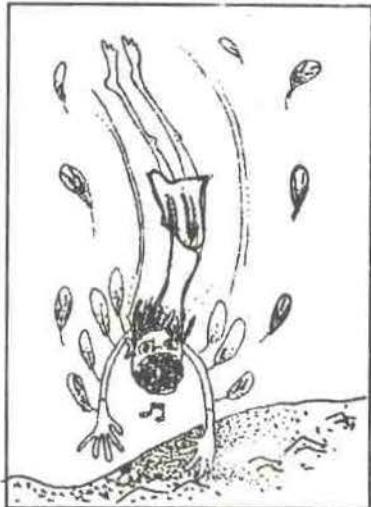


Is there a happy ending?

At first it was difficult. They moved their arms up and down too quickly. They fell down towards the glassy green-blue sea. But then they began to move easily. They began to soar high in the sky like eagles. Farmers pointed to them. The women collecting water all gazed into the sky. Sailors on small ships waved to them.

"I'm a god. I've made men fly," shouted Daedalus, and Icarus shouted with joy and excitement. He flapped his arms. The cool air held him up. What happiness! What freedom to be like a bird! Up, up, higher and higher he flew, towards the golden sun. He forgot his father's warning. The sun dazzled his eyes. And slowly the wax softened and began to melt. One by one the feathers fell out and floated slowly down. The wings became smaller and smaller.

Then Icarus fell. He plunged straight down like a falling star and disappeared into the silent sea. And Daedalus flew on weeping bitterly, "Oh Icarus, my son, my son."



#### Activities

In pairs or groups talk about the following.

1. What do you think about these statements?
  - (a) It was Daedalus's fault that Icarus died.
  - (b) Icarus was proud like his father.
  - (c) Daedalus flew to Greece, and killed himself.
  - (d) Daedalus flew to Greece and married and had a fine family.
  - (e) It is possible for people to fly with feathers on their arms.
  - (f) Icarus felt no fear.
  - (g) Daedalus loved his son dearly.
  - (h) Icarus died because he was proud.
2. Write down the names of the three main people in the story.

Which of the adjectives in the box describe each person? Use the glossary at the back of the book to help you.

boastful	young	brave	powerful	angry	inventive
happy	cruel	proud	excited	clever	thoughtless

### 3.6 Read, talk and write.



Here are two poems about children who have died.

My daughter was like a sparkling river,  
But now she's gone.  
My glass is dry and empty.  
My tears are like monsoon rain.

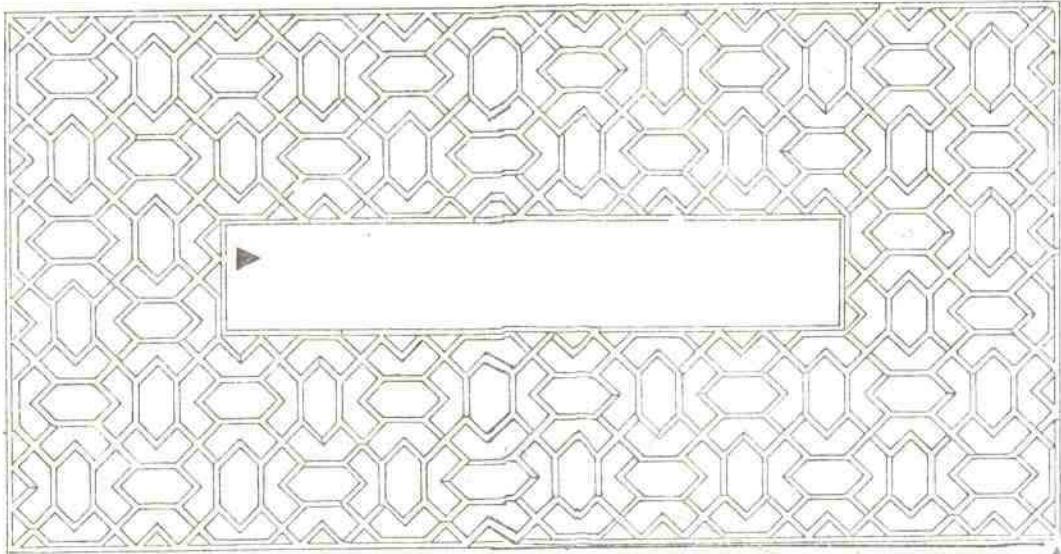
My son was like a golden lion,  
But now he's gone.  
My mirror is broken and dirty.  
My heart's like a heavy stone.

Imagine you are Daedalus. Write a poem like this about Icarus. Try to show how sad you feel. Read it aloud to the class. Then write it neatly on good paper and illustrate it.

### 3.7 Puzzle



Can you find your way to the centre of the Minotaur's maze?

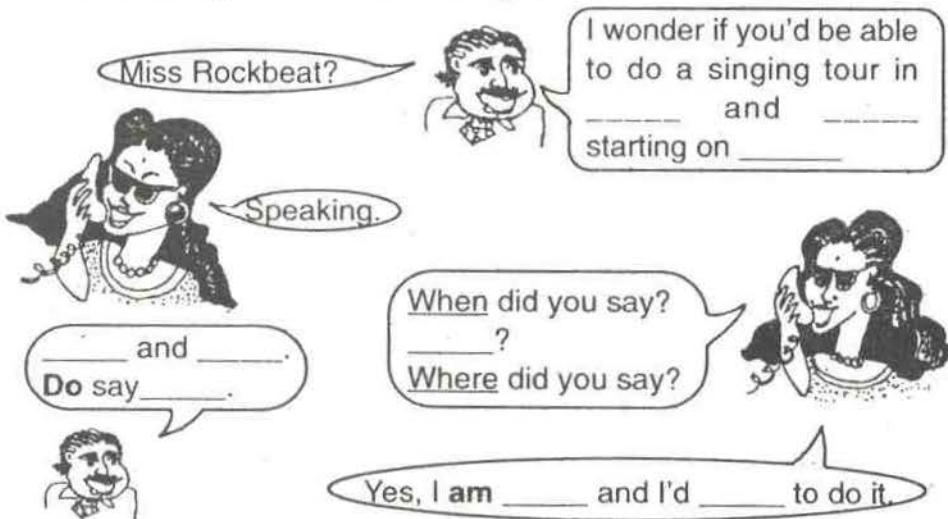


### 3.8 Listening.



(a) Miss Rockbeat's manager telephoned. She couldn't hear very well because it was a bad line. Look carefully at what was said. Miss Rockbeat needed to ask the Manager to repeat the information, so she stresses the question word.

Listen carefully and find the missing words.



(b) Later, another manager rang Miss Rockbeat. Complete this conversation and perform it in pairs.

He asks Miss Rockbeat to make a film in India in April.

I wonder if \_\_\_\_\_?

She checks the date.

When \_\_\_\_\_?

He replies.

In \_\_\_\_\_.

She checks the place.

Where \_\_\_\_\_?

He replies and tries to persuade her.

In \_\_\_\_\_. Do \_\_\_\_\_.

She apologises and explains that she isn't free.

I'm sorry, but I'm not able to do it  
because \_\_\_\_\_.

### 3.9 Checking up.



- Extra information about people.

Mr. Dangol, who owns the shop, isn't here at the moment.



The prize is for the girl who wrote the best poem.

Notice the stress and intonation.

- Describing by using "like".

They sang like birds in spring.

His eyes were like deep water.

A computer keyboard is like a typewriter.

Don't confuse this with the verb 'to like'.

I like swimming.

They like English best.

- Asking for a repeat of information.

"You must meet Shambhu at ten o'clock at the traffic-lights".

"Who must I meet?" "Shambhu".

"What time shall we meet? "Ten o'clock".

"Where must we meet?" "At the traffic lights".

- Practice.

- Complete these sentences in interesting ways.

(a) My friend, who \_\_\_\_\_, walked to school with me.

(b) Please can I meet the brave student who \_\_\_\_\_.

(c) The stars were bright like \_\_\_\_\_.

(d) At school I like \_\_\_\_\_ but I don't like \_\_\_\_\_.

(e) The boy who \_\_\_\_\_ ran like a \_\_\_\_\_.

- Complete this telephone conversation with words from the box.  
Practise it with your partner.

sorry  
accident  
night  
that  
now  
outside  
happen

"Hello, is \_\_\_\_\_ Kamala?"

"Speaking."

"This is Puspa. Have you heard, Preeti was in an \_\_\_\_\_ last night, \_\_\_\_\_ her house"

"Who did you say?"

"Preeti".

"When did it \_\_\_\_\_?" "Last \_\_\_\_\_".

"Oh, I am \_\_\_\_\_. Where is she \_\_\_\_\_?"

## 4

## ANIMALS IN CHITWAN

4.1 Read and answer these questions, then read more slowly and do the activities.



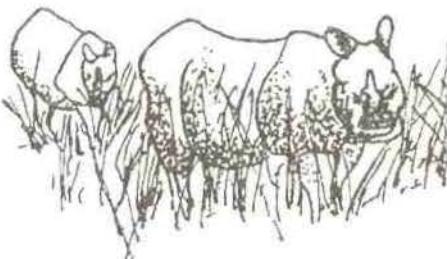
How many different animals do we learn about?

Which are the biggest, smallest, longest, most dangerous, and most common of the animals they see?

After leaving Kathmandu the balloon flew low over the Chitwan National Park. It flew near the treetops. Mina was busy filming the animals. In the film they talk about what they can see.

"Now we're looking at a mother and baby one-horned rhinoceros. Chitwan has been a sanctuary for rhinos since 1964 and now there are more than 400 here. They can be dangerous and you must be careful when you are near them," said Iswor.

The balloon flew low over the Rapti River. Shanti noticed a gharial crocodile on a sandbank in the middle of the river. They could see its long row of teeth, as it lay with its mouth open. Asha told them that gharials can be six metres long. They don't kill animals but they eat fish. In 1987 there were only 200 left. Now there is a hatchery. That's a place where the eggs and small gharials are kept safely. Then, when they are big, they are put back in the rivers.



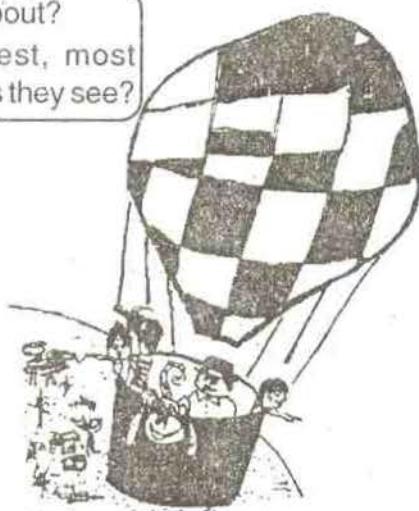
"Oh, look at all those spotted deer," said Shambhu, "aren't they beautiful! There're about twenty I think. Look at that one's antlers. They haven't all got them, have they?"

"No, those are *chittal*. Only the males have antlers. They use them for fighting each other," Iswor explained.

The balloon landed gently in an open space, and everyone climbed out. They went to the elephant breeding farm.

A mahout told them that elephants live for seventy or eighty years, and they can learn as many as twenty or thirty commands. They eat about 200 kilos of fodder and drink 200 litres of water every day.

"Look, the elephant lying down over there is our biggest. It weighs 4,500 kilograms", he told them.



**Activities:**

1. Fill in the boxes using words from the story. Check that you are correct by looking in the glossary.

N	O	T	I	C	E	D
S						
S						
A						
F						
M						

Saw that something is there.

A safe place, where animals can't be killed.

Covered with small circles or dots.

The long horns of a deer.

Grass and leaves cut to give to animals.

A man who rides and cares for an elephant.

2. True or false?

- (a) Nepali rhinos have only one horn; but there are other kinds which have two horns.
- (b) Crocodiles often lie with their mouths open to cool down.
- (c) Deer use antlers to kill animals for food.
- (d) A breeding farm is one which produces meat for eating.
- (e) In one day an elephant drinks as much as 100 people.
- (f) Rhinos have been protected in Chitwan for more than 30 years.

3. 'Animals in Chitwan' has five paragraphs. Match the number of the paragraph with the content of the paragraph.

Paragraph	Content of paragraph
1	gharials
2	the balloon and balloonists
3	elephants
4	deer
5	rhinos

4. In your exercise book write one interesting fact about

- (a) a rhino
- (b) a gharial
- (c) an elephant.

## 4.2 Study, discuss and complete.



1. Giving more information about things.

That book is very exciting

Which book?

The book which I read last night.

The book that I got from the library.

The book that my friend lent me.

The book which is on the table.

The clause which gives us more information starts with "which" or "that".

2. Fill in the spaces with the clauses from the box.

which Mina had lit

that I've lost

which were nearly extinct

that's on the table

which the children won

that arrived later

(a) Please help me find the money *that I've lost*.

(b) The prize \_\_\_\_\_ was a filming trip in a balloon.

(c) That night they sat round a fire \_\_\_\_\_.

(d) Rhinos, \_\_\_\_\_, are now increasing.

(e) The truck \_\_\_\_\_ was full of equipment.

3. Sometimes we can omit (leave out) "which" and "that". We can say, "The elephant that is lying down over there is our biggest!". What did the driver actually say?

Read sentences (a) (b) (c) above leaving out 'that' or 'which'. You cannot do this for the last two sentences.

## 4.3 Fun with words.



Ballooneatidyoungharialandededeerhinorange

Can you find all the words in this snake? The last letter of one word is the first letter of the next word. Take turns going round the class adding words to make a word snake.

tremendous

seven

newspaper

Then make your own snake in your exercise book.

## 4.4 Writing.



### Revise the use of the simple present tense.

1. We use this tense for giving information about things which are always true. Remember to add an 's' if the person or thing doing the action is singular. Put the following verbs in the information about elephant calves.

stay

weighs

sucks

start

An elephant calf \_\_\_\_\_ about 100 kg when it is born. It \_\_\_\_\_ milk until it is 4 years old. Calves \_\_\_\_\_ with their mothers for 10 years, and \_\_\_\_\_ breeding when they are 15 years old.

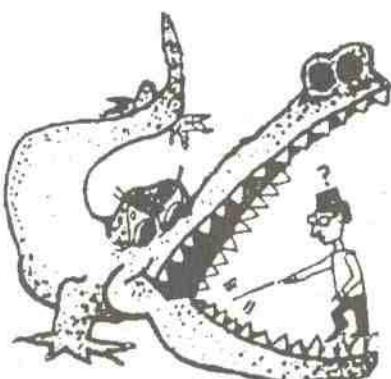
2. Write 3 interesting sentences about each of the following:

- (a) Chankhay is Shambhu's clever monkey. He \_\_\_\_\_. Also \_\_\_\_\_. \_\_\_\_\_
- (b) Buffaloes
- (c) My favourite teacher
- (d) Tharu people

## 4.5 Read, discuss, and chant this poem together.

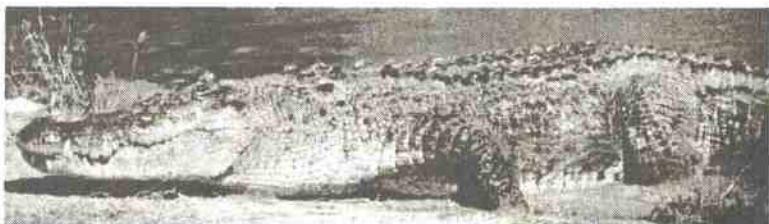


Clap on the underlined syllables. You need to clap at the end of four of the lines.



If you should meet a crocodile,  
Don't take a stick and poke him. \_\_\_\_\_  
Ignore the welcome of his smile.  
Be careful not to stroke him. \_\_\_\_\_  
For as he sleeps beside the Nile.  
He thinner grows and thinner. \_\_\_\_\_  
And whenever you meet a crocodile.  
He's ready for his dinner. \_\_\_\_\_

What three warnings are we given?  
Why do we need warning?



## 4.6 Listening



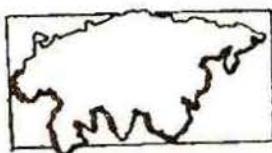
1. Crocodiles and their relations, called crocodilians, are very interesting. You will hear part of a radio programme about them. Before you listen, look at the pictures below and discuss these activities together.
  - (a) Point to the maps of Africa, Asia, Australia, South America, North America and one showing the position of Nepal.
  - (b) Read the names of the four kinds of crocodilians and look at their pictures. In what way are they different?
  - (c) What do you know about crocodiles already?
2. Listen to the radio programme; match the names and pictures and the number of kinds of each.



ALL CROCODILIANS



CROCODILES



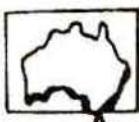
ALLIGATORS



CAIMANS



GHARIALS



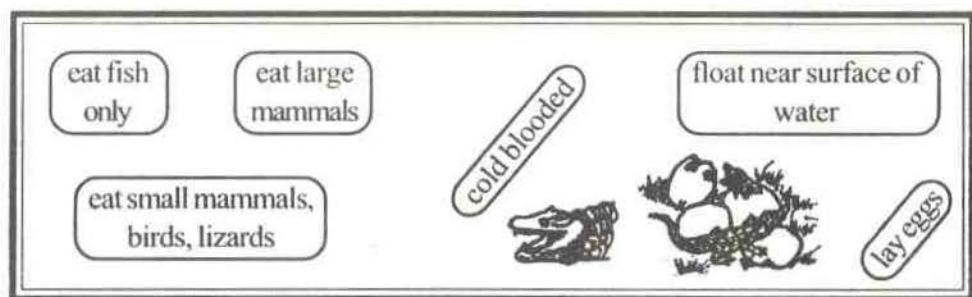
14 kinds

1 kind

2 kinds

5 kinds

3. Listen again, and find out which map matches which crocodilian and which information matches. You may need to listen two or three more times.



4. Measure six metres in your classroom. Would a gharial fit?

5. Listen again, and discuss these questions.

(a) Why do crocodilians lie with their mouths open?

(b) What is a reptile?

6. Choose one kind of crocodilian.

On a piece of paper or in your exercise book, draw a good picture and write 4 or 5 interesting sentences about it. Remember, the first sentence will give the name, the other sentences will use "they". Look at this outline, which is for crocodiles.

Crocodiles live \_\_\_\_\_. They \_\_\_\_\_.  
\_\_\_\_\_. Like other reptiles, they \_\_\_\_\_.  
They \_\_\_\_\_.

#### 4.7 Group discussion



(a) Make groups of three or four students.

Look at the list of things in the box. Try to write them in order of size, starting with the biggest. Try to find out accurate information. You may not agree about everything. Groups share their lists, and discuss any disagreements.

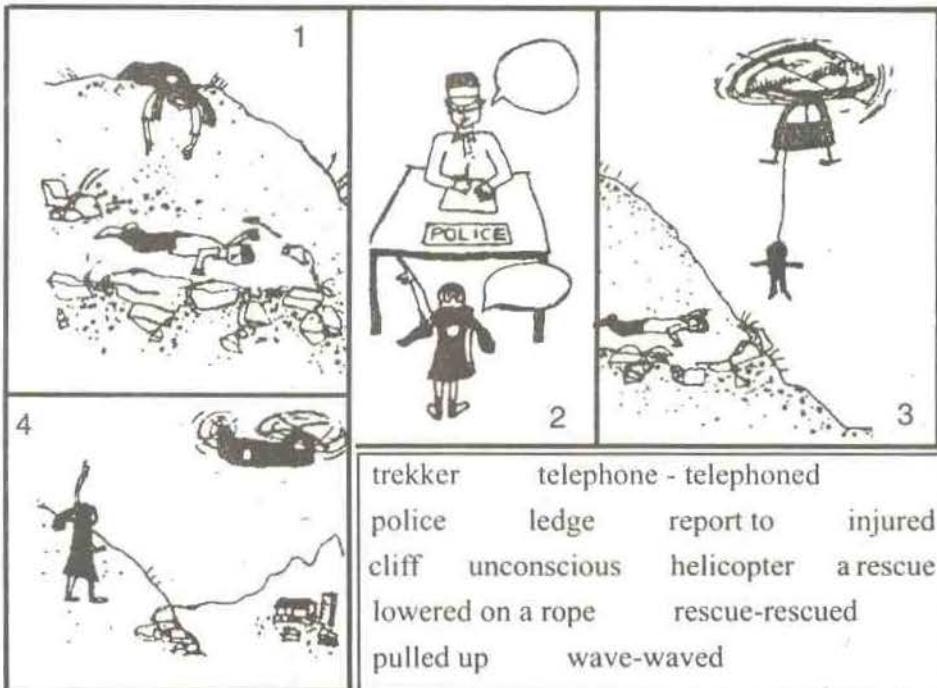
blue whale	elephant	American alligator	
Chinese alligator	truck	tree	cow
mosquito	the King's palace	axe	bus

(b) Now use the same things, but put them in order of how dangerous they are. Start with the most dangerous. You can argue, but try to give your reasons.

#### 4.8 Telling and writing a story.



- Look carefully at the pictures, and the list of words which will help you. Discuss the pictures with your partner. You can choose names and places. Answer all the questions, and write down your answers.



trekker	telephone - telephoned		
police	ledge	report to	injured
cliff	unconscious	helicopter	a rescue
lowered on a rope		rescue-rescued	
pulled up	wave-waved		

- What's the girl's name? Where does she live? What did she see?
  - Was the man alive or dead? Was he a villager or a trekker?
  - What did the girl do? What did she say?
  - What did the policeman do? What did he report? Who did he speak to?
  - How long did they wait? What came?
  - Who was lowered on a rope? What did he do? How did he get the man into the helicopter? Where did he take him to?
  - What did the girl do? Did she meet the trekker again? Did he live or die?
- Tell half the story to your partner. Your partner will tell you the other half.
  - With your partner, write the story, using the past tense. When you write what people said, use inverted commas. Here is an example:  
"I'll telephone for help," the policeman said.  
Check your writing carefully and ask your teacher to correct any mistakes.
  - Draw one or more of the pictures and write the story neatly, with no mistakes. Choose a good title.

## 4.9 Checking up.



1. Extra information: who, which and that clauses.



They met Raj **who** drives the school bus. (A person)

Can you remember the name of the animal **that** has antlers? (animal)

The eggs **which** Ram bought are all bad. (thing)

2. Simple present is used for routine behaviour, for 'always true' information and sometimes for story telling.

We call the register every morning.

The sun rises exactly in the east on March 22nd each year.

Slowly, the witch opens the door and the children stand in terror.

3. Practice

- A. Make these pairs of sentences into one sentence. You must decide which information to put in the main sentence:

**Example:** *The boy is asleep. He's my brother.*

*The boy who's asleep is my brother. or The boy who's my brother, is asleep.*

- (a) The picture is on the wall. It's mine.  
(b) Look for the books. They haven't been returned.  
(c) The girls won the shield. They had practised hard.  
(d) Balloons are not common in Nepal. They carry passengers.  
(e) The eggs are all broken. Chankhay was carrying them. (Omit 'them')

- B. The verbs are muddled. Spell them correctly to complete the sentences.

- (a) A teacher \_\_\_\_\_ questions. (ssak)  
(b) Ram \_\_\_\_\_ very hard. He \_\_\_\_\_ big loads. (sowrk, rracsie)  
(c) I \_\_\_\_\_ when I'm happy. (msiel)  
(d) Some students \_\_\_\_\_ all evening on the telephone. (ktal)  
(e) An astronomer \_\_\_\_\_ stars. (udtssei)

- C. Complete this dialogue in any way you like and practise it.

"Hi, where are you going?"

"\_\_\_\_\_"

"Oh, so am I. Shall I come with you?"

"\_\_\_\_\_. Your sister isn't coming, \_\_\_\_\_?"

## 5

## A TRAVELLER AND A CONQUEROR

### 5.1 Reading.



- A. Study the map carefully, then read about a famous traveller. As you read, decide which place names go in the spaces. Use the map to talk about Marco Polo.

**MARCO POLO'S JOURNEY**



Marco Polo was born in Venice, a city in Italy, in about 1254. Venice was a very important trading centre, and Marco's father and uncle travelled as far as Asia, buying and selling different goods. When Marco was seventeen, he left Venice with his father Niccolo. They went by boat to \_\_\_\_\_, and then they travelled right across central \_\_\_\_\_. Bandits attacked them. They struggled with camels across the cold, dry \_\_\_\_\_, and four years later, in 1275, they arrived at \_\_\_\_\_, the capital city of the Emperor of China, Kublai Khan. They were the first Europeans for many hundreds of years to visit the great country of \_\_\_\_\_. They became friends of Kublai Khan. They travelled all over China in his service.

- B. (a) Read more about Marco's life and answer these questions.

What four things which he saw in China, amazed him?

What did people think about his book?

After seventeen years in China, Marco and his father wanted to go home, but Kublai Khan wanted them to stay. At last he sent them as

ambassadors to Persia and from there they were able to return to Venice. Sailors from another city, Genoa, attacked Venice, and Marco was caught and put in prison. While in prison he dictated an account of all his adventures to a friend called Rusticello. When Marco Polo was released he published this as a book. These are some of the things people said about the book.

Have you read this?  
It's fantastic.  
No one can believe it.

It's nonsense ! An animal  
with a mouth big enough to  
eat a man ! He made it up.

He says that it looks like a piece of wood ten feet long with big eyes, floating in the river. It has short legs, and long sharp teeth. It can't be true !

He says that rich people take baths inside their homes !

And money made of paper !

Long wide roads paved with stones. It's ridiculous.



- (b) Practise saying what people said about the book. Sound very surprised. You can't believe it is true.
- C. Discuss these statements and decide which are true and which are false. Give your reasons.
1. Marco was the first European to describe a crocodile.
  2. In Europe in the 13<sup>th</sup> century there was no paper money.
  3. Rusticello could write. Perhaps Marco couldn't write. We don't know.
  4. Everyone who read Marco's book believed it.
  5. Marco worked hard for Kublai Khan.
  6. In China, Marco Polo saw good paved roads. Roads in Europe in the 13<sup>th</sup> century were probably rough and muddy.
  7. China seemed a very developed country at that time.
  8. Nowadays, China has the biggest population in the world.
  9. The Gobi Desert is in North Africa.
  10. Marco and his father used yaks to help them carry their goods.
  11. Marco Polo was a European.

## 5.2 New language.



A. Study and discuss how to report statements.

"It has sharp teeth", he said. This is DIRECT SPEECH.

He said that it had sharp teeth. \_\_\_\_\_ This is INDIRECT SPEECH.

He told them that it had sharp teeth. \_\_\_\_\_

He said... \_\_\_\_\_ are reporting clauses.

He told them \_\_\_\_\_

You can use other verbs such as wrote, explained, shouted, whispered.

After 'told' you must use a name or a noun or a pronoun.

He told them ... She told the boy ... ... ... We told Ram... ... ...

'that it had sharp teeth', is the reported clause.

When the reporting clause is in the past tense (for example said, told), the verb in the reported clause changes and becomes further back in time. You might need to change pronouns and time words too.

Complete these reports, orally and in your exercise book.

(a) He said that there was a peacock in the tree. There's a peacock in the tree.

(b) I can fly! Icarus shouted that he \_\_\_\_\_.

(c) He said that he had seen \_\_\_\_\_ I saw a wall thousands of kilometres long.

[The past tense changes to had+past participle]

(d) I swam across the river and escaped. She said that she had \_\_\_\_\_ and had \_\_\_\_\_.

(e) He said It's raining.

(f) I met my friend yesterday. She said that \_\_\_\_\_ had \_\_\_\_\_ her \_\_\_\_\_ the day before.

(g) They \_\_\_\_\_ they had \_\_\_\_\_ the week before. We went to the bazaar last week.

(h) I'm hungry. He said \_\_\_\_\_.

(i) I've finished She said that she \_\_\_\_\_ finished.

- B. Now learn when not to change the tense of the verb.
- When the reporting clause is in the present tense.  
It says in the letter that he has broken his leg.  
He says that you are very welcome. Gharials eat mostly fish.

- When the statement is always true.  
She told them that gharials eat mostly fish.

Most people in Hong Kong speak Cantonese.

He said that most people in Hong Kong speak Cantonese.

Then they put their hands up..

- When you are telling someone about a story you have heard.

He said that then they put their hands up.

### 5.3 Listening.



You are going to hear a teacher and a student talking. Then you will write an exact report of what you hear. Write this outline in your exercise book. Listen very carefully to the whole conversation, and then sentence by sentence. Notice there is one command to report.

The teacher told the students that they \_\_\_\_\_ need \_\_\_\_\_ rulers in the next lesson.

Prem said that he \_\_\_\_\_.

So the teacher told \_\_\_\_\_ to \_\_\_\_\_ with \_\_\_\_\_.

But Prem replied that it \_\_\_\_\_ friend's \_\_\_\_\_ that he \_\_\_\_\_.

### 5.4 Talking.



Practise reporting statements.

Two students, A and B, go outside the classroom. A tells B something. B comes in and says to the class "Ram told me that \_\_\_\_\_."

A comes in and repeats what he said. Everyone checks that B's reporting was correct.

(Say things you did earlier, or something that is always true, or things you plan to do.)

## 5.5 Reading.



Read silently and answer the question, then do the activities.

Kublai Khan, the friend of Marco Polo, was the grandson of one of the most cruel, frightening and powerful men that has ever lived.

Why were people so frightened of him?

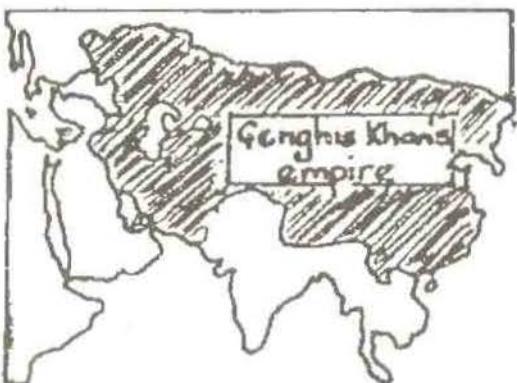
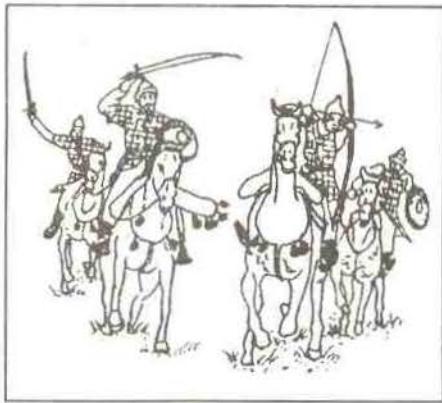
### Genghis Khan

Genghis Khan was born in 1162, the son of a chief of a tribe which lived in north-east Asia. There were many tribes or groups, all called Mongols. They rode horses and kept sheep, goats and cattle. Genghis Khan's father was murdered when he was a small boy. When he was older he trained his soldiers and made a great army. Genghis Khan means 'Prince of all that lies between the Oceans.'

With his fierce, ruthless army he tried to conquer the world. It was an army of skilled horsemen. Each soldier had five horses.

The army burned and looted villages, attacked at great speed, and used arrows, and bombs made from gunpowder. By 1206 the Mongols controlled most of Northern Asia including China itself, and even parts of Europe. In 1227 Genghis Khan died. His four sons divided the great kingdom. Kublai Khan was Genghis Khan's grandson. He conquered the rest of China and ruled it for many years. He had a winter and a

summer capital. Marco Polo came to his summer capital. The great king and Marco became friends, and for seventeen years Marco served Kublai Khan. He travelled all over the vast kingdom of China. He saw many things which surprised him.



### Activities:

1. Find the four words below in the passage and choose the word or phrase from the three given which has a similar meaning.

ruthless	without pity/tired/full of energy
loot	to build/to steal everything/to burn
vast	rich/mountainous/very big
murdered	made king/killed/died

2. Complete these sentences.

(a) Genghis Khan's father was chief of a tribe which ...

(b) His father was murdered when ...

(c) When his army attacked, they ...

(d) He was ..... when he died.

3. Write out the following passage, filling in the blanks with a suitable word from the box below.

Marco Polo \_\_\_\_\_ one of the most \_\_\_\_\_ travellers of all history. At the age of seventeen he \_\_\_\_\_ Italy with his \_\_\_\_\_ and uncle. It \_\_\_\_\_ them more than three years to cross the mountains and \_\_\_\_\_ of Asia. In 1275 they \_\_\_\_\_ the palace of Kublai Khan, the great \_\_\_\_\_ of China. Kublai Khan was the grandson of the great \_\_\_\_\_ Khan who had conquered the \_\_\_\_\_ of Northern Asia and Eastern Europe with his \_\_\_\_\_ of horsemen. By then, Kublai Khan ruled a large empire more advanced in many \_\_\_\_\_ than \_\_\_\_\_ in Europe.

whole	was	took	famous	reached	left	army	father
Genghis	deserts	ways	Emperor	countries			

4. True or False? Write the true sentences and correct the false ones.

(a) Genghis learned his skills from his father.

(b) Mongols are the people who live in north-east Asia.

(c) Genghis conquered modern Iran, Iraq, China and parts of Russia.

(d) Kublai Khan was one of Genghis Khan's four sons.

## 5.6 Pair work



(a) Miss Rockbeat's first concert is in Hong Kong. Practise her conversation with your partner. She is going up the high "peak" on the cable railway.



### Fact box

160 years ago H.K. was an empty, rocky island. Now 6 million people live on 1067 square km. 2% of the people farm or fish so most food is imported. Everyone else works in factories or businesses. 3 million tourists visit each year. Hong Kong became part of China in 1999.

(b) With your partner ask these questions and give true answers.

Have you ever

- been to Kathmandu?
- ridden a bicycle?
- seen an elephant?
- visited Hong Kong?
- been late for school?
- failed an exam?
- written to a newspaper?
- been to a pop concert?
- milked a buffalo?
- been angry?

No, never.

Yes, once or twice.

Yes, often.

Yes, lots of times.

Will you

- fail your exam? I hope so.
- pass your exam? I hope not.
- come to school tomorrow? Yes, certainly.
- steal this money? Certainly not.

## 5.7 Checking up.



### 1. Reporting statements.

He says that it's raining.	It's raining.
He said (yesterday) that it was raining.	
He said that it always rains in July.	It always rains in July.
He said that it had rained the day before.	It rained yesterday.
He told them that it would rain the next day.	It'll rain tomorrow.

### 2. Using the present perfect tense and simple past.

Compare these sentences.

Yes, I've been to India.	(Sometime in the past.)
Yes, I went to India last year.	(At a stated time.)
He's finished!	(Now)
He finished at 5 o'clock and went home.	(Yesterday)
He's attended school regularly.	(All this term until now)
He attended school regularly	(In the past)

### 3. Practice.

#### (a) Look back at 5.1 and answer these questions.

- 1) Name two European countries and two Asian countries.
- 2) Describe the climate of the Gobi Desert.
- 3) How long did the Polo's journey to Pekin take?
- 4) What was Marco's father's full name?
- 5) Who was Kublai Khan?

#### (b) Yesterday you listened to the following headlines.

Today is the 10th anniversary of the start of SAARC.  
Yesterday the King visited Humla district and met local farmers.  
Weather: it will be fine nearly everywhere.

Write a report of what you heard.

"It said that that day *was the* ... ...  
Then it said that the day before, the king ... ...  
Finally, it said that ... ...

## IN JANAKPUR

### 6.1 Reading.

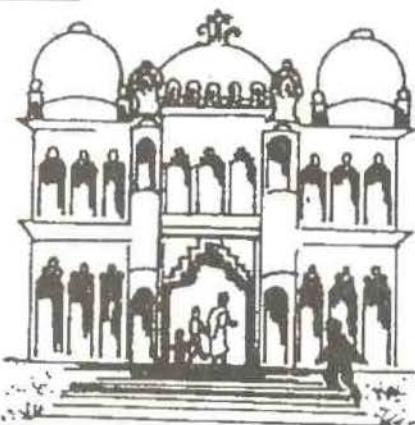


The film party have flown east and spent a few days exploring and filming. Shambhu writes notes in his diary to help him remember everything. Read and answer this question.

**What did they see and what didn't they see?**

MONDAY, MARCH 14

At Janakpur. Visited the Janaki Mandir where they found a gold image of Sita in 1657. Temple dates from 1911. I described it to Jyoti. Looked at more than twenty ponds and talked to holy men who stay at special hotels called Kutis. They told us that we'd missed the big annual walk, 8 kilometres long, all round the city. It was last week. 10,000 people came. Janakpur was the capital of the Mithila Kingdom between two and three thousand years ago. Nearly everyone here speaks Maithili.



TUESDAY, MARCH 15



Houses have beautiful paintings on the walls. Black lines with bright reds, yellows and blues. We described them to Jyoti. She could feel the black outlines. Noticed Chankhay was missing and spent hours searching for him. What a relief to find him! Had a great ride on the railway.

THURSDAY, MARCH 17

Flew the balloon over the Koshi Barrage. It is a set of gates across the SaptKoshi river, and makes a big lake. Flew over the Koshi Tappu Wildlife Reserve where there were nearly 200 wild buffaloes. We saw two. Big floods killed a lot of them in 1985, but the main problem now is they inter-breed with domestic buffaloes.

**When you write a diary you often do not write the pronoun at the beginning of each sentence.**

**Read the diary aloud putting 'I' or 'We' before the verbs where necessary.**

## 6.2 Reading dialogue aloud and discussion.



Later, Shambhu's friends asked him what Chankhay had done. Read their conversation with your partner.

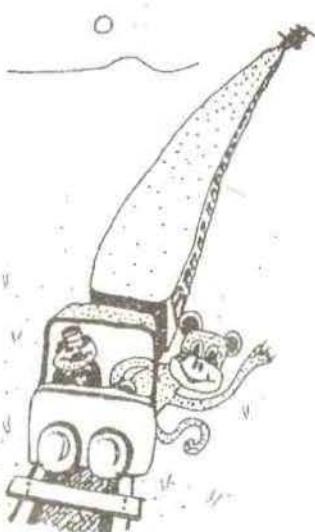
"Well, we'd looked everywhere for him. At last we went to the railway station."

"Railway station? In Nepal?"

"Yes, Janakpur has one railway line going east and one going west. Both are 30 km long. Well, the train was just arriving. And there was Chankhay on the footplate of the engine, where the driver and fireman stand. He was driving the train and waving to us."

"Was the real driver there too?"

"Oh yes, he was keeping an eye on everything. We were so pleased to see Chankhay. He was chattering with excitement. The driver asked Jyoti if she'd like to drive too and she went up onto the footplate. The rest of us travelled in a first-class carriage. Not very comfortable, but great fun!"



Discuss, then write short answers. You need to look at 6.1 and 6.2

- 1) When was Janaki Mandir built?
- 2) When does the walk round the city take place?
- 3) Find a word meaning 'once a year'.
- 4) When did Shambhu fly over the Koshi Barrage?
- 5) 'We saw two...' wrote Shambhu. Two what?
- 6) Why did Shambhu "describe it to Jyoti"?
- 7) The picture of Janaki Mandir is accurate. What do you think about the picture of the train?  
Why do you think the artist drew it like this?
- 8) What do you think "keeping an eye on" means?
- 9) What verb is used for a monkey "talking"?  
You can use this verb to describe students talking in class!
- 10) What is a diary?

### 6.3 New language.

- A. Study how to give extra information about places.  
1. Find these sentences in Exercises 6.1 and 6.2

Flew over K.T. Wildlife Reserve ..... buffaloes.

Chankhay was on the foot plate ..... stand.

Inside a main sentence we can add a "where-clause" to give extra information about a place. The word 'where' comes straight after the name of the place.

2. Complete the following sentences with "*where*-clauses".

I was born

we had a picnic last week.

we keep the video.

they have many pilgrims.

I put some money.

- (a) The house *where I was born* is in the bazaar.  
(b) Let's go to the island \_\_\_\_\_.  
(c) He was sitting in the room \_\_\_\_\_.  
(d) The pocket, \_\_\_\_\_, has a hole in it.  
(e) Janakpur is the place \_\_\_\_\_.

3. Add an interesting '*where*' clause in each sentence.

(a) I Went to the Chitwan National Park where\_\_\_\_\_.

(b) Mount Everest, \_\_\_\_\_, is in Nepal.

(c) The house \_\_\_\_\_ was buried by a land-slide.

- B. Find out how to report questions.

There are two main kinds of questions.

What are they?

1. *Wh*-questions

Where is the book?

He asked me where the book was.

'Is' changes to \_\_\_\_\_ and moves to come \_\_\_\_\_ the noun, not before. A reported question doesn't need a question mark.

What did you see?

She asked me what I had seen.'

'Did you see' is a past tense question, so we change the tense, and put the verb after the pronoun.

2. Yes-no and tag questions.

[Are you a student?] She asked him if he was a student.

I asked him if he had won. [You won, didn't you?]

Have you been to England? They asked me whether I'd been to England.

[They'll come, won't they?] He asked if they would come.

**Note:** After 'asked' we can put names or pronouns, or we can just report the question.

We can use 'if' or 'whether' to introduce the question.

- Find a reported question in Exercise 6.2 What did the driver say?
- Read this report of a quiz. Ask the questions and try to give the answers. You can do this in class or with your partner.

The teacher asked team A when the Second World War had ended. Then he asked team B if hydrogen is a gas or a liquid at normal temperatures. Both teams answered correctly, so team A was asked whether Genghis Khan had ruled Nepal and team B was asked where Marco Polo came from.

**Example:** When did the Second World War end?

- Questions can be invitations.

Study and complete:

Would you like to  
come home with me?

I asked him if *he'd like to come home with me.*

I asked her if \_\_\_\_\_

Would you like to  
play volleyball?

- Report these questions.

i) "Shambhu, where are we going next?" said Shanti.

ii) "Have you finished?" the teacher asked us.

iii) "Can you all swim?", the captain asked.

iv) "Prime Minister, when did you open the hospital?" asked Mr. Jha.

## 6.4 Listening.



(a) Look at the pictures and discuss the questions.

Are the people friends, relations or strangers?

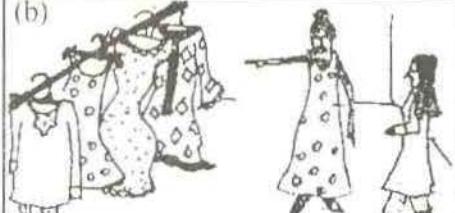
Where are they? What are they doing?

What do you think they are saying?

(a)



(b)



(c)



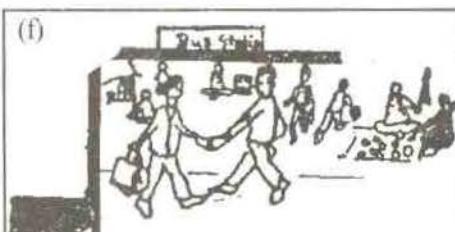
(d)



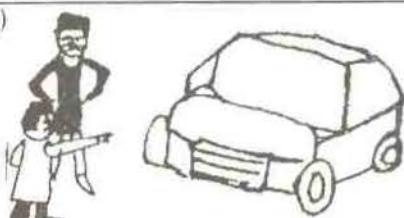
(e)



(f)



(g)



(h)



(b) Listen twice to the dialogues 1 to 8.

Which picture matches each dialogue? Link Pictures (a) - (h) with dialogues 1-8. The first one is done for you. When you check your answers remember the dialogues and practise them with your partner.

Example 1 = (g)

## 6.5 Writing



(a) Look carefully at the pictures below. With a partner discuss your own answers to these questions.

1. Who are the people? What are their names? How old are they?  
What are their jobs? Who are in their families?
2. Where are they? Why are they there?
3. What are they doing?
4. What are they saying?
5. What happened five minutes afterwards?



(b) For each picture write a short description and dialogue.

You can use the outline below, if you want to. Check your partner's spelling, punctuation and sentence structure. Check with your teacher, then draw the pictures and write the dialogues neatly.

Yesterday \_\_\_\_\_ was showing \_\_\_\_\_ his \_\_\_\_\_  
" \_\_\_\_\_ " asked \_\_\_\_\_.  
"Oh, that's \_\_\_\_\_" replied \_\_\_\_\_.  
" \_\_\_\_\_ " screamed \_\_\_\_\_.  
" \_\_\_\_\_ " shouted \_\_\_\_\_, "Quick, \_\_\_\_\_!"  
"Can you \_\_\_\_\_?" she asked.  
" \_\_\_\_\_ " he gasped. He \_\_\_\_\_ and she \_\_\_\_\_

(c) Write your descriptions again, but this time don't write the actual spoken words, but use reported speech

## 6.6 Listening, singing, drawing and talking.

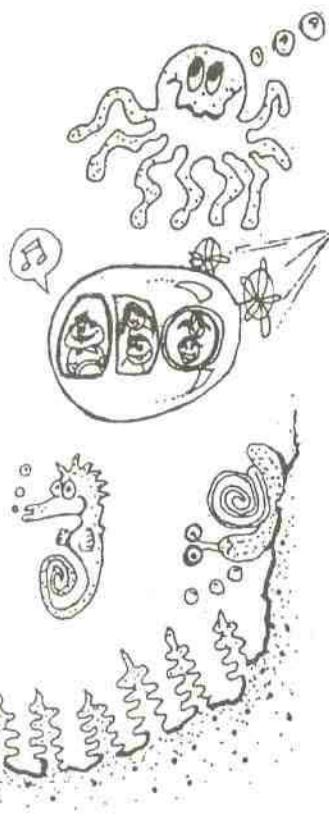


- (a) Miss Rockbeat often sings songs which the Beatles wrote. The Beatles were a pop group who were famous in the 1960s. Listen to the cassette or to your teacher or read the song, and put these words in the spaces.

told sailed dreams the yellow was who In Till

### THE YELLOW SUBMARINE

In the town where I \_\_\_\_\_ born  
Lived a man \_\_\_\_\_ sailed the sea.  
And he \_\_\_\_\_ us of his life,  
\_\_\_\_\_ the land of submarines.  
So we \_\_\_\_\_ out to the sun.  
\_\_\_\_\_ we found the sea of \_\_\_\_\_  
And we live beneath \_\_\_\_\_ waves.  
In our yellow submarine.  
We all live in a yellow submarine,  
A yellow submarine.  
A yellow submarine.



- (b) Learn to say or sing the song.  
(c) In groups draw a yellow submarine, an octopus, a shark, a whale, a sea horse, and a fish. Show these to the class and sing or chant the song. Then tell the class what you can see out of the window of your submarine.

**Answer these questions:**

1. What do we call a man who sails the sea?
2. What is a submarine?

## 6.7 Checking up.



### 1. 'Where' clauses.



The house where the artist lives is very old.  
We went to the shop where we'd arranged to meet.

### 2. Reporting questions.

He asked where the shop was.  
He asked who had bought the picture.  
She asked me what I would say.  
He asked if it was true.  
I asked him if he could come the next day.  
He asked them whether they had finished their work.

### 3. Practice.

- (a) Draw speech "bubbles" showing what was said for all the reports in (2) above. The first is done for you.

He asked where the shop was. Where's the shop?

- (b) Mrs. Yadav is speaking to the class. Report what she said.

Use      Mrs Yadav said that \_\_\_\_\_

                She told them to \_\_\_\_\_

                She asked them \_\_\_\_\_

Finish your  
work quickly.

Can you see  
the board?

The minister opened the  
hospital yesterday.

- (c) Do this with the whole class, or in groups of 8 to 10 students. Everyone asks the person on their right a question, and receives a reply.

Then go all round reporting to the group.

"Sita asked me if \_\_\_\_\_ and I replied that \_\_\_\_\_"

- (d) Make these into questions by adding tags.

He walked to school, \_\_\_\_\_?

You'll come, \_\_\_\_\_?

They don't live here, \_\_\_\_\_?

She isn't coming, \_\_\_\_\_?

- (e) Make these statements into Yes/No questions.

Male sea-horses care for the eggs in a pouch.

Sir Paul McCartney was one of the Beatles.

Chankhay rode on the footplate.

Chankhay likes bananas.

## 7

## ELLEN'S MOUNTAIN

### 7.1 Reading.



Read part one of Shyam's story and do the activities. This is a story about the people who lived in the mountains of Scotland. In the 1740's they were fighting the English.



Ellen sat leaning against a rock. The sun shone warmly. Her feet told her where she was. She knew the feel of sand and stones and different kinds of grass. Ellen was fourteen and she was blind. But she knew the sound of birds' wings and their songs. She knew the feel of things. Round and smooth like eggs, rough like rock, soft like her dog's fur. And she knew the smell of flowers and fruit.

Ellen's father and brothers were away fighting the English. She felt sad because she couldn't go too, because she was a girl, and she was blind. But she looked after her father's goats. She knew each one. When Ellen called, they came. When she played her pipe they followed her up the steep mountains. It was a happy life.

Then one night her brother, Callum, came home. "Ellen, I have come for you", he said. "We need you. Stewart, our commander, wants you to come." So Callum took Ellen to the fighters' camp. Stewart, the commander, spoke to her.

"Listen Ellen. We are a hundred men. Behind us is the river. In front is the mountain. The English are at the top. We are going to attack them tonight. But there is only one narrow path. It is dark, wet and slippery and very steep. Your brother says you can lead us there".

"Yes, I know the path" said Ellen. She went up and down it with her goats. And so they set off...

## Activities

1. Say one thing (or more!) about these people.

Callum

Father

Ellen

Stewart

2. Write these sentences, choosing the correct word.

- (a) Scotland has many (aeroplanes/mountains).
  - (b) Ellen (went/didn't go) to fight the English when her brother went.
  - (c) This story perhaps took place in (1746/1762).
  - (d) Ellen looked after (goats/cows).
  - (e) Only (Ellen/Callum) could lead the men up the mountain.
3. What is your favourite smell and your favourite sound?  
(Favourite means the one you like best).

Write your answer like this:

My favourite smell is the smell of ... ... and my favourite sound is the sound of ... ...

4. (a) Find what in the story is:

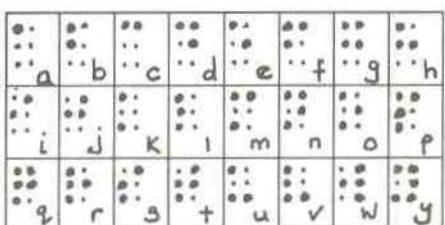
- i) round and smooth
- ii) soft
- iii) rough.

- (b) Think of one other thing that is round, smooth, soft, rough.

- (a) Close your eyes so you are "blind." Try walking to the blackboard, writing your name, packing your bag, ... ...
- (b) Here is a list of activities. Discuss which ones are easy for blind people, which ones are difficult, and which are probably impossible.

playing football	reading an ordinary book	writing
swimming	making a cup of tea	playing a guitar
dressing	going on a bus	being class captain
walking	telling the time	

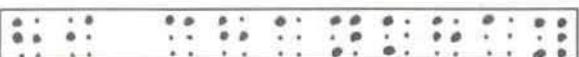
- (c) Ellen and her family couldn't read, but nowadays blind people can read Braille books. The letters are made with dots which stick up. The reader feels them with her fingers. She can also write Braille with a special punch.



says

bread

Read this sentence.



## 7.2 Read part two of 'Ellen's mountain' and do the activities.



They set off. Ellen was in the front, her father and Callum behind her, then a long line of one hundred men all following her. Her feet knew every stone and root. The path was steep and dangerous. It was dark, but it was always dark for Ellen. She smelled the air and the wet earth and the wild flowers.



Near the top there was a steep cliff. Ellen began to climb, holding the wet rock with her hands. At last they reached the top. Stewart whispered instructions. Ellen's father pushed her behind a stone. "Stay there, we'll come for you", he said. There was a shout, a shot. Then everyone was shouting and shooting. Cries from the wounded. Shots and more shots. Shouts from the Scots, "The English are running away!" More shots, the smell of gunpowder, then silence.

Some-one took Ellen's hand. It was Stewart. "I want to thank you Ellen. We could never have done this without your help. The path was too difficult for us without you." They were all around her, thanking her. "We will make songs of this" an old man said. "Songs of Ellen's climb."

"Yes" thought Ellen. "God guided my feet." For ELLEN HAD NEVER BEEN TO THE TOP OF THE MOUNTAIN BEFORE. The last part was too steep and dangerous. Ellen had been too frightened to climb up that part. But last night SHE DID IT. To the very top.

## Activities

1. Find these words in 7.2; and match them to their meanings below.

root      earth      cliff      whisper      wounded  
silence      gunpowder      guide      follow

- no sound at all	- soil (or the world!)
- used to make a 'bang'	- hurt in a fight
- rock that is vertical	- to show the way
- part of a tree under the ground	- speak very quietly
- to come behind	

2. Using 7.1 and 7.2, decide if these statements are true or false.

- (a) Ellen was usually happy because she enjoyed sounds and smells.
- (b) Ellen could help her army because she was a good fighter.
- (c) Ellen could climb in the dark because she was blind.
- (d) The last part of the mountain was very steep and slippery.
- (e) Ellen knew the last part of the mountain very well.
- (f) Ellen was a brave girl.
- (g) The ending of the story is a surprise.

3. Make two lists. In one, write down everything we are told Ellen smelt, and in the other the things she heard. Use all the story, 7.1 and 7.2

Ellen smelt ...	Ellen heard ...
<i>flowers and fruit</i>	

Check with others that you have not missed any. Notice that we can write 'smelled' or 'smelt'

Go outside in the school yard and sit alone, separated from the rest of the class. Close your eyes, listen carefully. Smell the air. After three minutes go back inside. Write down everything you heard and smelt while you were outside.

I smelt ...	I heard ...

Share what you have written with others in a group. How many things did you miss?

### 7.3 Talking together



Try these tests of our senses.

1. Mrs. Poudel, the English teacher, has put twenty small objects inside a bag. Madhav is feeling one of the objects.

It feels hard and round  
and quite smooth. It  
feels like an onion.



Now he's taken it out of the bag. He's wrong. It's a turnip, but it did feel like an onion. Do this in class. Before you guess what you are feeling give your reasons like this:



"It feels... hard / soft / long / short / thin / thick / rough / smooth / round / irregular / cylindrical / square / cubic / rectangular / like a ball."

2. Sarada is blindfolded. Mrs. Poudel has given her a few grains of sugar from a spoon.



Mm. It tastes lovely  
and sweet. I think it  
must be sugar.

She's right!

Your teacher can give different things to other students. They'll say it tastes... lovely/ horrible/ hot/ bitter/ sharp/ sweet/ salty, and they'll guess what it is.

You feel sure, say "It must be \_\_\_\_\_"

You aren't certain, say "It might! \_\_\_\_\_" or

"It could be \_\_\_\_\_" or

"Perhaps it's \_\_\_\_\_".

## 7.4 New language.



- (a) Learn about impersonal verbs of our senses.

We can feel with our fingers, or we can feel sad or happy. We can smell food cooking, hear our friends talking, and we can taste ice-cream.

"I can hear an aeroplane" "I tasted the chutney" "I felt the parcel".

But often we talk about the smell, the sound, the feel, or the taste. Then we use the word **it** or name the object. Study these examples.

It feels very hot today.  
Mm, the flower smells beautiful!  
Ugh, it tastes horrible!  
It sounds like a wedding.  
It smells like Chinese cooking.  
What an exciting parcel. It feels like a book.  
It looks very stormy.

- (b) Listen to the cassette, or to the noises your teacher makes outside the door, or behind a large cloth. What do they sound like?

Write a sentence about each one.

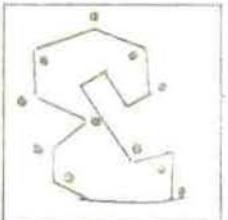
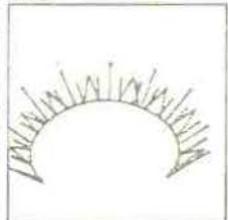
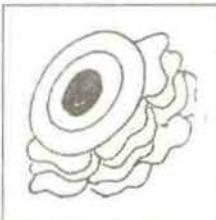
**Example:** It sounds like a bouncing ball.

Share your answers with a partner, then find out what made the sounds.

(c) A doodle is not a real picture. People draw them without thinking. What do you think this doodle looks like? Share your ideas with a partner. Say "I think it looks like..."



Form groups of four or five students. Each group chooses one of the doodles below and decides what it looks like. In turn each group says "It looks like .....". The other groups decide which doodle they are describing.



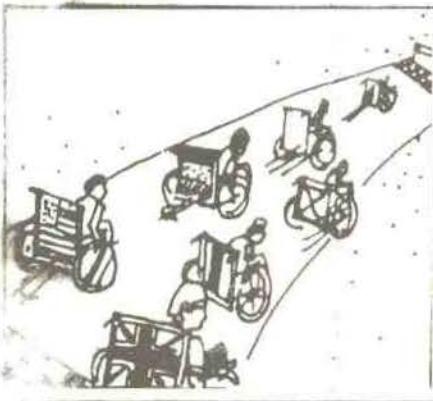
## 7.5 Pairwork.



- (a) Look at the pictures of Miss Rockbeat's visit to Japan.



Then read a report of what happened. Decide what everyone in the pictures is saying. Draw the pictures in your exercise book and fill in the speech bubbles.



The manager of Japan Television asked Miss Rockbeat what she would like to do. She asked him what he suggested. He said that there was an international wheelchair race that day. A team from Nepal was taking part. Miss Rockbeat said she'd love to see it. Teams of physically handicapped people from many countries took part. Miss Rockbeat cheered the Nepali team. "Come on, Nepal!" she shouted. The Nepali team was fourth and Miss Rockbeat congratulated them all, saying that they had done very well and that they deserved their success. She said that they were a great team.

- b) Listen to the dialogue and compare it with your own. Practise the dialogue with your partner. Make it into a small drama.

## 7.6 Checking up.



### 1. Impersonal verbs of our senses.

It feels cold. It looks like an egg. It looks good. She looks happy.

It smells delicious. It sounds so sweet. It tastes like medicine.

### 2. Past Perfect, for time further back.

My friend had worked hard (Past Perfect)	I arrived (Simple past)	Now

When I arrived my friend had cleaned the room, made some cakes and bought some drinks. She had put up decorations and turned on the radio.

### 3. Practice.

#### (a) Write this passage, completing it with suitable words.

Jyoti opened the door. She couldn't see, but it \_\_\_\_\_ hot and dusty. A thief \_\_\_\_\_ searched everywhere and had \_\_\_\_\_ Jyoti's special computer for blind people. Jyoti felt round \_\_\_\_\_ her hand. All her books were \_\_\_\_\_ the floor. The thief \_\_\_\_\_ taken any. He hadn't wanted Braille books, \_\_\_\_\_ are big and heavy. Only blind people can read them. Jyoti felt \_\_\_\_\_ crying but instead she \_\_\_\_\_ the police and \_\_\_\_\_ them what had happened.

#### (b) Write what Jyoti told the police. Begin:

"A thief has \_\_\_\_\_"

#### (c) Make a sentence using these words.

Shambhu      had      told      Chankhay  
father      his      driven      that      the      train

#### (d) Complete this sentence.

When I got home yesterday, my mother \_\_\_\_\_.

## 8

## UP TO GOKYO

**8.1 Study the map and picture. Then read the story and answer these questions:**



What are the party planning to do? Where are they waiting?

Who is not with them? Why?

The most difficult, dangerous and exciting part of the trip has begun. Two balloons are going to fly right over Everest. Everyone is waiting at Gokyo.

It took six days for the party to walk from Namche to Gokyo. The balloons were carried by porters. Yaks carried the rest of the equipment.

When they arrived at Machhermo, Iswor couldn't breathe because he had altitude

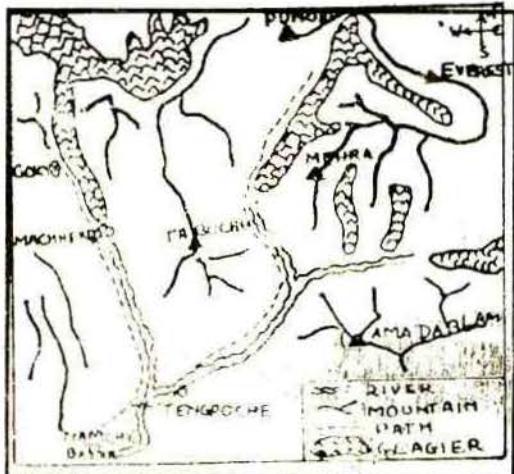
sickness. Anyone can get this when they go high in the mountains. He had to go back to Namche, then to Lukla and Kathmandu. The others were sad to lose him.

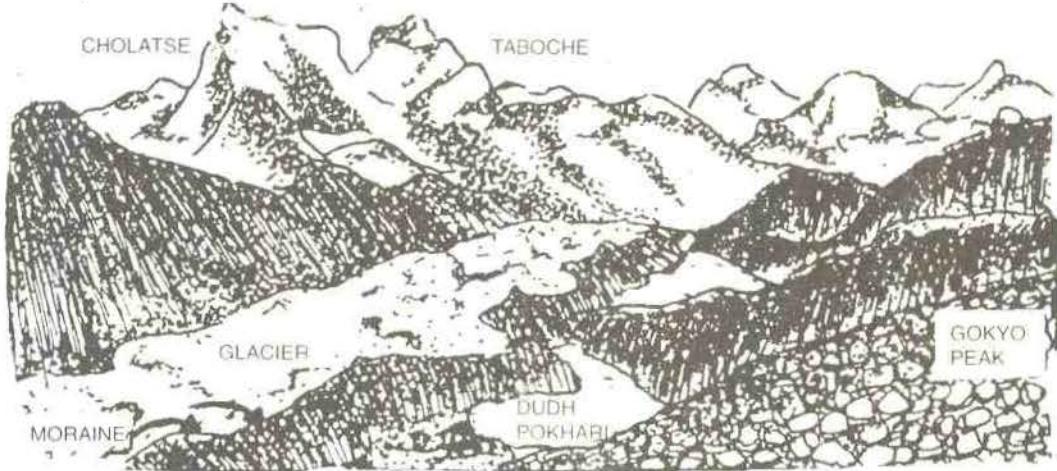
As soon as they arrived in Gokyo they set up camp and built a weather station. Every day they send up very small sonar balloons carrying radios that tell them about the winds. They need to wait until the weather is clear with no winds at a height of 33,000 feet.

Gokyo is in the valley of the Dudh Khosi. It is at an altitude of 15,700 feet. It is at the end of the beautiful emerald-green Dudh Pokhari.

In summer, Sherpa people bring their yaks here to graze and there are a few lodges for trekkers. Behind the huts there is a steep moraine, and on the other side of this the great Ngozumba glacier. A glacier is like a river of ice, hundreds of metres thick, which moves a few metres every year. It carries earth and rocks which pile up along the edge and make the moraine.

While they were waiting, the children climbed Gokyo peak. They could see many summits including Everest, only 22 km away, and 29,000 feet high. But the balloons will have to go up to 33,000 feet because of the winds always blowing over the summit. Soon they will be up there. They feel fear and excitement. What will it be like? What will happen?





Read the story again and do the activities.

1. Match items in the first column with their description in the second column.

Mount Everest	goods needed for an activity
Lukla	a mountain south of Everest
Namche Bazaar	first climbed in 1952
altitude	a moving mass of ice
equipment	height above sea level
Amadablam	district centre
glacier	big pile of mud and rocks
moraine	nearest airport to Namche

2. (a) Can you see a glacier from your village?  
 (b) To go over Everest how many feet must the balloon go up from Gokyo into the air? How far must it travel and in which direction?  
 (c) What is a yak? Why are yaks so useful? Think about food, clothes and travel.
3. You are standing on the top of Gokyo Peak. Complete the description below, of everything you can see.

The sky is clear \_\_\_\_\_, and all round me there are high peaks, covered in \_\_\_\_\_. Taboche and Cholatse are the two \_\_\_\_\_ peaks, and further away I can just \_\_\_\_\_ Everest. Below me I can see a green \_\_\_\_\_ called Dudh Pokhari. On the edge the lodges look very \_\_\_\_\_. Behind them is a big mound of rocks and earth which is the \_\_\_\_\_ at the edge of the \_\_\_\_\_. This is \_\_\_\_\_ ice, which can be hundreds of metres \_\_\_\_\_.

## 8.2 Language Study.



### Study different ways to talk about time.



1. You have used words and phrases like these in the box. Use them in these sentences:



- (a) \_\_\_\_\_ I forgot my homework.  
(b) I arrive home \_\_\_\_\_.  
(c) \_\_\_\_\_ I was in Grade Seven.  
(d) We usually play volley ball \_\_\_\_\_.  
(e) She started school \_\_\_\_\_.  
(f) We began this book \_\_\_\_\_.

yesterday
last year
nine weeks ago
on Mondays
in 1994
at 5 o' clock

2. Tell your partner ten things you have done using time phrases like those in (1).  
3. You can already talk about things happening at the same time, using '*when*' and '*while*'.

Complete these sentences in any suitable way. The first one is done for you.

- (a) When they arrived at Machhermo *I swor was ill*.  
(b) While they were waiting \_\_\_\_\_.  
(c) When I lit the lamp \_\_\_\_\_.  
(d) While I was sweeping the room \_\_\_\_\_.  
(e) \_\_\_\_\_ my brother screamed.  
(f) \_\_\_\_\_ I found a hundred rupee note.

4. In pairs, one of you says a '*when*' or '*while*' clause, and your partner completes the sentence.  
5. In 1, 2 and 3 above you were telling people when something happened. You answered questions beginning with 'When \_\_\_\_\_?' 'When did she start school?' 'When did he leave?'

Here's a different question:

How long must we wait here at Gokyo?

The answer is: "Until \_\_\_\_\_"

Practise saying these instructions:

Stay here until	4 o'clock. I come back. you've finished your work. the bell goes. your friends arrive. it's time to go home.
-----------------	---

'Until' can be replaced by 'till'

Write four sentences.

**Example:** I lived in that house until I was ten.

I lived in that house ...  
Until you've done the work  
They kept walking ...  
He stayed in Kathmandu ...

until they were exhausted..  
until he had passed his exam.  
until I was ten  
you mustn't go home.

6. If you mention a length of time, then use 'for'

We stayed in Gokyo  
for 2 weeks.

We worked hard for six  
months to get everything.

Make sensible sentences.

- (a) I slept for \_\_\_\_\_ last night.  
(b) I was in Grade One for \_\_\_\_\_.  
(c) I can hold my breath for \_\_\_\_\_.  
(d) When I was ill I was away from school for \_\_\_\_\_.

7. Put these events in order.

In each sentence there are two actions. Decide which action comes first. Before you discuss the sentences, look at the example.

Before we built the weather station we put up the tents.

'We put up the tents' came first. Then they built the weather station.

- (a) Before you put on the bandage, wash the wound.  
(b) He closed the windows before he lit the lamp.  
(c) Before we went to Gokyo, we stayed a few days in Namche.  
(d) After he'd closed the windows, he lit the lamp.  
(e) They sent up sonar balloons after they'd built a weather station.  
(f) Before they could send up sonar balloons they needed to build a weather station.  
(g) Before you do the next exercise, find a map of America.  
(h) Discuss the exercises before you write the answers.

8. Answer these questions with short answers.

- (a) How long have you been in Grade 8? Since \_\_\_\_\_  
(b) How long does it take you to write your name? \_\_\_\_\_  
(c) How long will you stay at school? Until \_\_\_\_\_  
(d) When do we celebrate Nepali New Year? \_\_\_\_\_  
(e) How long does a football match last? \_\_\_\_\_  
(f) When did you last clean your teeth? \_\_\_\_\_  
(g) When did you start Exercise 8.2? \_\_\_\_\_

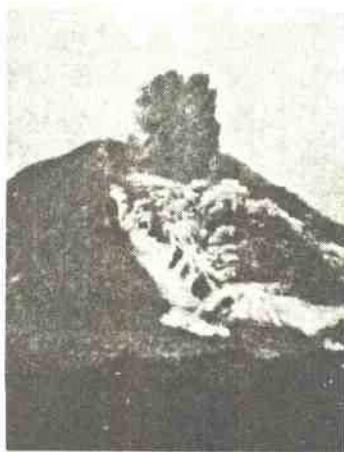
### 8.3 Listening.



Discuss the picture and new vocabulary.

1. The picture shows a volcano, called Mount Saint Helens, erupting. What is a volcano? Are there any in Nepal? Do you know any famous ones?
2. What do these words mean?

recreation	tremors
slopes	eruption
summit	survived



3. Listen to the following sentences which include the words above.

Write the sentences in your exercise book.

- (a) The climber put a flag on the \_\_\_\_\_ of the mountain.
  - (b) The \_\_\_\_\_ of the mountain are covered with snow.
  - (c) The \_\_\_\_\_ shook the earth, and houses fell down.
  - (d) Only a few people \_\_\_\_\_ the explosion, most died.
  - (e) The \_\_\_\_\_ sent rocks and steam high into the air.
  - (f) For \_\_\_\_\_ people watch TV, read books, walk and swim.
4. For each word on the left, choose two from the right which you link with it. The first one is done for you.

recreation	play, work, pain, enjoy.
slopes	climb, open, sides, egg.
summit	high point, top, add, base.
eruption	face, drown, explosion, volcano.
ash	tell, cigarette, axe, fire.
survive	die, scream, live, rescued.

5. Read these sentences. The numbers are missing. In your exercise book write letters (a) to (f). Listen to the account of the volcano and write all the missing numbers or dates.

- (a) Mount St. Helens covers \_\_\_\_\_ square miles.
- (b) Its last eruption had been \_\_\_\_\_ years ago.
- (c) The mountain began to make noises in \_\_\_\_\_.
- (d) Mount St. Helens exploded on \_\_\_\_\_.
- (e) Clouds of dust and ash rose \_\_\_\_\_ miles into the air.
- (f) Over (more than) \_\_\_\_\_ people died.

6. Listen again. Are these statements true or false?
- There were danger signals before the big eruption.
  - When the volcano made noises in March, everyone in the area left immediately.
  - Mount St. Helens had more power than an atom bomb.
  - More than forty people died when the volcano exploded.
  - People who lived a hundred miles away could see the clouds of dust and ash.
  - David Johnston was killed in the explosion.
  - Robert Barker was near the summit when the explosion happened.
  - Deer, rabbits and bears are living on the mountain again.
7. Listen to some sentences. Write down the verb you hear. The first one is done for you.
- were living.*
8. Listen to some more sentences. Some are grammatically correct, some are incorrect. Write x or Ø

#### 8.4 Writing.



In groups of two or three discuss suitable words to put in the spaces. One word goes in each space. Draw a picture of the volcano and write the paragraph neatly.

This is a picture of Mount St. Helens. \_\_\_\_\_ is in Washington State, USA. It \_\_\_\_\_ in 1857, but then it was quiet \_\_\_\_\_ 1980. In May of that year \_\_\_\_\_ exploded. The whole top \_\_\_\_\_ the mountain was blown high \_\_\_\_\_ the sky. Rocks \_\_\_\_\_ mud poured \_\_\_\_\_ the slopes. \_\_\_\_\_ people escaped, but \_\_\_\_\_ forty people died. A few people had left \_\_\_\_\_ the explosion, because they felt the first earth tremors. They were the wise ones. \_\_\_\_\_ the slopes are bare rocks, peaceful \_\_\_\_\_ empty. No animals live there now.

## 8.5 Making and explaining an instructional poster.



Read this important information, and put the pictures in the correct order.

The doctor is showing what to do when a casualty isn't breathing.

"You must act quickly. First, you must clear the airway. Pull mud, weeds or broken teeth out of their mouth. Loosen the tie or collar or tight clothes, then tilt the head right back, with the chin up. This moves the tongue. Then squeeze their nose. Put your mouth over their mouth completely and blow hard. Watch their chest rise. Then you can take your mouth away and take a deep breath while you watch their chest go down. Keep doing it."

"How long should we keep doing it?"

"Until they are breathing normally".

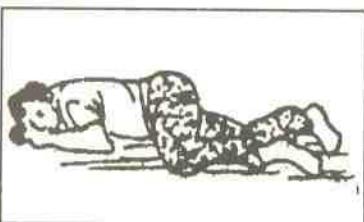
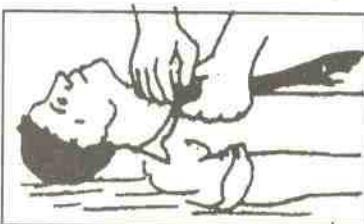
"And then?"

"Turn them over into the recovery position. Like this, they can't swallow their own tongue."

1. Make groups of five. Draw the pictures using five big pieces of paper. Arrange the pictures in the correct order and number them.

2. Write clear instructions, using the outline below.

3. Go to other classes. Explain and demonstrate what to do. Leave the pictures and instructions in each classroom.



First clear \_\_\_\_\_

Then tilt \_\_\_\_\_

Now \_\_\_\_\_ their nose. Put \_\_\_\_\_.

Blow into \_\_\_\_\_ and watch \_\_\_\_\_. Take \_\_\_\_\_ and \_\_\_\_\_

Continue until \_\_\_\_\_. Finally \_\_\_\_\_

## 8.6 Checking up.



### 1. Time: "When?"



He came at 4 o'clock. He left when my father came home.  
It happened while we were walking to the town.  
My shoe broke before I arrived.  
After the operation he was much better.

### 2. Time: "How long?"

We stayed for 3 days. We stayed till Tuesday.  
We waited until it was dark.  
Go straight on until you see a big temple.  
Until the monsoon arrives it is very hot and dusty.

### 3. Past Continuous.

They were camping when the volcano erupted.  
It was raining very hard.  
While I was working in the office I learned German.

### 4. Practice:

- (a) The words in italics are in the wrong place. Arrange them correctly and write the paragraph in your exercise book. The first sentence is done for you.

They packed the bags carefully *when* leaving the lodge. They walked *before* the sun set, and then made camp. *While* cooking supper, they went to bed. *Until* they were sleeping a bear came. They didn't find out *after* they woke, *until* they saw all the damage that the bear had done.

*They packed the bags carefully before leaving the lodge.*



- (b) Make questions for these answers and practise asking and answering

Two days ago

For six weeks.

Last week.

In April.

Since I was five.

Until I finish Grade ten.

At ten o'clock.

**9**

## SHYAM TALKS ABOUT AUSTRALIA

### 9.1 Talking together.



Do you know anything about Australia? Share what you know with a group or with the class. Together you will know quite a lot.

### 9.2 Reading



While they were waiting at Gokyo, the children asked Shyam about Australia. Read silently, then share your answer to this question.

What do you think is the most interesting thing he told them?

"How big's Australia?" asked Shanti.

"Very, very big. It's bigger than Western Europe, and nearly as big as the USA. It's 55 times bigger than Nepal."

"There must be a large population then", said Shambhu.

"Oh no, there're only 18 million people. Less than in Nepal. And nearly all these people live around the edge of the country."

"Why is that?"

"Because away from the sea it is very dry and very little grows. There are few people, but there are 139 million sheep. Australia exports a lot of wool".

"How do they cut the wool?" asked Jyoti.

"Men called shearers use electric scissors. A good shearer can shear 120 sheep in one day."

"Where did you live?"



"I lived in Sydney. That's in New South Wales. Here's a picture of the famous bridge. And here's a picture of me. I'm surfing. I love cricket, tennis, cycling and surfing. My sister and I went surfing every Saturday when I was there."

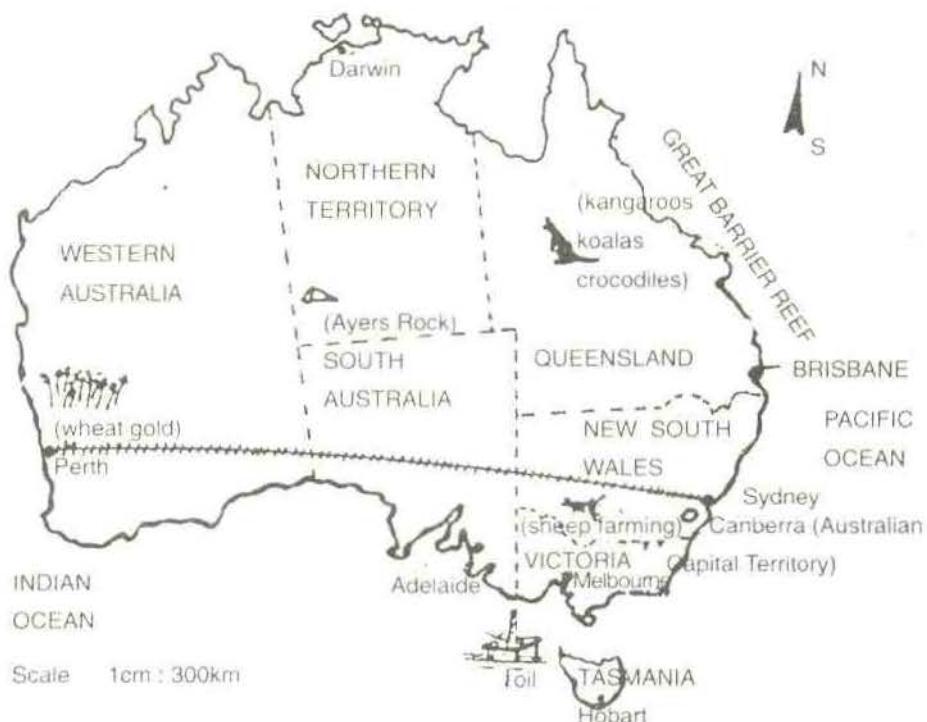


"It looks very exciting."

"Have you visited other places?" said Shanti.

"Yes, I love travelling. Look at this map. Tasmania has beautiful rain forests with rare animals and flowers.

There's Ayers Rock, the biggest piece of rock in the world. It's 335 metre high, in the middle of a flat sandy desert. And the Barrier Reef is where the sea is shallow and you can see amazing fish."



Find answers to these questions using the map and text.

- What are the names of the six states and two territories. Each has its own capital city. What are their names? Canberra is also the capital of Australia. It was given its own territory so that the states would not argue.
- How far is it from Sydney to Perth? (Use the scale) The railway line is called the Indian-Pacific line. Why?
- What is Australia's main export? Which state is very important for sheep farming?
- What is surfing?
- Where is Ayer's rock? Why is it famous?
- If the area of Nepal is 147,000 km<sup>2</sup>, what is the area of Australia?
- Why do many tourists go to Queensland?

### 9.3 Language



#### Study and practise.



- Shyam likes surfing, cycling and cricket. Playing games and fresh air are good for us. 'Cricket' and 'fresh air' are things: they are nouns. 'Surfing', 'cycling', 'playing' are parts of verbs, but they do the work of nouns.

On a piece of paper write these sentences about yourself using 'ing'. (You can use learning/doing and a noun e.g. learning English).

I like \_\_\_\_\_.

I think \_\_\_\_\_ is difficult.

I hate \_\_\_\_\_.

Your teacher will collect the papers and read some of them out. Everyone try to guess who wrote each one. When they guess correctly tell them.

- Read about Netra and do the group activity.

Netra enjoys reading stories.

He doesn't mind cooking. (He doesn't like it, but it is all right, he doesn't hate it).

He hates cleaning his room.

He usually puts off doing his maths homework. (He says that he will do it later, or tomorrow).

He often feels like talking in class. (He wants to talk!).

Yesterday he began writing a song.

- Make groups of six students. Everyone writes true sentences about the other students in the group. Choose a different student for each sentence. Find out what people wrote about you.

Sangita	<i>enjoys playing volleyball</i>
Prem	<i>must practise _____.</i>
Sunita	<i>hates _____.</i>
Bhim	<i>puts off _____.</i>
Bhanu	<i>often feels like _____.</i>
Laxmi	<i>began _____ yesterday.</i>

#### 9.4 Read about Australia's history and answer the questions.



About 40,000 years ago people came to Australia from Asia. They lived by hunting and collecting insects and plants. They didn't grow crops or build houses. These people are called aborigines. Australia wasn't found by other people until 1606. A Dutchman called William Jansz landed in the far north. He didn't know it was an island. In 1770 the British explorer James Cook landed on the east coast.

He called the place where he landed Botany Bay because of all the strange new plants. He studied the people, plants and strange animals and claimed the land for Britain. In 1788 the British government sent 750 prisoners and 250 guards to live in Australia. Many stayed and began to build houses and to farm. Others followed because British prisons were very full. Life was very hard. But in 1851 people discovered gold. As soon as people heard this, they left their homes in Europe and sailed to Australia, trying to find gold and become rich.



1. Australia wasn't found until 1606 means it was found in 1606. What do these sentences mean:  
I didn't leave until 10 o'clock.  
Until he was twelve, he couldn't read.
2. 'As soon as' means 'immediately after'. How do we say this in Nepali?
3. This is a race. Everyone start together. Find out which exercise is on page 39. As soon as you find the answer, put your hand up. The person giving the first correct answer is the winner.
4. When did people start to go to Australia to look for gold?
5. The top picture shows a boomerang. It was used by the aborigines for hunting. They threw it at the animal. What else did aborigines eat?
6. When did James Cook land in Botany Bay? As soon as he landed, what did he do?
7. Where do Dutchmen come from? Where do British people come from?

## 9.5 Preparing to write.



Study the first page of a leaflet which Australia produces to help visitors who are coming for the first time.

**VISITORS' GUIDE TO AUSTRALIA**

"G'day" is our Australian greeting.  
We want you to feel welcome and to have  
a good time 'Down Under'.  
Here are a few things you'll want to know.

**Entry requirements**

You need a tourist visa.  
This lasts for three months. You can get it from any Australian Embassy.

**Getting here**

 You can fly direct from Europe to Sydney with QANTAS, the national airline.  
You can fly from all major Asian airports to both east and west coast cities. Quantas and TWA also fly to Western USA.

**Money**

Currency is the Australian dollar. One Aus\$ is approximately 40-45 NRs. Money can be changed at all airports and banks.

**What to wear**

Australians dress informally at all times.  
Summer (Nov-March) is hot everywhere. Except in the north and interior (where it is always hot) winters are mild but be prepared for some cold, wet or windy days, especially in the south.

## 9.6 Pairwork: using the visitors' guide



Act these conversations with your partner. Puspa and Jyoti show you how.

Puspa is a travel agent. She has the map and the leaflet. Jyoti asks her the questions below. Puspa gives her the answers.

- (a) Do I need a visa?
- (b) Where can I get it in Nepal?
- (c) Can I fly from Singapore to Perth?
- (d) What is the national airline called? Does it fly from Kathmandu?

Then Puspa asks these questions and Jyoti is the travel agent and answers.

- (e) What is their currency? Where can I change my money?
- (f) How many rupees are there to an Australian dollar?
- (g) I'm going in November for three months. Do I need warm clothes?
- (h) I want to fly on to America. Is that possible?

## 9.7 Writing: producing a visitors guide to Nepal.



You are working for the Ministry of Tourism and you are going to produce a leaflet like the Australian one for visitors to Nepal. You've made notes of the necessary information.

- tourist visa needed from any embassy. Also 15 day visa at airport - this can be extended.
- fly to Kathmandu from the Gulf, several Indian cities, Bangkok, Karachi, Hongkong - easy connections to Europe, America and Australia.
- Nepali rupee-1 US\$ approx 78NRs/£1 approx 120NRs.
- change at airport, hotels, most banks.
- Winter: cold, warm clothes needed, but days sunny and warm.  
Summer : hot, except in mountains.  
June-Sep : very wet but pleasant  
For trekking warm clothes always needed.

1. Discuss in groups of three or four students the changes you will make to the Australian leaflet.  
Plan what you will say and the illustrations you want.  
Check everything carefully, and write a rough draft.
2. Produce your own well-designed and written leaflet.

## 9.8 Reading, listening and acting.



Miss Rockbeat is in Sydney, but the pictures are in the wrong order. Decide which picture is first, second... ninth, then listen and see if you are correct. There are five suggestions in the story. What are they? Practise saying them quickly. Act the story in groups of four.



## 9.9 Checking up.



1. *ing* form of verb.

Smoking is dangerous.

I love playing cricket.

Stop shouting. Try working harder.

2. Making suggestions.

What about cleaning the board?

How about buying a new ball?

Why don't we try speaking English all day on Sundays?

Let's open a window.

3. Negative + *until*.

You can't drive alone until you pass your test.

They didn't eat until their friends arrived.

4. *As soon as*.

As soon as they reached the tea shop they ordered drinks.

He ran home as soon as he heard the news.

5. Practice.

- (a) In each sentence below, decide which action is first, which is second.

As soon as the bell rang he went home.

She telephoned as soon as she read the results.

I was working until the electricity went off.

Until we lived in Kathmandu I didn't start cycling.

- (b) Make five suggestions using five of these verbs; 'grow', 'play', 'collect', 'build', 'run', 'write', 'make', 'help'.

- (c) Write your own answers to the questions below then discuss them in a group or in class.

Have you started smoking?

Will you smoke when you leave school?

Do you think smoking can kill you?

Do other people like being near people who are smoking?

Should smoking be forbidden?

Should smoking be forbidden in all public buildings and buses?

Does smoking waste money?

- (d) Put in words to make correct sentences.

You can't vote \_\_\_\_\_ you are eighteen.

You should do this homework \_\_\_\_\_ possible.

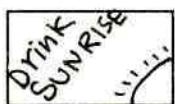
You can vote \_\_\_\_\_ you are eighteen.

I moved here three years \_\_\_\_\_.

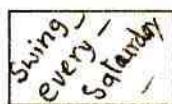
I didn't start school \_\_\_\_\_ I was nine years old.

## 10 READ ALL ABOUT IT

10.1



THE RISING NEPAL  
NATIONAL DAILY



Vol XXI No.190

May 4, Baisakh 22

Rupees Four

### OVER THE TOP OF THE WORLD

#### Nepali balloonists over Everest



*The victorious team re-united after landing in Tibet.*

#### The greatest moment of my life.

TRN spoke last night to Shambhu, owner of the world's first ballooning monkey.

"As I looked down on the summit I nearly burst with pride and excitement. It was so beautiful too. On the Nepali side black and rocky, on the Tibetan side snowy white."

"Were you frightened?" we asked. "Once or twice when the burner went out. But we all know how to light it again and what to do in emergencies, and we were too busy to feel very frightened," Shambhu told us.

Yesterday a balloon carrying a Nepali crew flew from Gokyo over the summit of Everest and into Tibet where they were picked up by trucks. The balloon landed too quickly because they couldn't relight the burner. The basket was damaged but everyone is safe. Captain Shyam, camera woman Mina, three Nepali teenagers, Shambhu, Shanti, and Jyoti; and Chankhay, a three year old monkey, achieved this amazing feat.

*Full report inside. See page 2.*

April 15 Team reaches Gokyo

April 16 Preparation time to and waiting for

May 2 still, clear weather.

May 3 7:15am balloon carrying emergency equipment, oxygen and crew of 6 rises at rate of 1,000 feet per minute to height of 33,000 feet.

7:30 am. Balloon drifts quickly towards Everest, 14 miles away.

7:35 am. Over the summit, 4000 feet below

7:40 am. Balloon has difficulties with burner going out.

7:55 am. Balloon crash-lands.

10:00 am. Trucks find the crew jubilant and unharmed.

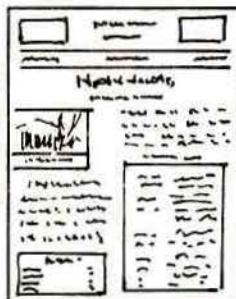
#### INSIDE

National news .....	2
International .....	3
Sport .....	7
Comment .....	4
Letter .....	4
TV + Radio .....	5
Weather .....	5
Children's club .....	6

Do these writing activities

1. On the computer screen the editor can see how the page looks. It is too small to read, but he can see if it looks good enough. Do the sketch of the page in your exercise book, and write these labels with arrows pointing to the correct item.

(Use the glossary if you need to.)



PAPER'S NAME	DATE	PHOTO
BRIEF REPORT	CONTENTS	INTERVIEW
PHOTO-CAPTION	ADVERTISEMENT	HEADLINE

2. These muddled words are all in the newspaper. Unmuddle them, and write them in alphabetical order, with the correct meaning given below.

haredmun	tfea	bjuliant	cerw	er-ntduie
sicivtoruo	mmento	smmuil		

- not hurt - difficult things to do - the very top  
- a short length of time - together again  
- workers on a plane, balloon or ship  
- having won - very, very happy and proud.

3. Discuss and complete part of the full report which is on page 2 of the newspaper. Each space needs one word.

The weather that morning \_\_\_\_\_ clear and still. With a hot air \_\_\_\_\_ of 140°C we went straight up to a height of \_\_\_\_\_. This was necessary because of the high \_\_\_\_\_ always blowing near the \_\_\_\_\_ of Everest. At this height we all needed \_\_\_\_\_ for breathing. We had taught Chankhay how \_\_\_\_\_ use his mask and cylinder. From take-off to crossing Everest took \_\_\_\_\_ minutes. Mina used two cameras all the time. One she held \_\_\_\_\_ her hands, the other was on a long stick which stuck out at the side of the balloon.

4. Write the correct statements and correct the wrong ones.

- (a) They crossed Everest on May 26.  
(b) Several people were hurt.  
(c) Everyone in the balloon needed oxygen.  
(d) There is more snow on the Nepali side than on the Tibetan.  
(e) The balloon landed smoothly.

## 10.2 Language study and pairwork.



### Study and practise talking in pairs.

- (a) Find what Shambhu said in his interview in the newspaper.

We know \_\_\_\_\_ light the burners.

After "know" you can have a noun (e.g. the way, the house, the answer, Mr. Poudel) or you can say, 'how to \_\_\_\_\_', 'where to \_\_\_\_\_', 'when to \_\_\_\_\_', 'what to \_\_\_\_\_'.

Ask your friend the following questions. Your friend can reply 'Yes, I do.' or 'No, I'm afraid I don't. Could you tell me, please?' If he doesn't know, you can explain.

Do you know

how to knit?  
what to do for homework tonight?  
where to find the headmaster?  
when to ring the bell for second period?  
how to apologise in English?

- (b) 'Remember' is similar, but there are three possibilities.

- i) You can use a noun; or 'ing' form.

I can't remember the word for a small horse.

I can't remember meeting her.

- ii) You can use (to + verb):

Please remember to bring your English exercise books.

- iii) You can use 'how to', 'where to', 'what to', 'when to':

Can you remember how to use the computer?

Practise this dialogue.

"Did you remember to buy my book?"

"No, I'm sorry, I couldn't remember how to get to the shop."

"Why didn't you ask someone?"

"I couldn't remember the name of the book either."

Make a similar dialogue using these phrases instead of the underlined ones. to do your homework/ what to do/ (didn't) to take my book home.

- (c) Practise this dialogue



Did you  
remember to do  
your homework?

Yes Miss Shova,  
but I didn't know  
how to do it.



### 10.3 New language: stating purpose of an action.



Study, discuss, practise and write.



(a) Can I help you?

Yes, I've come **to buy an English story book.**

Let's go upstairs **in order to see all the books.**

In Gokyo they learned first aid **so that they could help in an emergency.**

The words in boxes tell us the aim or purpose of doing the action in the first part of the sentences.

(b) Match these questions and answers, and practise saying them with your partner.

Why are you learning English?	So that it keeps all winter.
Why did you stay up late?	So that I can read English books.
Why did Shyam come to Nepal?	So that we can practise everything we learn in class.
Why do you dry your corn?	In order to finish my work.
Why does our teacher give us homework every day?	To fly a balloon for a film company.

(c) Give your own purpose for doing these things.

I covered my book so that \_\_\_\_\_.

He went to the river to \_\_\_\_\_.

I got up early in order to \_\_\_\_\_.

He hid the money so that \_\_\_\_\_.

They open their shop early so that \_\_\_\_\_.

(d) With these purposes, what did you do?

\_\_\_\_\_ so that I'd win the race.

\_\_\_\_\_ to find out more about Australia.

### 10.4 Word study.



Do you remember the Romans who spoke Latin. In their language 're' means 'again', and this became part of English words. So 'reunited' means being together again. Put these 'again' words in the sentences.

rearrange rewrite reheat redraw return reorganise

(a) The rice is cold. We need to \_\_\_\_\_ it.

(b) That homework is dreadful. \_\_\_\_\_ it tonight.

(c) I'll have to \_\_\_\_\_ this diagram. I used the wrong scale.

(d) Please \_\_\_\_\_ all books to the library.

(e) The speaker can't come till 3 o'clock so we'll \_\_\_\_\_ the programme

(f) We are going to \_\_\_\_\_ the whole school.

## 10.5 Group discussion.

 Get into groups of three or four students and discuss which of the following you can hear on the radio or watch on TV.

News in Nepali	<input type="checkbox"/>	Folk music	<input type="checkbox"/>
News in English	<input type="checkbox"/>	Pop music	<input type="checkbox"/>
News in another language	<input type="checkbox"/>	Teaching and information	<input type="checkbox"/>
Announcements	<input type="checkbox"/>	Discussion	<input type="checkbox"/>
Advertisements	<input type="checkbox"/>	Request programmes	<input type="checkbox"/>
Government advice	<input type="checkbox"/>	Weather forecast	<input type="checkbox"/>
Financial (money) news	<input type="checkbox"/>	Sports report	<input type="checkbox"/>
Drama	<input type="checkbox"/>	Special teenage programme	<input type="checkbox"/>

(b) Now put them into the order in which you enjoy them most. Can your group agree on an order? Share this with other groups.

## 10.6 Listening.



1. Listen to parts of some radio programmes.

Decide what sorts of broadcasts they are, using the list in 10.5.

2. Listen again and answer these questions in your exercise book.  
(a) Which things are advertised?

Shoes	<input type="checkbox"/>	Soap	<input type="checkbox"/>	Coke	<input type="checkbox"/>	Tea	<input type="checkbox"/>
Chocolate	<input type="checkbox"/>	Tooth-paste	<input type="checkbox"/>	Magazine	<input type="checkbox"/>	Noodles	<input type="checkbox"/>

- (b) How much does 'Young Life' cost?  
(c) Why should we eat green vegetables?  
(d) When is the campus entrance exam?  
(e) What has the King done?  
(f) And the Prime Minister?  
(g) What was the football score and who won?  
(h) Which place was hottest yesterday?  
(i) Approximately how many rupees for one pound sterling?

3. Listen again and complete the song then chant it together.

Wash your _____, wash your _____
Make your _____ all bright and _____
If you use _____ Soap.
All will be the best you've _____.

## 10.7 Try this idea.



If you can listen to the radio at home, listen to the English News on Radio Nepal every day. (You can hear it at 8:00 am. or 8:00 pm.) Take turns everyday in class to tell everyone an interesting piece of news which you heard on the radio.



Yesterday Gandaki Zone won  
the National Volleyball Competition.



## 10.8 Writing.



(a) Read this article from Shakti High School Magazine.



### AN ACTIVE ENGLISH CLASS

On Wednesday April 3, in period two, Grade Eight held their first English-is-Fun Sports in the school yard. The weather was warm and windy. The headmaster came to watch and cheer. Everyone spoke English the whole time.



Yogesh and Mohan easily won the boys' three-legged race for Team A, but the girls' event was very close with Priyanka and Sunita only just won for team D. The boys' relay race went to Team D, and the girls' to Team B. The last event was a True/False knockout, won by Team A. This made A the over-all winners, with D close second.

"It was great fun and we even cheered in English", everyone said.

(b) Work in pairs and write a similar report for Gyan School, using these notes:

Friday May 5, period 1/Lively English Sports/school football field/ hot and sunny/Grade 10 came/Raju (B) boys' potato race/Kamala (C) girls' potato race/Relay-boys' B, girls' D/B overall winners/"Best English lesson we've ever had."

## 10.9 Writing your own report.



Discuss and arrange your own English-speaking sports and write an article about them.

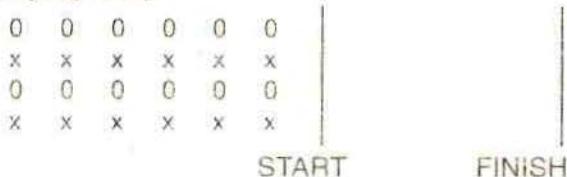


There are ideas for events below, but you can use your favourite games and races. Everyone must keep notes and in the next period discuss and write an article about the sports.

1. Three legged race.

Two people from each team, with one right leg and one left leg tied together with a cloth at the ankle. The pairs run from a start to a finish.

2. Carrying relay.



Four teams with 6 members. Two lines marked.

No.1 carries No.2 on her back over the finish line.

No.2 runs back, and carries No.3 to the finish.

No.3 runs back and carries No.4 and so on

The winners are the first team to be standing smartly in line behind the 'Finish'.

3. True/False

1    2    3    4    5    6    7    8    9    10    11

<input type="radio"/>	Team A					<input type="radio"/>				
False	Team B					True				
1	2	3	4	5	6	7	8	9	10	11

- (a) The teams face each other. Everyone has a number as shown.
- (b) At each end there is a chair, circle on the ground or stone. One is 'True', the other 'False'.
- (c) The teacher calls out a statement, then a number. "Delhi is in Pakistan. Number ten." This statement is false so both number 10's run to the 'false' end. The first person to sit on the chair, stand in the circle or touch the stone wins a point for their team.
- (d) Everyone should have at least one turn, but numbers can be called twice. Have the same number of questions for each game.

## 10.10 Checking up.

### 1. 'Know' and 'remember'.

I know the Headmaster.  
I know how to use a computer.  
Does he know where to go?  
Did he know what time to come?  
I remember the story very well.  
Did you remember to bring the book?  
Do you remember how to ask politely?

### 2. Stating the purpose of an action.

I hurried to school to get my results.  
He worked late in order to earn more money.  
I hurried to school so that I could get my results.  
Let's leave now so that we won't be late.

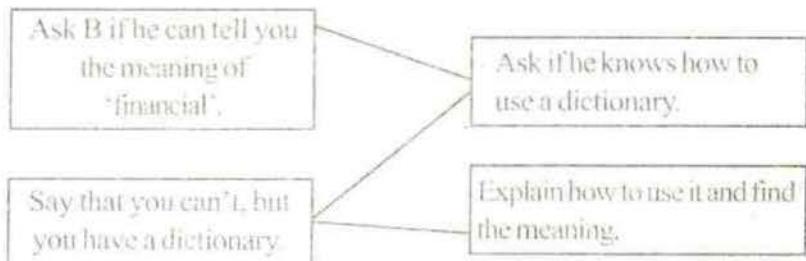


### 3. Practice.

Discuss a possible dialogue based on the outline below. Write it down and practise it with a partner.

A

B



### 4. Put 'so that', 'because', 'until', 'when', 'which', 'where' in the spaces.

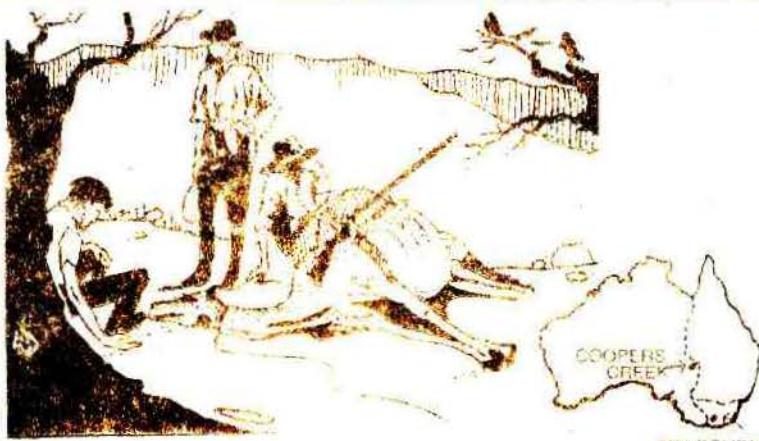
- He was late \_\_\_\_\_ the bus broke down.
- She read the book \_\_\_\_\_ her friend had left.
- He left instructions \_\_\_\_\_ his friend would know what to do.
- Don't start writing \_\_\_\_\_ I tell you.
- \_\_\_\_\_ he got home he felt exhausted.
- Can you see the place \_\_\_\_\_ I made a mistake?

## 11

**EXPLORERS AND STRANGE ANIMALS****11.1 Read, discuss and do the activities**

Back in Kathmandu, Shyam Chaitthay is telling the children more about Australia. He shows them a very sad picture. Look carefully at it, and in groups discuss these questions, making your own suggestions.

Can you describe the men? What are they wearing? What are they doing? How do they look? Where are they? What is the animal? What has happened? What will the men do next?

**Shyam explained:**

Two hundred years ago in Australia, there were aborigine people living in small groups, hunting and gathering food, and English prisoners and guards at Botany Bay. Then squatters arrived to take land and start farming, and diggers came to look for gold. The population increased from 400,000 to 4,100,000 in two years. A few brave people began to explore this vast, dangerous land.

In 1860 a group of men left Melbourne to cross the continent from south to north. They took camels loaded with supplies and large bags to carry water. They also hunted animals. They reached Coopers Creek, a place where sometimes there was enough water to drink. Burke, Wills, Gray, and King went on alone. After 6 months they reached the north coast. They had walked 2,400 km.

But now they had to walk back and they didn't have enough food. They were too weak to walk far each day. Gray died. At last the other three arrived at Coopers Creek. Nobody was there, and there was no water. They couldn't go on, and Burke and Wills died of starvation. Only King went on, and aborigine people helped him and he finally reached Melbourne.

### Activities:

- Choose the correct names in these sentences.

Burke

Will.

Gray

King

- walked across Australia from south to north.
  - died soon on the way back.
  - reached as far south as Coopers Creek and then died.
  - survived, walking twice across Australia.
- Think about travelling for one year where there are no people, no fields, very little water, no paths and no food. In small groups make a list of what you would take with you.
  - Why did they take camels? Could they have used yaks? or mules?
  - Why did three men and all the camels die?
  - How far had King walked when he reached Melbourne?
  - Can you remember a time when you were very, very thirsty? Tell others about it.
  - Read this paragraph about modern Australia.

People from all over the world now live in Australia. They come from China, Vietnam, Japan, the Philippines, India, the Lebanon, Germany, Holland, Greece, Yugoslavia. Many Australians don't speak English, but are learning. There are some words which are only Australian! Australia, with its space, its mixture of people, and its many industries is an exciting, growing country.

- The first sentence of a paragraph tells us what it is about. It is the main idea. What is the main idea in the paragraph?
  - The other sentences tell us more, or give examples.  
What languages can you hear in Australia?  
(Be careful. Languages, not countries. Use the glossary)
- Match the Australian words with their meanings.

arvo, Pom, G'day  
crook, bonzer,  
Good on yer! uni

good, Englishman, ill  
Hello Well done!  
university, afternoon

Example: arvo = afternoon.

## 11.2 Language study.

- Burke and Wills were too weak to walk.  
They weren't strong enough to walk.

'Too' and 'enough' mean the same when used with opposite adjectives and a negative.

When you use these words, you must have a purpose which they refer to.

The television is too expensive (for me to buy).

The television isn't cheap enough (for me to buy).

Today it's warm enough to swim.

It isn't too cold (to swim).



- One student should suggest going for a long walk. Other students can then reply:

"That's too far to walk."

"We haven't enough time."

"It's too hot for walking."

"I'm too tired to walk anywhere."

"It's not cool enough to go far."

"I haven't enough energy."

"I'm not strong enough to walk far."



- In pairs complete the dialogues in two ways and practise saying them with your partner. The first one is done for you.

Can you reach those oranges?

Sorry, I'm ...  
(short/tall/to reach them)

Sorry, I'm too short to reach them.

Sorry, I'm not tall enough to reach them.

Can we use this ladder?

No, it's ...  
(short/long/to reach the window)

Do you want to buy this shirt?

No, its ...  
(small/big/for me)

Where shall we stay tonight?

Well, Chomrong ...  
(far/near/to reach by 5 o'clock)

Shall we use this bag?

No, it's ...  
(small/big/to hold everything)

Can you open this door Sorry?

I'm ...  
(Weak/strong/to open it)

Shall we eat those peaches?

No, they're ...  
(sour/ripe/to eat)

### 11.3 Read and find out.

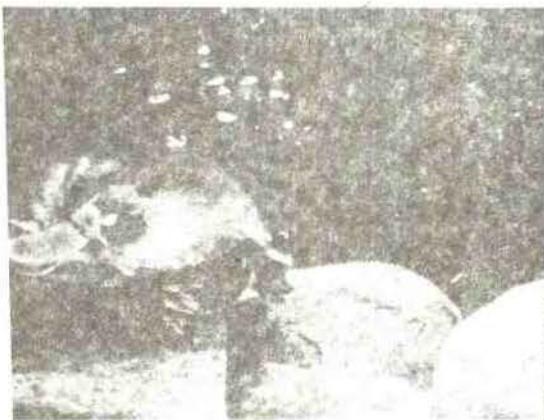
Many Australian birds and animals only live in Australia. On this page you can see and learn about some of them.



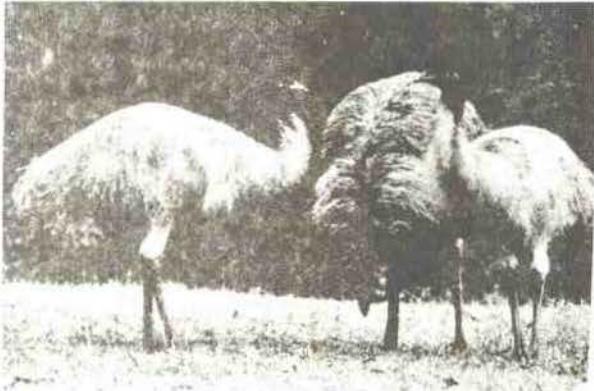
Koalas live only in eucalyptus trees and eat the leaves. We have eucalyptus trees in Nepal. The seeds came first from Australia. Koalas are marsupials, which means they carry their babies in a pouch or pocket. When the baby is bigger it rides on its mother's back. A koala is about 1m. high.



The echidna is one of only two mammals which lay eggs. It is covered with sharp quills.



The platypus is a mammal and gives milk to its baby, but it lays eggs. It lives in small rivers (called billabongs in Australia) and has a bill like a duck.



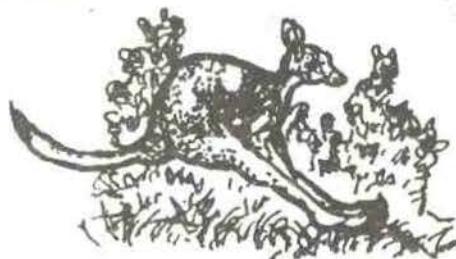
The emu, Australia's national bird, is 2m. high. It can run fast but it can't fly.

## 11.4 Listening.



1. 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? Discuss what you know with the rest of the class.



2. Listen to these sentences read by your teacher or on a cassette and write the complete sentences.

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 \_\_\_\_\_ quickly when it is well fed.  
(d) A \_\_\_\_\_ is a mammal which keeps its young in a \_\_\_\_\_ at the front of its body.

3. Listen once to the programme about kangaroos. Tell each other everything you can remember about kangaroos.

4. Listen again, and write down the missing numbers. Then write the complete sentences.

- (a) Kangaroos are about \_\_\_\_\_ tall.  
(b) They weigh about \_\_\_\_\_ kg.  
(c) About \_\_\_\_\_ animals live in a herd.  
(d) They can jump \_\_\_\_\_ metres.  
(e) They can move at \_\_\_\_\_ kph.

5. Could a kangaroo fit in your classroom or is it too tall?

Could it jump right across your classroom?

6. Listen again, then listen to the questions and write the letters of the correct answers:
- A. (a) It jumps away. (b) It fights. (c) It stands quietly.
  - B. (a) Holding food (b) Jumping (c) Eating food
  - C. (a) It's fully-formed. (b) Not developed.  
(c) Its front and back legs are well developed.
  - D. (a) It climbs into the pouch. (b) It's born in the pouch.  
(c) Its mother puts it in the pouch.
  - E. (a) After a few days (b) After 30-40 days (c) After six months.

## 11.5 Writing.



You've learned about kangaroos. Now you are going to write three short paragraphs about an animal found in Nepal, the rhinoceros. There will be twelve sentences, which are all given, but in the wrong order. The correct order has this pattern:

Paragraph one: Introduction: saving the rhino, sentences 1, 2, 3

Paragraph two: What it looks like, and need for care, 4, 5, 6, 7, 8

Paragraph three: Habits and life span 9, 10, 11, 12

**Read and discuss the sentences. Write the paragraphs with the sentences in the correct order. Copy the picture as an illustration.**

It can be dangerous as it often charges people at speeds of 40 km per hour.

National Parks in Nepal have saved the Indian rhinoceros.

Hunters killed nearly all of them to sell the horn for medicine.

It has no hair except at the tip of its tail, and its thick grey skin has loose folds.

Only one baby is born and it takes milk for 2 years.

They need mud or water to keep cool.

It has short legs with three toes on each foot.

The rhinoceros is a big, heavy animal weighing upto 3000kg and 1.5 metres tall.

Now there are many in Chitwan protected by the army.

It has a large head with small, weak eyes and a solid horn on its snout.

Rhinoceroses eat grass and leaves.

Rhinoceroses can live for twenty-five years.

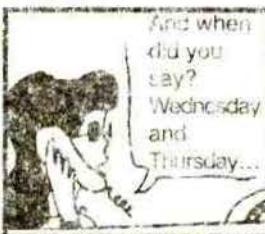


## 11.6 Listening and talking.

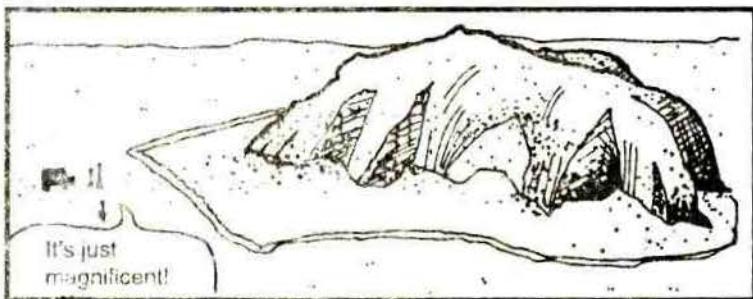


(a) Listen, write and practise the dialogue.

Listen to the cassette or to your teacher reading Miss Rockbeat's telephone conversation. The line is very poor so she has to ask her manager to repeat everything and she stresses the question words. Write the complete conversation including the manager's replies (which are not given) and practise it with your partner.



So Miss Rockbeat travelled from Alice Springs, which is exactly in the middle of Australia, to see the famous Ayers Rock.



(b) Pairwork: asking for repeats.

Your friend will tell you that Joshi Thugwane won the marathon in the 1996 Olympics. You are trying to write it down, so you will ask:

Who did you say? How do you spell it?

What did he win? When did he win?

Your friend will answer these questions. Now change roles, and keep practising this intonation pattern.

## 11.7 Checking up.



1. Too/enough to + infinitive of verb.

It's too late to start.

It isn't early enough to start.



2. too/enough \_\_\_\_\_ for \_\_\_\_\_ ing

It's too heavy for carrying.

This field isn't big enough for playing volleyball.

3. too/enough for noun/pronoun.

It's too big for me. It's not big enough for Ram.

This isn't difficult enough for Grade Eight. It's too easy!

4. Complete these dialogues in any way you like. Practise them with your partner.

(a) "How about this shirt?" "It's much too small for me".

(b) "Can you read this English book?" "\_\_\_\_\_"

(c) "Do we need a candle yet?" "\_\_\_\_\_"

(d) "Will we reach Pokhara tonight?" "\_\_\_\_\_"

5. Here are quiz questions about Australia. You could all write the answers in a fixed time, and see who has most correct, or you could have a team quiz.

(a) What's the Australian population? (b) What's a marsupial?

(c) What is the most common animal, 140 million of them?

(d) What is the name of the small island state?

(e) What money is used? (f) Describe the flag.

(g) When is it hot everywhere?

(h) What important mineral was found in 1851?

(i) How do people say 'Hello'? (j) Where is the famous bridge?

(k) Who walked from south to north and back?

(l) Where did Burke and Wills die?

(m) What do koalas eat? (n) What is the national bird?

(o) What is strange about it? (p) Describe a platypus.

(q) What's a billabong? (r) How tall is a kangaroo?

(s) How big is a new-born baby kangaroo?

(t) What town is in the centre of Australia?

(u) What is the capital? (v) Where were the 2000 Olympics?



## THAK KHOLA AND CHILDHOOD MEMORIES

- 12.1 Read part of a letter which Shambhu sent to the head teacher of Shakti High School.



Do you learn anything which is new to you?

... and then we all came to Jomsom by plane. It is like a different country, it is so brown and dry. The houses have flat roofs which the people use all the time. The sky is deep blue, and on Nilgiri the snow is white. From about 11:00 a.m. a very strong cold wind blows up the valley. The valley here is very wide, and the river winds around among stones and rocks. There are small patches of green where people grow barley, peas and buckwheat and where they have planted apple trees. There is electricity which is good because firewood is scarce. People travel a lot and there are horses, donkeys, mules and *dzopas*. A *dzopa* is half yak and half cow. It's a Tibetan word. Mina comes from here and we've visited...



### Do these activities:

- Find these words: different, winds, patch, scarce.

Match them with these meanings:

- |                |                                  |
|----------------|----------------------------------|
| - hard to find | - has many bends, isn't straight |
| - not the same | - a small piece                  |

(Note: wind (noun) and wind (verb) are pronounced differently)

- True or False? Give your reasons:

- Nilgiri is a mountain.
- Jomsom was cloudy when Shambhu was there.
- People in Jomsom use electricity for cooking.
- The river is very straight.
- People grow a lot of rice near Jomsom.
- Jomsom has an airport.
- It rains a lot in Jomsom.
- Mules and *dzopas* are both cross-breeds.

- How did Shambhu complete the last sentence do you think?

## 12.2 Read part of what Mina told the children, and answer this question.



Why was she frightened?

"Of course we didn't use to watch videos. We didn't have electricity, so we used to burn pieces of pine wood as lamps. We didn't use to see any tourists. But my mother kept a tea shop where many travellers stayed. I used to sit quietly under a table watching all the strange people - pilgrims and lamas in dark red robes, Tibetan traders, *Rongbas* from the south. My father was a trader and he used to go away for long periods.

My uncle owned some yaks and in the monsoon he used to take them up the mountain to graze the flower-covered high *kharkas*.

When I was seven, he took me with him. I was so excited. I rode on a mule laden with bags of '*tsampa*'-roasted barley flour. We climbed up and up into the swirling grey clouds. We lived in a bamboo shelter, and drank yak milk. I played and helped. After about a week the clouds suddenly cleared. I looked down and down. There was our village, smaller than my hand. I was suddenly full of fear. It was so far away. I ran to my uncle's arms, crying."



### Do these activities:

1. Discuss the meaning of these Nepali and Tibetan words which you can find in Exercises 12.1 and 12.2.

dzopa	kharka	tsampa	Rongba	lama
-------	--------	--------	--------	------

2. In your exercise book make two lists. One entry is given.

Mina used to ...	Mina didn't use to ...
<i>burn pine wood as a lamp</i>	

3. Write down what you have learnt about the following in the Thak Khola area:

- |             |                    |             |
|-------------|--------------------|-------------|
| (a) houses  | (b) colours        | (c) weather |
| (d) animals | (e) people's lives |             |

### 12.3 New language.



1. When Mina remembered things she did regularly in the past, she said,

"I used to sit quietly under the table."

She also said what she didn't do.

"We didn't use to watch videos".

When you use the negative you are usually making a comparison with things which you do now.

#### Complete this conversation.

"Mules used to carry everything. Helicopters \_\_\_\_\_ to fly here, but now we have a regular service."

"Did you \_\_\_\_\_ to have a library?"

"No, we \_\_\_\_\_ to be able to read. But we \_\_\_\_\_ to make toys and we \_\_\_\_\_ to play many different games."



2. Think and talk to your partner about the time before you went to school.

- (a) Think about the clothes you wore, the places you went to the games you played, the things you said, where you slept, what your parents did. Tell your partner:

"Before I went to school, I used to \_\_\_\_\_"

Ask your partner:

"What did you use to do?"

- (b) Think of things you do now you are older, but didn't do when you were young. Tell your partner:

"I didn't use to \_\_\_\_\_"



3. Write about yourself using this outline:

When I was young I used to \_\_\_\_\_ and \_\_\_\_\_ and I used to \_\_\_\_\_. I didn't use to \_\_\_\_\_ or \_\_\_\_\_.

But now I always \_\_\_\_\_ and I usually \_\_\_\_\_ and \_\_\_\_\_

4. Notice that 'use to' and 'used to' sound the same. But when writing we need to spell correctly.

(a) Positive : I used to \_\_\_\_\_.

(b) Negative : I didn't use to \_\_\_\_\_.

(c) Question : Did you use to \_\_\_\_\_?

## 12.4 Read and talk



### (a) THE INUITS OF NORTHERN CANADA



Inuits used to live in tents or igloos. They used to keep dogs which pulled sledges, and they used to go out to sea in kayaks, fishing and hunting seals and whales.

Now many of them live in warm modern houses. They work for big oil companies and buy food and modern clothes in supermarkets. And they drive motor sledges.



**Talk about what the Inuit used to do.**

**Talk about what they didn't use to do.**

- (b) Here are pictures showing how Arabs used to live, and how many of them live now. Write two paragraphs, like those about the Inuits. Give them to your partner to check. Write them out neatly. You could add illustrations.

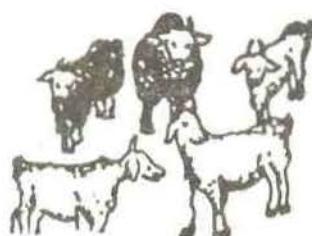
Then:



Live in tents

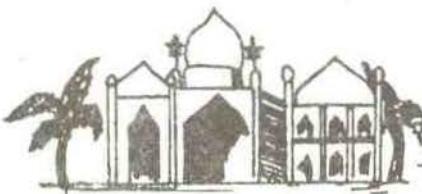


Ride camels  
across the desert



Keep sheep and goats

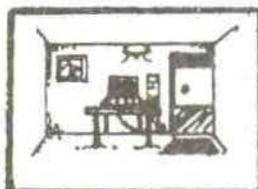
Now:



Live in modern  
houses



Drive big cars

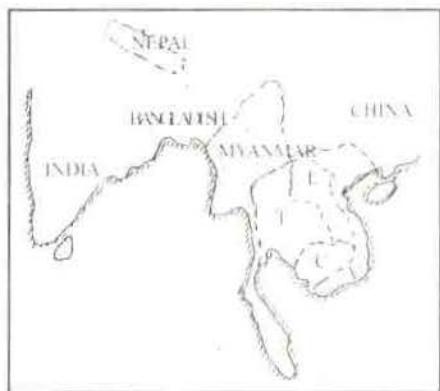


Work in air conditioned  
offices with  
computers

## 12.5 Listening.



- (a) Study the map, photo and headlines. Then discuss the questions.



Pakistan camps for Afghan refugees

Millions escape  
from Burundi

Red Cross feeds 12,000  
refugees daily

BOAT PEOPLE DROWN  
LEAVING VIETNAM

Tibetan refugees pour  
into Nepal and India

EAST NEPAL REFUGEE CAMPS

Thousands in tents

BOSNIAN REFUGEES DIE

(1) Can you name the four countries, T, L, C, V? Trace the map into your exercise book and label the countries correctly.

(2) Look at the headlines. Which word comes five times? What is a refugee? Why do they leave their country? How do they leave? Where do they go? Which refugees live in Nepal?

(b) Listen to Vi's story and answer these questions.

Where did he come from? Why did he become a refugee? Where did he go? What does he do now?

Discuss your answers with the rest of the class.

(c) Read the statements below and write the letters (a) - (j) in your exercise books. Listen again. When did each event happen? Write the letter for each statement, (a) - (j).

C = When he was a child      S = When he was at school

Y = When he was a young man    U = in the U.S.A.

For example, you hear that he used to take food to villagers when he was at school, so by (a) write S.

- (a) He used to take food to villagers (a) = S  
(b) The fighting came nearer.  
(c) He graduated with a B.Sc. in engineering.  
(d) He only used to hear stories of the fighting.  
(e) Vi and his family fled to Saigon.  
(f) He used to hear bombs and rockets.  
(g) He didn't know what he wanted to do.  
(h) He decided to join a campus.  
(i) A civil war was already taking place.  
(j) He went in a helicopter.
3. Listen again and answer these questions. Write the letter of the correct answer in your exercise book.
- (i) There was a civil war because...
- a) North Vietnam was fighting South Vietnam.
  - b) America was fighting North Vietnam.
  - c) America was fighting South Vietnam.
- (ii) He left Da Nang because...
- a) his family lost their business.
  - b) he wanted to go to college.
  - c) the political situation was unsettled.
- (iii) In America ...
- a) he moved from job to job.
  - b) He worked as an engineer.
  - c) he went to campus.
4. Write the paragraph below in your exercise book. Fill in eight of the blanks using the words in the box.

homes safe clever near bombs away.  
up nearer bed sky helped

My parents sent me \_\_\_\_\_ to school so that I would be \_\_\_\_\_ . But the fighting came \_\_\_\_\_. I used to lie in \_\_\_\_\_ and listen to the \_\_\_\_\_ exploding like thunder. We used to see rockets bright in the dark \_\_\_\_\_. Sometimes we \_\_\_\_\_ the villagers who had lost their \_\_\_\_\_ and all their belongings in the bombing.

## 12.6 Read part of a poem by a famous Indian poet and discuss it, using the questions below.



from PAPER BOATS

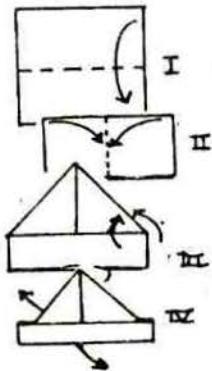
Day by day I float my paper boats one by one  
down the running stream.  
In big black letters I write my name on them  
and the name of the village where I live.  
I hope that someone in some strange land  
will find them and know who I am.  
I load my little boats with shiuli flowers from  
our garden, and hope that these blooms of the  
dawn will be carried safely to land in the night.

- Rabindranath Tagore

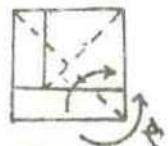
1. What did the poet use to do as a boy?
2. Describe his boats: how they are made, what is written on them, what they are carrying . . . . .
3. Why did he use to do this?
4. Did you use to live near a stream or river when you were small?
5. Did you use to play games there? Describe what you used to do. Or describe any other game you used to play. Tell your partner, using sentences such as "I used to \_\_\_\_\_."
6. Learn the poem, and say it to the class.

## 12.7 Follow the instructions and make a paper boat for a younger brother or sister. Write their name on it. Look at the poem to find out what else to write.

1. Take a piece of paper from your exercise book or duplicating paper. Fold it in half.
2. Fold it in half again, then open it so you can see the fold. Fold the top corners into the middle.
3. Fold up one piece at the bottom on one side. Fold the other piece up on the other side.



- Pull as shown, and you'll find a square.
- Fold up the bottom corners, one at the front, one at the back.



- Pull out again, and form another square.



- Fold up the bottom corners again, one on each side.



- Pull open the middle points.



and you have a boat



## 12.8 Checking up.

- Habits or states in the past.

They used to eat much simpler food.

He didn't use to smoke, but now he is wasting all his money.

She didn't use to work hard, but now she is really trying.

Did you use to play volleyball? No, I only learned last year.

We used to be very happy when we were children.

- Express these sentences with a form of 'used to.'

- He lived in Darjeeling as a boy.

*He used to live in Darjeeling.*

- How did you spend the winter evenings?

- They didn't go away in those days.

- We went to school together.

- At one time there were thick forests there.

- What did you do in the summer in those days?

- There was widespread poverty and hunger at that time.

- In those days we didn't have modern clothes.

- Ask your mother or father about things they used to do or not do when they were children. Choose the three or four most interesting events and write a short paragraph on MY PARENTS' CHILDHOOD.

### 13.1 Reading



- (a) Read the first part of this story (on this page) silently and find out:

**What crime has been committed?**

Our friends from the balloon took a few days holiday to visit Muktinath. When they arrived, after walking all day from Jomsom, it was late. They chose a quiet lodge and ordered supper. While they were eating, three men arrived, two Nepalese and a foreigner. They had little luggage, but a large purple rucksack. It seemed to be empty. Shambhu noticed how easily the man swung it off and dropped it on the floor.



After supper Shambhu was restless, but the others - even Chankhay - were tired and wanted to go to bed. "I'll go for a short walk by myself", Shambhu said. When he got back, he stood for some time on the balcony looking down on the village, pale in the moonlight. He could hear the murmur of talking from one of the bedrooms. Now and then he heard a few words.

"We'll stay here tomorrow night. They won't look for us here," he heard someone say in English. Shambhu took no notice and slipped quietly to bed.

The next day they explored Muktinath. Towards evening a big crowd gathered, with several policemen there. "One of our oldest statues has gone", they shouted. "Where is it? Who's stolen it?" Our friends stayed for some time, trying to find out what had happened, but every story was different. At last they returned to the lodge, and sat down in a corner by themselves drinking coffee.

The three men came in. One of them was carrying the purple rucksack, but this time he lifted it off carefully and with difficulty, and put it by his chair. The men sat down and ordered beers.

- (b) Give your own ideas in answer to the next questions. Then read the next part of the story.

**What do you think? Who are the men?**

**What's in the rucksack? What are they going to do?**

Shambhu was thinking. He walked towards the door, then pretended to trip and knocked against the rucksack. It felt very hard. "Look out, can't you!" growled the foreigner. Shambhu apologized, and waited outside until the others joined him.

"There's something big and heavy in the rucksack. And I heard something strange last night" he told the others. "I've a plan \_\_\_\_\_". The others looked at each other. "All right, but be careful", Shyam said.

What do you think Shambhu plans to do?

While the three men, and all Shambhu's friends were eating supper, Shambhu and Chankhay were on the roof. The men's room had a small, open, but barred window. Chankhay climbed down and squeezed through the window.

Time passed. Shambhu felt nervous. Would the men come back to their room? Would Chankhay be successful?

At last Chankhay climbed up. With one hand and his tail he held a statue.

"You're great, Chankhay", Shambhu whispered "Come on, we're going to the police with this."

Half an hour later the men were arrested, their fingerprints found on the statue. Everyone congratulated Shambhu, but he shook his head. "Oh no", he said, "I couldn't have done it myself. It's all thanks to Chankhay and his clever monkey tricks."



1.) Answer these questions.

Find these words in the story: restless, balcony, murmur, growl, squeeze, arrested. Match them with these meanings, as used in the story.

a low sound, captured by police, to go through a small space, not able to sit still, to speak roughly, an upstairs verandah.

2. Give short answers. If you can't tell, say "We don't know".

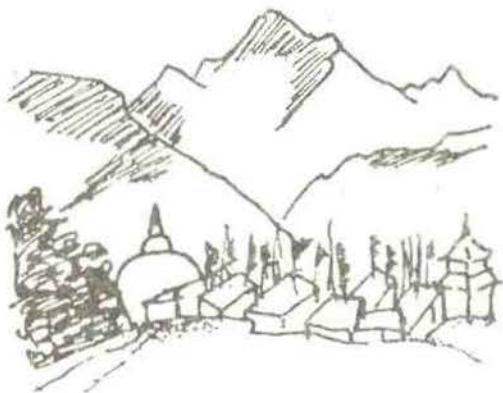
- Which language did the three men use?
- What was stolen?
- What was in the purple rucksack on the first evening?
- What was in the purple rucksack on the second evening?
- What were the men wearing?

## 13.2 Reading quickly for information.



Read this passage about Muktinath and find two reasons why people visit it, and what the village looks like.

Every year thousands of visitors come to Muktinath. Pilgrims from Nepal and India and trekkers from all over the world climb up from the valley of the Kali Gandaki, going eastwards on the path which goes over the high Thorung La pass to Manang. The country is like the moon because it is so dry. Nothing grows. There are only bare brown rocky hillsides. No trees, no grass, just rock. And then they reach Muktinath with its tree-lined streets and apple, plum and peach orchards. In a peaceful park there are old twisted trees covered with prayer flags, and a temple surrounded by a hundred and eight water spouts. Many people come to see the flame which never goes out. This is natural gas from underground which burns continuously.



In the village the houses are brown and flat roofed, but there are bright lodge signs everywhere. The streets are full of people, horses, mule trains, sheep and goats and you can hear many languages being spoken.

## 13.3 Making notes.

When we read books to find out about something, we should take notes. This helps us to remember the most important things. It also helps us to learn them easily if we are studying. Notes are not written in sentences. It is good to arrange our notes. Use the passages in this unit, and any other books or your general knowledge to draw and complete these boxes.

### Climate

*Very very dry. Light monsoon rain.  
Some snow in winter*

### Location

### General impression

### MUKTINATH

### Agriculture

### Interesting sites

(General impression = What it looks like.)

### 13.4 New language: reflexive pronouns and 'each other.'



- Study and practise.

"I couldn't have done it myself", said Shambhu.



I'm pointing to myself.

I cut the apple.



I cut myself.



Here are more examples.

My brother can dress himself.

They ate it themselves.

You must do your homework yourselves.

Deaf people can't even hear themselves talk.'

She was talking to herself.

We painted the classroom ourselves.

The dog found itself a bone.

When is 'self' used and when is 'selves' used?

- Find other examples of reflexive pronouns in the story in exercise 13.1.
- Put the correct reflexive pronoun in the spaces.
  - I'll do it \_\_\_\_\_.
  - Be careful not to cut \_\_\_\_\_.
  - You can look at \_\_\_\_\_ in a mirror.
  - We sat by \_\_\_\_\_.
  - You must all do these exercises \_\_\_\_\_.
  - They arranged it all \_\_\_\_\_.
- "They looked at each other." "They looked at one another." These two sentences mean exactly the same. They both tell us that A looked at B and B looked at A. In the story all the members of the group looked at each other.
- Complete these sentences using 'each other', 'one another' or 'self/selves'
  - In a family or community we must all help\_\_\_\_\_.
  - Did you make this \_\_\_\_\_?
  - He hurt \_\_\_\_\_ while he was working.
  - Talk to \_\_\_\_\_ in small groups.
  - In pairs, check \_\_\_\_\_'s work.
  - He lives by \_\_\_\_\_. There's no one else there.
  - In the holidays we visited \_\_\_\_\_ several times.

### 13.5 Listening: the Great BBC Quiz.



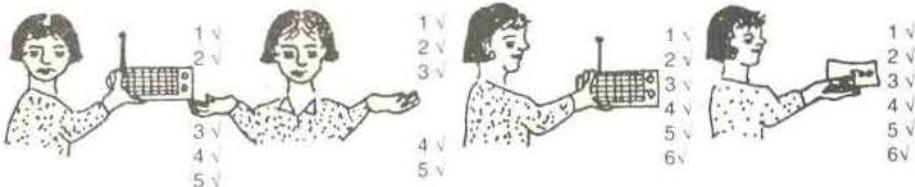
(a) Discuss these questions.

1. What is a quiz? What is the BBC?
2. Have you taken part in a quiz competition?
3. Are there any quizzes on Radio Nepal or Nepal TV? What are they called? Who takes part?



(b) Read carefully, then listen to the quiz and do the activities.

1. Jyoti had telephoned the BBC to enter their quiz show. When she was back in Jomsom, the BBC telephoned, and then she was live on BBC World Service. Listen to the programme, and decide which picture shows Jyoti at the end of the quiz.



2. Can you remember? How do you contact the quiz?
3. Listen to the programme two more times.

The first time write down Jyoti's answers in your exercise book.  
The second time write down the questions.

Answers	Questions
<i>Bob Geldof</i>	
_____	_____
_____	_____
_____	_____

Discuss these questions and answers with the rest of your class.

4. Use these words to make questions. Can you give the answers?  
Who/Everest/first/climb? *Who first climbed Mt. Everest?*  
When/Genghis Khan/die?  
What/fastest/animal?  
What/name/Prime Minister?  
Where/flame/always burns?  
What/call/animal with pouch?

## 13.6 Writing: a letter.



- (a) BBC also has a programme called 'Pop Science.' You can ask any interesting scientific question which is puzzling you, and at the same time you ask for your choice of pop music. Shanti wrote this letter. Study it carefully.

L W F

c/o Living World Films  
P.O.Box 2798  
Kathmandu, Nepal  
19 August

Dear Pop Science,

When we visited Muktinath near Mount Annapurna, we saw some black pebbles along the river, Kali Gandaki. They are called *shaligrams*. If you break them, you will see lines that look like a picture of a snail. What are they, and how did they get there? I've drawn you a picture of one. Please could you play the request "Everything I do" by Bryan Adams for me?

Thank you.

I enjoy your programme very much.

Yours sincerely,  
*Shanti*  
Shanti

(Note c/o means 'care of'. We use it when it is not your real, home address.)

- (b) Think of a question which you would like to have answered.

**For example:**

Why do twins look the same?  
What is the biggest egg in the world?  
How does the sun make electricity?  
And think of the music you would like to hear.

- (c) Write a letter to Pop Science. Your opening sentence can be "I'd like to ask \_\_\_\_\_" You need to make your question a reported question.  
Check each other's letters.

## 13.7 Organise your own quiz.



Divide the class into two or more teams. Everyone must think of a question. When the two teams compete everyone will ask a question, and answer a question. Make up any other rules you need. You could challenge Grade 9 to a competition.

### 13.8 Talking together: putting things right.



- (a) There are 10 things wrong in this picture. Can you find them all?  
Work in pairs and see which pair can find them the most quickly.



- (b) And there is one thing wrong with each of these sentences. Talk about them. Write them out correctly.

1. Windows are made of a glass.
2. His sweater is red colour.
3. We enjoyed very much.
4. How many rice is there?
5. The girl cut himself.
6. He is married with my sister.
7. I every day sweep the house.
8. I was born in September the twelfth.
9. He's gone to home.
10. Last Friday I have lost my pencil.
11. For surfing you need a surf board and lots of ice.
12. I work in shop in Patan.
13. Kangaroos are marsupials because they have long legs.
14. While I am having a shower, my friend arrived.

### 13.9 Checking up.



#### 1. Reflexive pronouns.



I cut myself.

You can open it yourself.

He works by himself. She makes all her sweaters herself.

We dressed ourselves quickly and ran outside to enjoy ourselves.

Please help yourselves to a piece of cake each.

Please help yourself to some food.

They were very pleased with themselves when they passed SLC.

#### 2. Each other/One another.

They didn't speak to each other for several minutes.

We listened carefully to one another before deciding.

The two friends loved each other very much.

We share each other's books.

#### 3. Practice.

- (a) Help one another in your pairs to find these muddled words in exercises 13.1, 13.2 and 13.3. Then write the words and meanings in your exercise book.

l<sup>g</sup>gueaq

- An uncountable noun for the bags we take on a journey.

lape

- without very much colour.

tnaillrb

- very bright.

iiaerrgtd

- using water brought from a river or well for growing crops.

- (b) Write about yourself by completing these sentences.

I always feel happy when\_\_\_\_\_.

The best time of day for me is\_\_\_\_\_.

I think teachers should\_\_\_\_\_.

The best thing about being Nepali is\_\_\_\_\_.

I want to learn English because\_\_\_\_\_.

- (c) In pairs, share with each other what you have written.

## 14 ANNAPURNA

### 14.1 Reading.

From Jomsom the balloonists can see the great mountain Annapurna. Look quickly at the first part of this true story and find out:

How high is Annapurna? Who first climbed it? When?

Then read carefully and do the activities.

#### THE ASCENT

In 1950 no-one had ever climbed a mountain higher than 8000 meters. In April 1950 a party of eight Nepali and five French climbers walked from



India to Tukche, near Jomsom. Their leader was Maurice Herzog. There were no maps, but their aim, their mission, was to climb Annapurna.

Herzog tried to climb Annapurna from the Kali Gandaki Valley. Everyone carried food and equipment up the mountain. They made four camps. They left tents, food, and cooking stoves at each camp. The climbers were worried about the weather.

"If the monsoon starts, it'll snow," said one. "Then it'll get cold."

"If it's too cold, we'll get frostbite," said another.

"If the weather is bad, we'll fail."

"If camp 5 is too low, we won't be able to reach the top."

"If we get there, how exciting it will be."

These thoughts filled their minds.

On June 2, 1950, Herzog, his friend Lachenal, and two Sherpas, Ang Tharkay and Sarki, left Camp 4 and climbed slowly up the mountain. At Camp 5 they cut the ice to make a small flat space and put their tent there. The two Sherpas returned to Camp 4. Herzog and Lachenal did not sleep that night. They left Camp 5 at six o'clock next morning. They climbed slowly and painfully. They couldn't breathe. They struggled upwards for six hours. Herzog wrote this in his book:

"After a few more steps, the summit ridge came nearer. We dragged ourselves up. Could we possibly be on the top of Annapurna? Yes!

A fierce wind tore at us. We were on top of Annapurna, 8075m., 25,495 feet. Our hearts overflowed with an unspeakable happiness .... Our mission was accomplished."

But a mountain is never climbed until the mountaineers return safely. On the top of Annapurna the weather begins to change. If they don't reach camp by evening they'll die.



### Activities:

1. What will happen if \_\_\_\_\_?
  - (a) the monsoon starts
  - (b) it's too cold
  - (c) the weather is bad
  - (d) camp 5 is too low
2. True or false? Give your reasons, using words from the text.
  - (a) Annapurna is over 8000m. high.
  - (b) Four men reached Camp 5.
  - (c) Four men slept at Camp 5.
  - (d) The monsoon was expected to start soon.
  - (e) They reached the summit at 11:00a.m.
  - (f) The weather was calm and still at the summit.
  - (g) They felt very happy and excited at the top.
  - (h) Everything is difficult at high altitude.
3. What could happen while they are coming down? Give your own ideas. Use 'maybe' or 'perhaps'. You will find out what happened when you read exercise 14.4.
4. Can you name other mountains over 8000m. high?
5. Why are they so hard to climb?

## 14.2 New language: conditions.



(a)

If we walk quickly, we'll get there by 10 o'clock.

'We'll get there by 10 o'clock' is the main idea, or clause. It's about the future, it's a forecast. Which verb tense is used? Which word is used to show the future tense?

But there is a condition. We must walk quickly. Without this, we won't arrive by 10 o'clock.

'If we walk quickly' is the condition, and we have to do it now. Which tense is used? Never say "If I will \_\_\_\_\_". The "will" is always in the main clause. Match the following conditions and main clauses and practise saying them.

Example: *If they don't reach camp, they'll die.*

If they don't reach camp	we'll fail.
We'll soon finish	they'll die.
If the monsoon starts	we'll fly the balloon.
If I've got time	if we work hard.
He'll buy a new ball	if he's got enough money.
If the weather is good	I'll finish the book.
If he needs help	we won't leave him.



(b) Complete these dialogues and practise saying them with your partner. Use the words in the box.

water misses can rains come go worry

1. Could you come shopping tomorrow?  
I'll come if I \_\_\_\_\_ but I may have to help at home.
2. If you don't \_\_\_\_\_ those plants they'll die.  
Don't \_\_\_\_\_. I'll do it now.
3. How will he come if he \_\_\_\_\_ the bus?  
I think he'll \_\_\_\_\_ by taxi.
4. Will she definitely go to Kathmandu tomorrow?  
No, she won't \_\_\_\_\_ if it \_\_\_\_\_.



(c) Add your own main clauses, using the future tense.

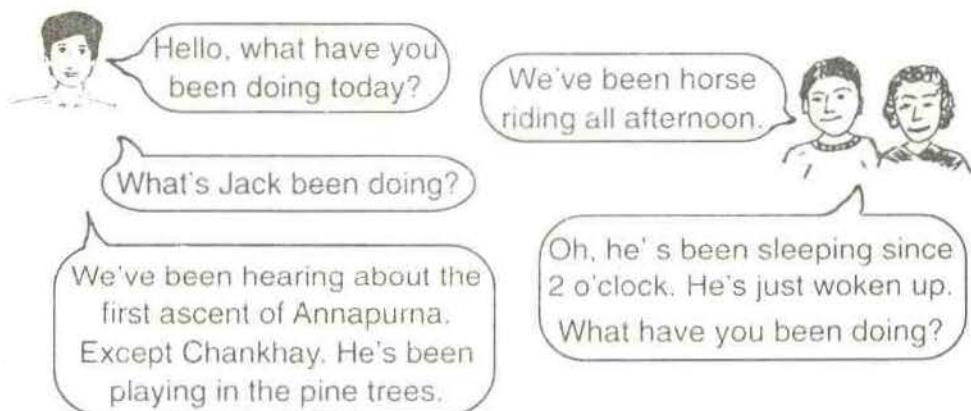
1. If we always do our homework \_\_\_\_\_.
2. If you don't hurry up \_\_\_\_\_.
3. If Chankhay goes to Kathmandu \_\_\_\_\_.
4. If we ask our teacher nicely \_\_\_\_\_.

### 14.3 New language: perfect continuous tenses.



(a) Read, and practise this conversation in pairs.

Shambhu has made friends with three trekkers who are staying in the lodge in Jomsom. They are just coming back. It is 5 o'clock.



(b) Study carefully and practise saying all the examples below.

When you do something continuously up to the present time, you use the present perfect continuous tense.

I've been walking for 3 hours. I'm glad to rest.

You've been working very hard. You can stop now.

He's been waiting here all morning. I expect he's hungry.

If you continue doing something up to a time in the past, use 'had' instead of 'have' or 'has'. This is the past perfect continuous.

Miss Rockbeat had been singing for 5 minutes when the electricity went off.

They'd been climbing for three hours when it started to snow.



(c) Complete these sentences using the present perfect continuous tense. Write them in your exercise book. The first one is done for you.

1. We've been walking for 8 hours. We're very hot.
2. They've \_\_\_\_\_ the bridge for 3 months.
3. He's \_\_\_\_\_. Now he'll get a job as a doctor.
4. It's \_\_\_\_\_ for 12 hours. The river is flooding.
5. I've \_\_\_\_\_. My pen's run out of ink.
6. What have you been doing since 10 o'clock today? I've been

## 14.4 Reading.



You are going to read what happened as Herzog and Lachenal came down the mountain. You will read about

frostbite gloves boots a crevasse an avalanche

Check the meanings of these words. What do you think happened?

### THE DESCENT

As they were going down the mountain, Herzog stopped to take something from his rucksack. His gloves fell and rolled down the slope. Now his hands might become frost-bitten. The two men struggled on to Camp 5, where they spent the night. A terrible storm began. All next day they searched in the driving snow for Camp 4. Their hands and feet were frozen and they had nothing to eat. And they couldn't find their tents. Suddenly Lachenal fell into a crevasse, a large crack in the ice. But he wasn't hurt. They could spend the night in the crevasse.

They took off their boots and crouched together. They rubbed each other's feet to keep them warm. They were frozen, uncomfortable, and weak. In the morning they climbed out of the crevasse. 200 metres away they saw the tents of Camp 4. The Sherpas were waiting for them. But they still had a long way to go.

1. Find these words and match them with the pictures:

rucksack, sheltered, searched, crouched, rubbed, several



2. Complete these sentences:

- (a) Herzog's hands were bare because\_\_\_\_\_.
- (b) They couldn't find Camp 4 because\_\_\_\_\_.
- (c) They were very weak because\_\_\_\_\_.
- (d) They rubbed each others feet to\_\_\_\_\_.
- (e) They stayed in the crevasse because\_\_\_\_\_.

## 14.5 Reading: the end of the adventure.



Their hands and feet were badly frost-bitten. It was sunny and they became snow-blinded. The Sherpas helped them walk. Suddenly they were knocked down by a river of falling snow. They couldn't breathe. Herzog fell nearly 200 metres before he stopped against a big block of ice.

They struggled on. At last they reached the doctor at Camp 2. They were carried on to the train for India. The doctor had to cut off some of their frost-bitten fingers and toes, using only scissors. At last they reached France. Herzog wrote: "Annapurna, to which we had gone empty-handed was a treasure on which we should live the rest of our days. Now we turn the page: a new life begins. There are other Annapurnas in the lives of men.

### Do these activities:

1. Complete Herzog's diary using the notes.

June 2	Pitched Camp 5, slept there
June 3	
June 4	
June 5	

Reached top!  
Back to 5

Storm all  
day-night in  
crevasse

Pitched Camp  
5 slept there

Sun, avalanche,  
near death reached  
Camp 2

2. (a) Even though Herzog lost some fingers and toes, do you think he was happy he had climbed Annapurna? Give your reasons.  
(b) Would Herzog be able to climb mountains again? Explain your answer.  
(d) 'There are other Annapurnas in the lives of men.'

Remembering that Annapurna was very difficult to climb and needed great effort, what do you think this sentence means?

## 14.6 Listening.



Listen to two people talking and complete the dialogue below so that you can practise it with good intonation.

"I'm going \_\_\_\_\_ . Can \_\_\_\_\_ ?"

"I'd \_\_\_\_\_ to, but I'm very \_\_\_\_\_ "

"\_\_\_\_\_ "

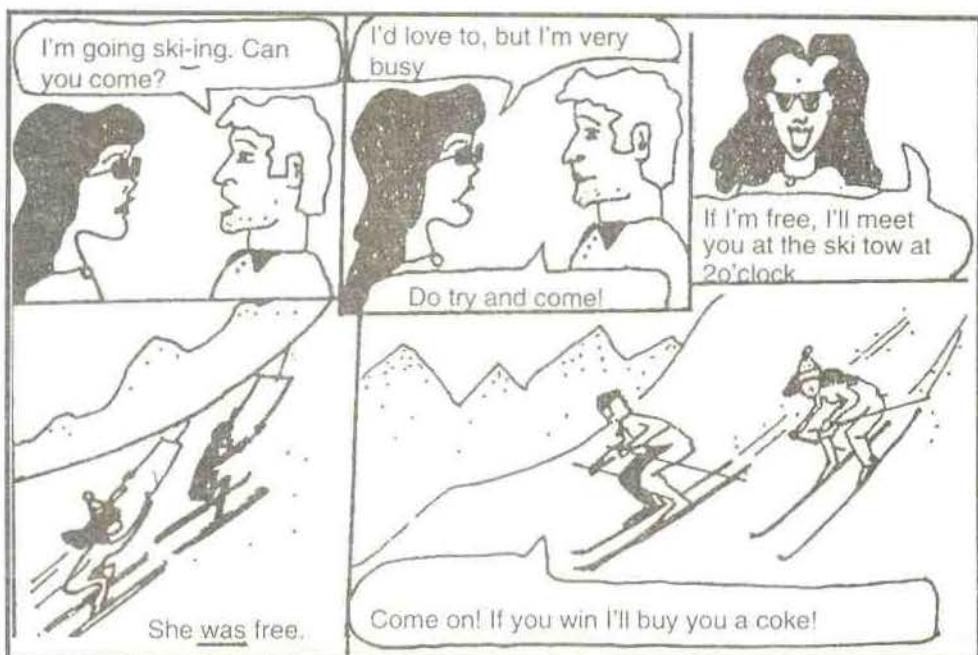
"If I'm \_\_\_\_\_ , I'll \_\_\_\_\_ you at the river"

## 14.7 Pairwork.



a) Read, then practise and learn the dialogue with your partner.

Miss Rockbeat is staying for a few days in the Australian Alps, the highest mountains in Australia. They are covered with snow in the winter, and many people go there for skiing holidays. Miss Rockbeat has two concerts to give, but she also enjoys skiing. Peter is an Australian lawyer staying at the same hotel.



- (b) Decide what happened at the end of the race. Who won? Who bought the cokes? What did Peter and Miss Rockbeat say. Draw one more picture showing what happened and what they said.  
(c) Act the whole story, including your own ending.  
(d) Work out as many sensible sentences as possible using this table, and practise saying them.

Example: *If it rains we'll visit the museum.*

If it rains	we'll stay at home.
If I can	I'll do the work.
If they visit us	we'll visit the museum.
If you finish early	you can go home. I'll buy some noodles.

## 14.8 Checking up.



### 1. Conditions



I'll stay here if it rains.

If the telephone rings, please answer it.

I'll buy the book if you give me some money.

### 2. Present perfect continuous.

I've been learning English. The course finished today.

It's been snowing for two days.

### 3. Past perfect continuous

It had been raining for many hours but at last the sun came out.

I'd been working for over an hour when my friend arrived to help me.

### 4. Practice.

Look at the following sentences. Discuss with your partner what tense the verb in the bracket should be. Then write the passages neatly in your exercise book.

(a) They (climb) for six hours when they suddenly (reach) the top. What a wonderful view!

"If you (stand) there, I (take) a photo", (say) Maurice. He (take) the photo and (put away) the camera. "Come on, if we (not go) now, we (not reach) the camp before dark."

(b) They (talk) about their plans when they (meet) a stranger.

"Please help me" he (say). I (walk) for several hours, and can't find the village. I (be) very tired and hungry."

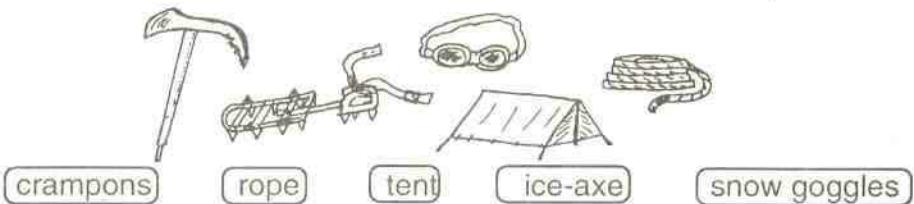
"That's all right, come with us", the two friends (say).

5. Take it in turns to say one sentence each and tell the story of the expedition up Annapurna. Don't look at your textbooks.

6. Why do you think people want to climb mountains? Would you like to?

7. Talk about famous Nepali climbers.

8. Match the pictures and the names of these pieces of equipment.



## 15

## TREASURES FROM THE PAST

### 15.1 Read and do the activities.

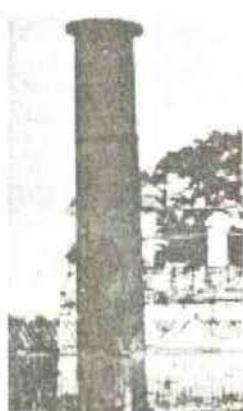
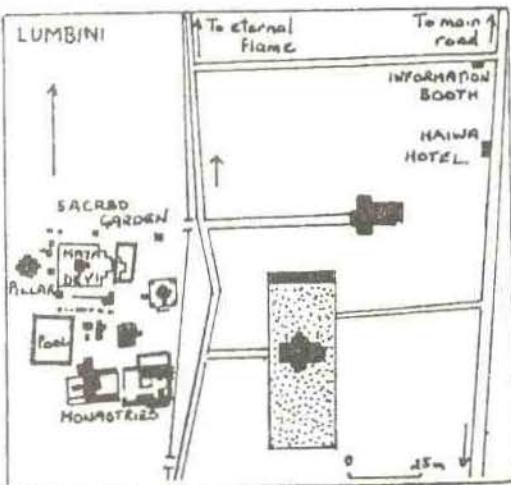


The balloonists have come to Lumbini and they are reading a guide book.

Read this page and say what archaeologists found in  
(a) Lumbini (b) Tilaurakot

Lumbini is 136 km. from Chitwan, 30 km. from Bhairawa. At this place Lord Buddha was born around 563 BC, and today it is a place of pilgrimage and peace.

In 1895, a German archaeologist discovered the remains of a tall pillar. The Indian Emperor Ashoka put up this carved pillar when he visited Nepal in 250 BC, and it says that Lumbini was the birthplace of Lord Buddha.



You can still see the pillar in the Sacred Garden. Behind it is the Maya Devi temple, built of brick. Inside the temple there are carvings showing the Buddha's birth. The temple was built in the third century BC, to mark the exact spot of his birth. At that time his mother bathed in the nearby pool. Two modern, active monasteries face the Sacred Garden.

Tilaurakot is a lovely place 24 km. west of Lumbini. Here, archaeologists have uncovered the remains of a palace. They found four gates, thick walls, the bases of stupas, three thousand coins, pottery and toys. This is the old capital city of Kapilavastu, 2800 years old. This is the palace where the Buddha lived as a boy. His father was king and ruled all of the Central Terai.

The children don't know all the English words, and Shanti is puzzled.



What's an  
archaeologist?

Why didn't everyone  
know about the pillar?



Mina explained...

"Archaeologists dig under the ground to find out about people who lived hundreds or thousands of years ago. In 1895 Führer, a German archaeologist, was searching in the thick jungles of the Terai for anything connected with the Buddha. He planned to search at Taulihawa, where he had found a few coins. But his Nepali guide wanted an easier meeting place. They met and camped. In the night one of the porters was in the jungle near the tents and he found the pillar. It was hidden among trees and bushes."

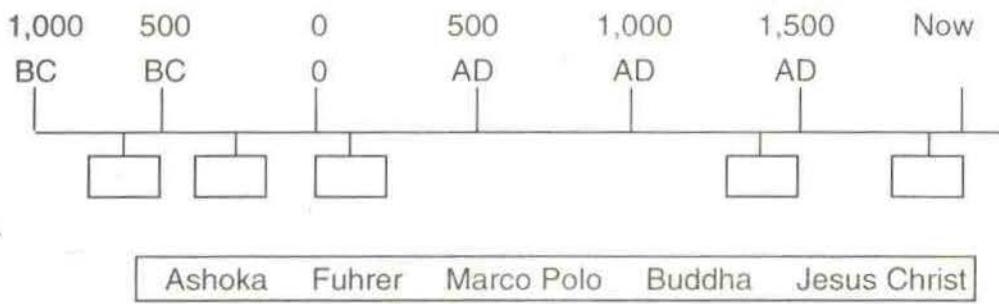
"How very lucky that they camped there!"



If we'd more time, I'd love  
to visit Tilaurakot.  
It sounds so interesting.

**Discuss and write answers in your exercise book.**

1. What do the following numbers mentioned in the text refer to:  
1895 2800 250 24 563 4? Write a sentence about each one.
2. Look at the map. Give instructions to a tourist who is staying at the Haiwa Hotel and wants to see Ashoka's pillar. Begin: "Go left up the road, then take the first left past the information booth. Then..."
3. Here is a time line. Copy it into your exercise book. Write the names below into the correct boxes to show when these people lived.



4. Imagine you are the porter. What would you have said to Führer, when you'd found the pillar? Write a short conversation.
5. What is special about
  - the Maya Devi temple
  - the pillar
  - the palace at Tilaurakot?

## 15.2 New language: imaginary conditions.



- (a) Read and discuss.

What would you do if you had a million rupees?

"I'd put it in the bank till I'm older", said Shambhu.

"I'd buy a small speaking computer," said Jyoti.

"I'd visit other countries," said Shanti.

Get into groups of three or four students and decide what would be the most exciting thing you would do, and what would be the most helpful thing you would do. Share your ideas with other groups. What is the most unusual thing anyone would do?

- (b) Study and practise.

But of course you haven't got a million rupees. We are only pretending, or supposing. We are imagining things which aren't possible. When we do this we use:

Imagined condition clause

The main clause

If + S+V past tense

S+ would ('d) or could + verb

Find what Jyoti said on page 106

If \_\_\_\_\_, I'd \_\_\_\_\_

Here are some more examples.

If we were in Kathmandu, we'd go to the zoo. (But we aren't in Kathmandu.)

"If I knew the meaning, I'd tell you." (But I don't know it)

"If I had a dictionary, I'd look it up." (But I haven't)

"Oh, I know, if you wait a few minutes I'll give you my brother's dictionary" (This is possible, I'll do it. So will, not would, is correct).

Translate the sentences above into Nepali, to show the different meanings.



- (c) Complete these "suppose" sentences with interesting ideas. They don't need to be serious. Practise saying them, and also write them in your exercise book.

1. If I'd got a helicopter, I'd\_\_\_\_\_
2. If I wasn't Nepali, I'd like to be\_\_\_\_\_
3. If we had a holiday today, I'd\_\_\_\_\_
4. If I was the Prime Minister,\_\_\_\_\_
5. If I hadn't been lazy, I wouldn't have\_\_\_\_\_
6. If I lived in New York\_\_\_\_\_

### 15.3 More new language.



(a) Study another use for 'if \_\_\_\_\_ would \_\_\_\_\_'

Chankhay,  
if you sat still,  
you'd learn more.

If you stopped  
smoking you'd be  
much healthier.

If you worked harder,  
you'd pass your exams.

We can use this form of language for giving firm advice. Here are three friends.

- A. I'm always so tired.
- B. You should go to bed early.
- C. Yes, if you went to bed early you wouldn't be so tired.

Work in pairs or groups and complete these conversations.

- A. I get low marks all the time for my homework.
- B. You should concentrate in class.
- C. Yes, if you \_\_\_\_\_, you'd \_\_\_\_\_.

- A. I'm always losing my money.
- B. You should \_\_\_\_\_.
- C. Yes, if you \_\_\_\_\_, you'd \_\_\_\_\_.

- A. I want to win the 100m. race
- B. You should \_\_\_\_\_.
- C. Yes, if you \_\_\_\_\_.

(b) Make a chain of possibilities. Work in groups and everyone adds a sentence. Notice that these are all true, possible sentences.

"If I go to bed late, I'll be tired tomorrow."

"If I'm tired tomorrow, I'll get up late."

"If I get up late, I'll be late for school."

"If I'm late for school, my English teacher will \_\_\_\_\_."

Continue with as many sentences as possible.

**Start other chains:**

"If we open a library, we'll \_\_\_\_\_."

"If we go to Pokhara, we'll \_\_\_\_\_."

## 15.4 Listening.



1. Discuss these questions together, collecting everyone's ideas.

What do you know about China?

1. Would you like to visit China as a tourist, or to work there?



2. Listen to Part A of a radio programme about China.

Is this the beginning, middle or end of the radio programme?

3. Look at these questions, then listen to Part A again and give answers.

(a) How far back does China's history go?

(b) Which country is bigger than China?

(c) Approximately how many people live in China?

4. These countries all border onto China

Afghanistan, Bhutan, Burma, India, Laos, Mongolia, Nepal, North Korea, Pakistan, Russia, Sikkim, Vietnam. Write numbers 2, 3, 6, 10, 11, and 12 in your exercise book and find them on the map. Listen to part A of the programme again and write the name of the country by each number.



5. Now listen to Part B of the programme. Which is the best title?
- (a) China today
  - (b) Land of a billion mouths
  - (c) China-its land and population
  - (d) China's gifts to the world.
6. Read these questions, then answer them as you listen to Part B again.
- (a) Which invention is not mentioned?  
paper      fireworks      silk      stomach medicine
  - (b) What is the land area of China?
  - (c) What percentage of people live in cities?
  - (d) Fill in the missing information.

City : \_\_\_\_\_

Population : 12.000.000

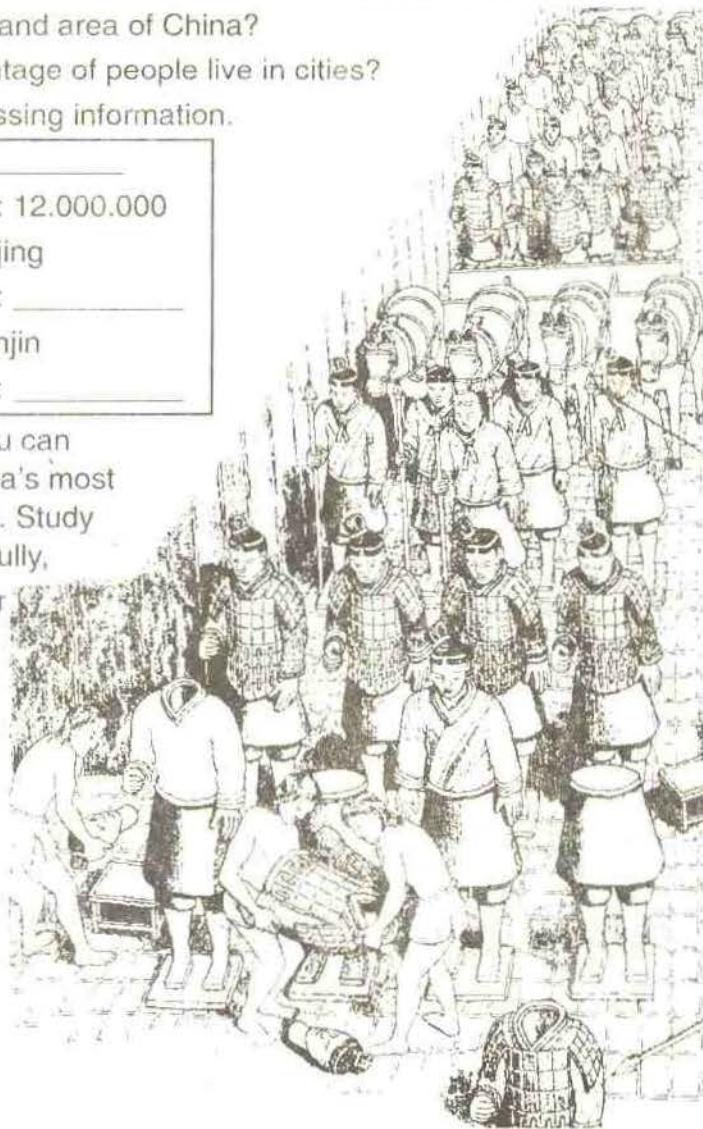
City : Beijing

Population : \_\_\_\_\_

City : Tianjin

Population : \_\_\_\_\_

7. In the picture you can see one of China's most amazing scenes. Study the picture carefully, and discuss your ideas about who these figures are.



## 16.5 Giving information



Read, discuss, write and practise talking.

The picture on the previous page shows an army of 8,000 soldiers made of terracotta (that's mud or clay). They were put up in a great underground room to guard the body of a king. They were found in 1974, and now you can visit them in Xian, once one of the world's greatest cities.

This guide has now in China, and she visited the terracotta warriors. You are not allowed to take photos. But while the guide was explaining, she made these notes:

Emperor Shi Huang ..... first emperor of China ..... from 221 BC ..... had great army ..... half Great Wall ..... also built own tomb ..... the underground army ..... took 36 years to build ..... no one has seen it ..... I'll stand on the ground ..... his body is buried there ..... 1974 ..... In big underground room they found 8,000 clay soldiers, life size ..... hollow inside to be lighter ..... archers, foot soldiers, horses, riders, chariots ..... real weapons still sharp ..... are standing in battle order ..... guarding his body ..... 7,000,000 slaves and craftsmen made the models. After Emperor died in 210 BC.

Use these notes and pretend to be the guide giving his speech. Plan an interesting, accurate paragraph about the terracotta army. Here is a possible outline. Check your paragraph carefully and write it out neatly.

Emperor Shi Huang was the ..... He ruled ..... He built ..... and ..... This is like ..... but .....

In 1974 scientists dug down and found ..... in ..... They are ..... and ..... After the Emperor died in 210 BC .....

## 15.6 Checking up.



### 1. Predicting the future with possible conditions.

If it doesn't rain soon, the plants will die.

If you put on a sweater you'll be warmer.

If the letter arrives, I'll bring it to you.

### 2. Imagining situations.

If we were rich, we wouldn't live in this house.

If we had a new ball, we could play volleyball.

If I was the headmaster, I'd give everyone a holiday.

"If I were the headmaster" can also be used.

### 3. Predicting the result of a suggestion or advice which is not yet being followed.

If we walked faster, we wouldn't be late.

If you took some cough medicine you'd soon be better.

If you were less selfish people would like you.

### 4. Practice.

#### (a) Correct these sentences.

If I will meet you I'll give you the book.

If I have some money I'd buy an ice cream.

He's been walking for 2 hours when he saw a bear..

I've been studying English since 5 years.

We are waiting since 5 o'clock.

I'll carry the bag if you will be tired.

If you practised talking English, you will quickly improve.

#### (b) Put this list in order of size: big, small, tiny, enormous.

#### (c) Working in groups, re-arrange the following list of animals and insects, starting with the one which is the most dangerous. Write the list in your exercise book.

spider   mosquito   dog   tiger   cobra   rat

## THE WOODEN HORSE

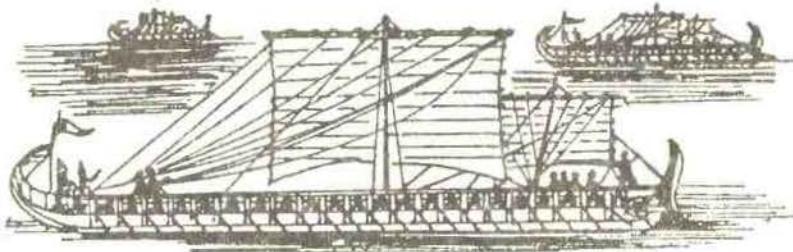
### 16.1 Read, answer the questions, and do the activities.



Read this page carefully and answer this question.

Who are inside the wooden horse?

Helen, the wife of King Menelaus, was the most beautiful woman in all Greece. She was carried away to the city of Troy by Paris, the prince of Troy. Menelaus, full of bitter anger, called for help, and he was joined by other Greek kings. They made a great fleet of a thousand ships and sailed to Troy.



For ten long years the Greeks tried to capture the great walled city of Troy. The Trojans were brave and determined to save their city which had high, strong walls. They couldn't be beaten by force, but could they be tricked?

In the centre of the Greek camp a great wooden horse was built. It was put on wheels. It was so high! The whole army worked for many months building it. First the legs, then the body, the great neck and the beautiful head. In the side was a door which was reached by a ladder, and the horse was hollow inside.

One morning, before it was light, the best fighting soldiers climbed inside the horse and the door was shut. The rest of the Greek army packed up the camp, and loaded their ships. They sailed away. Were they returning at last to Greece?

The Trojans had watched. All they saw now was one great silent, wooden horse, standing in the middle of an empty plain.

What do you think was the Greek plan?

Before you look at the next page give your own ideas.

## Finish reading the story, then do the activities.

The Trojans cheered. The Greeks had finally run away and they had left behind their great horse god. The gates of Troy were thrown open and the Trojans rushed outside. Laughing, joking and singing everyone helped to pull the great horse inside the city. It was put in the main square outside the king's palace so that everyone could see it. The Greek god was now in their power. They were victorious and there were celebrations throughout the city.

That night the Trojans did not set a guard because the Greek army had gone. It was pitch dark. The Trojans all slept. Silently, the door in the side of the horse opened. A ladder appeared and one by one the fighting soldiers climbed down. They stood in fighting order. With a great shout they attacked the palace. They opened the gates of the city. The rest of the Greek army had returned in their boats and in the darkness had surrounded the walls of the city. In minutes Troy was defeated and the beautiful Helen was freed and returned at last to Menelaus. The Greeks left the ruins of Troy and returned to their own land.

### Activities:

1. Say why:
  - (a) The Greeks started the war against Troy.
  - (b) The Greeks could not capture Troy.
  - (c) The horse was hollow.
  - (d) The Greeks sailed away.
  - (e) The Trojans pulled the horse inside.
  - (f) The Trojans did not guard the gates.
  - (g) The gate was opened by the Greek soldiers.
2. Complete these sentences. Use ideas from the text.
  - (a) For ten years the Greeks tried to \_\_\_\_\_ but \_\_\_\_\_
  - (b) The Trojans thought that the horse was \_\_\_\_\_
  - (c) The best soldiers hid \_\_\_\_\_ until \_\_\_\_\_
3. Make true sentences.

The Greek The Trojan	prince was called Paris. king's wife was Helen. prince stole Helen and took her away. army played a clever trick. people thought the Greeks had run away. soldiers were pulled into Troy inside the horse. army finally won the war.
-------------------------	--

## 16.2 New language.



(a) Read the story again, and match these nouns and verb phrases.



The door	was put in the main square.
The gates of Troy	was defeated.
A door	was joined by other kings.
Menelaus	was captured.
A great horse	was shut, with soldiers inside.
Troy	was built.
Helen	were thrown open.
The horse	was reached by a ladder.

(b) When something is done to something or someone, using the verb 'to be' and a past participle, we say that we have a passive sentence. Look at these pairs of sentences.

Somebody killed Paris. (Active)

Paris was killed. (Passive)

The emperor built the Great Wall in the third century BC.

The Great Wall was built in the third century BC.

The teacher persuaded us to join the first aid club.

We were persuaded to join the first aid club.

These are all simple past tense. We will use other tenses later.

(c) Discuss, then write, this passage using the correct past passive verb form. Use 'was' after singular and 'were' after plural nouns.

Before the visitor arrived, the floor (sweep), the blackboard (clean) and all the desks (tidy). The visitor arrived and he (welcome) by the class teacher. He (give) a cup of tea. After he'd gone the students (thank) for being so helpful and the school (close) for a two day holiday.

(d) Write a 'passive' sentence, similar in meaning to the active sentence.

i) Someone gave me a bang on the head.

I was given \_\_\_\_\_

ii) Some animals ate grass. Grass \_\_\_\_\_

iii) The municipality put up a statue. A statue \_\_\_\_\_

iv) The workman dug a hole in the road.

A hole \_\_\_\_\_

### 16.3 Reading passive sentences.



- (a) Read carefully and answer the questions.

The great war between Greece and Troy was first described in a thrilling poem called the *Iliad*. This poem was written about 2,800 years ago by a blind poet called Homer. The war happened five hundred years before Homer wrote about it.

Many, many years later, in about 1860, the *Iliad* was read and enjoyed by a German boy called Heinrich Schliemann. At that time there was no science of archaeology and it was believed by nearly everyone that the *Iliad* was only a good story and that Troy was not a real place.

But Schliemann was determined to find remains of Troy. He tried digging down under the earth in several places. And then, under a small hill, the remains of nine cities one on top of another were found by his workmen. The seventh city from the bottom was shown to be the Troy of the great war, the Troy which was surrounded for ten years by the Greek army.

Who:

- wrote the *Iliad*.
- read the *Iliad*.
- believed the *Iliad* was only a story.
- found the remains of nine cities.
- surrounded Troy for ten years.

- (b) Sometimes we use a passive form, but we also say who did the action. Match the correct 'by' phrase to each sentence and practise saying the complete sentences.

Helen was carried away	by Ghandi.
Nepal was United	by my mother.
The statue was rescued	by Homer.
The <i>Iliad</i> was written	by Prithvi Narayan Shah.
The food was beautifully cooked	by Paris.
The pillar was erected	by William Shakespeare.
Annapurna was first climbed	by Mani Curia.
Radium was discovered	by the Prime Minister.
The South Pole was first reached	by Herzog.
The Bagmati bridge was opened	by Ashoka.
Romeo and Juliet was written	by Roald Amundsen.

- (c) Now say and write all the sentences in an active form. The person who did the action becomes the subject.

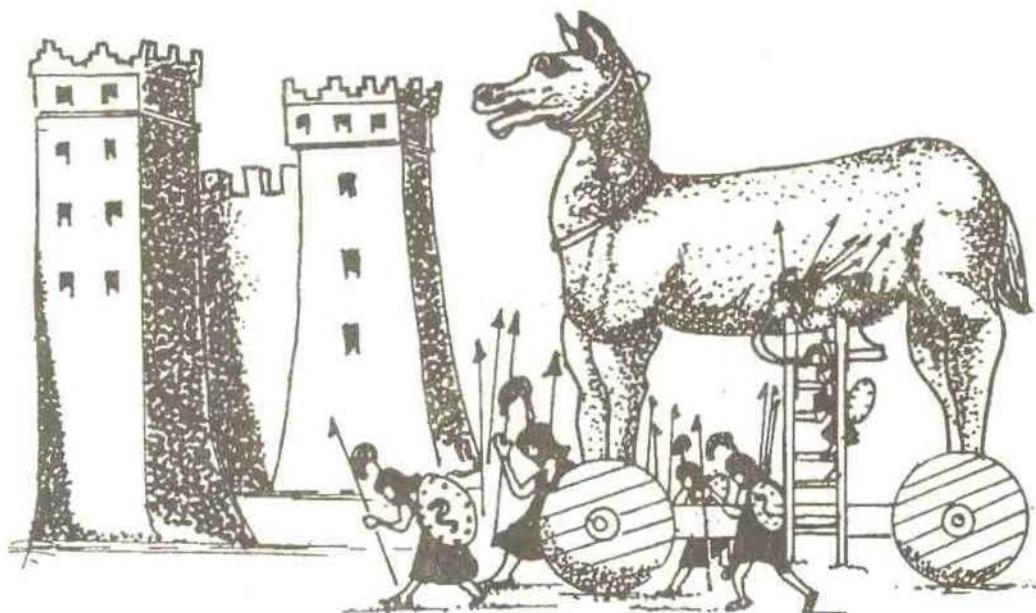
Example: 1. Paris carried away Helen.

2. Prithvi Narayan Shah \_\_\_\_\_ etc.

#### 16.4 Telling a story in simple language.



Here is a picture of the wooden horse. You can trace it, or draw it bigger. Then write the story very simply, so that Grade Five or Six students can understand it. Use easy words, and short easy sentences. If you know younger students, read your story to them and show them the picture. You can use the outline for help.



Troy was a \_\_\_\_\_. Helen was \_\_\_\_\_. She was the wife of \_\_\_\_\_. Paris, the Prince of Troy \_\_\_\_\_. So Helen's husband Menelaus collected \_\_\_\_\_. They went to Troy in their ships.

They tried to \_\_\_\_\_ for ten years.

At last they built \_\_\_\_\_.

Their best soldiers climbed \_\_\_\_\_.

The other soldiers got into the ships and \_\_\_\_\_.

The people came out of the city of Troy.

They pulled \_\_\_\_\_. They thought, “\_\_\_\_\_”

In the middle of the night the Greek soldiers \_\_\_\_\_.

They \_\_\_\_\_. The other soldiers came back and helped.

They \_\_\_\_\_ and took her \_\_\_\_\_.

## 16.5 Group or classwork: using the new language.



(a) Can you identify these people and objects?



Work in groups and see who can do the most in three minutes.

Write the answers like this:

1. *It was the Pied Piper.*

1. He wasn't given his money and took his revenge.
2. It was killed by Theseus.
3. He was warned not to go too near the sun.
4. It was erected in 250 BC.
5. It was sung by the Beatles and by Miss Rockbeat.
6. It was first run to bring news of victory.
7. It was written by Homer.
8. It was first climbed by Herzog.
9. He was born in 563 BC.
10. It was made a sanctuary in 1964.
11. He was crowned in 1975.
12. He was arrested for not bowing to a hat.

- (b) Practise saying this chain of imaginary events.

If I had a million dollars I'd buy a helicopter.

If I bought a helicopter, I'd fly to Gokyo.

If I flew to Gokyo, I'd be very cold.

If I was very cold, I'd wear a thick coat.

If I wore a thick coat, I'd look funny.

If I looked funny, people would laugh at me.

If people laughed at me I'd laugh too!

## 16.6 Listening.



- (a) If you didn't have to come to school tomorrow, what would you like to do? Discuss this with your partner.

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| - go to a fast food café        | - ride a motorbike                  |
| - play volleyball               | - drive a car                       |
| - go to a cinema                | - dance all night                   |
| - go to an expensive restaurant | - read a good story book            |
| - go to a swimming pool         | - sleep all day                     |
| - help in the fields            | - travel to Kathmandu               |
| - have a picnic                 | - listen to music on your CD player |
| - play with your young brother  | - watch TV                          |

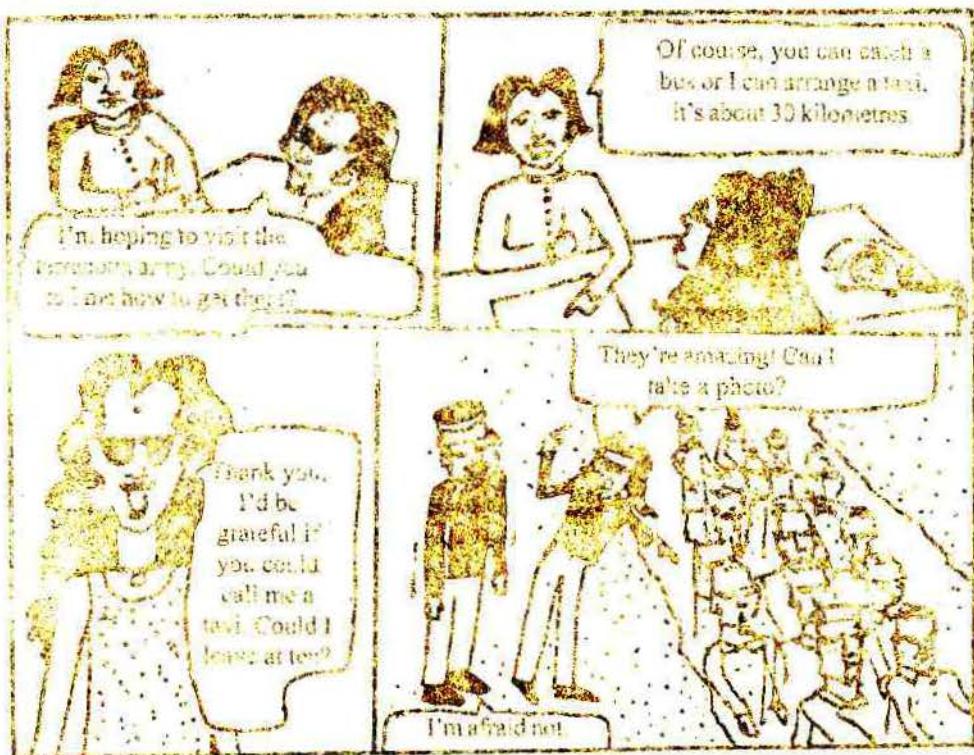


- (b) Listen to the dialogue, and decide which of these the boy would do.

- (c) Practise saying the dialogue with your partner.

## 16.7 Talking: asking politely.

- (a) Read about Miss Rockbeat's visit to the terracotta army. She is staying in the Xian Hotel.



- (b) Act out the conversation in pairs. Continue working in pairs. One of you asks for information using the questions below.

Could you possibly tell me how to ... ?

The other partner gives the information using the boxes below. Be polite and helpful!

### Questions

- change money /

- go to Hong Kong

- get a new shirt made

### Information

Money and travellers' cheques can be changed at all banks (10am.-3pm) or at major hotels.

NAC fly on Tues, Thurs, Sat to Hong Kong at 09:45

There are tailors' shops everywhere. Take a shirt to be copied.

## 19.3 Checking up

1. Circle past passive sentences.

Is it scored by the teacher or the bus?  
The bus was written in only one way.  
The captain was told by my father.

2. Compare an active and a passive sentence.

• Verb	Verb	Object
Many students	enjoyed	the competition.

The teacher enjoyed the competition.  
Students enjoyed the competition.

3. Questions, negatives and short answers.

"Were the 1996 Olympic Games held in Australia?"

"No, they weren't. They weren't held in Australia, they were held in Atlanta in the United States."

"When was Everest first climbed? "in 1953."

4. Practice.

Use these verbs in the past simple passive to complete the following newspaper reports. The first is done for you.

Find, take, damage, burn, break, reward, suspect, one,

### LET'S READ AT THE RAIL

After a non-stop flight from  
D.A. Gurung was arrested at  
Tibetan border yesterday at  
substance, believed to be  
cocaine \_\_\_\_\_ in his  
suitcase. He \_\_\_\_\_ by  
customs officials and then  
he \_\_\_\_\_ to the central Police  
Station.

### TRAIN CRASH

In Dharan-Sunamigaon  
express \_\_\_\_\_ yesterday  
burnt \_\_\_\_\_. In crash with  
a stationary goods train. None of  
the passengers \_\_\_\_\_.

### PRIZE WINNER

The bag \_\_\_\_\_ this morning,  
and Sher Thapa is the winner.

**17**

## A POWER STATION

### 17.1 Reading.



Look carefully at the picture, read the text, answer these questions, then do the activity below.

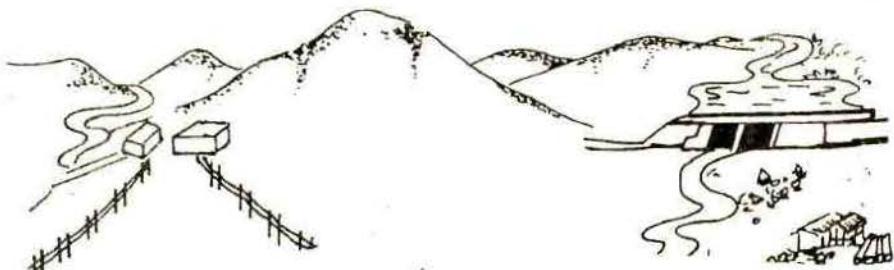
In which district is the power station?

What are the names of the two rivers?

The balloon is above Jhimruk power station in Pyuthan district. "Look, there's the dam across the Jhimruk Khola. It's stopped the river and made a big reservoir. It looks like a lake."

"And over there, more than a kilometre away, I can see the power houses. There, near the Madi Khola."

"Yes, the water goes through a tunnel from one river to the other. The tunnel's underground. But you can see the transmission lines taking the electricity to Tamghas and Lamahi. That's on the East-West Highway."



#### Activity:

Draw the picture in your exercise book and label the rivers, the dam, the reservoir, the power house. Then complete and write the definitions below using these words: tunnel, reservoir, dam, power house, transmission line.

A \_\_\_\_\_ is a big, thick high wall built to stop a river.

A \_\_\_\_\_ is a lake which is made by building a dam. Often it is to store drinking water.

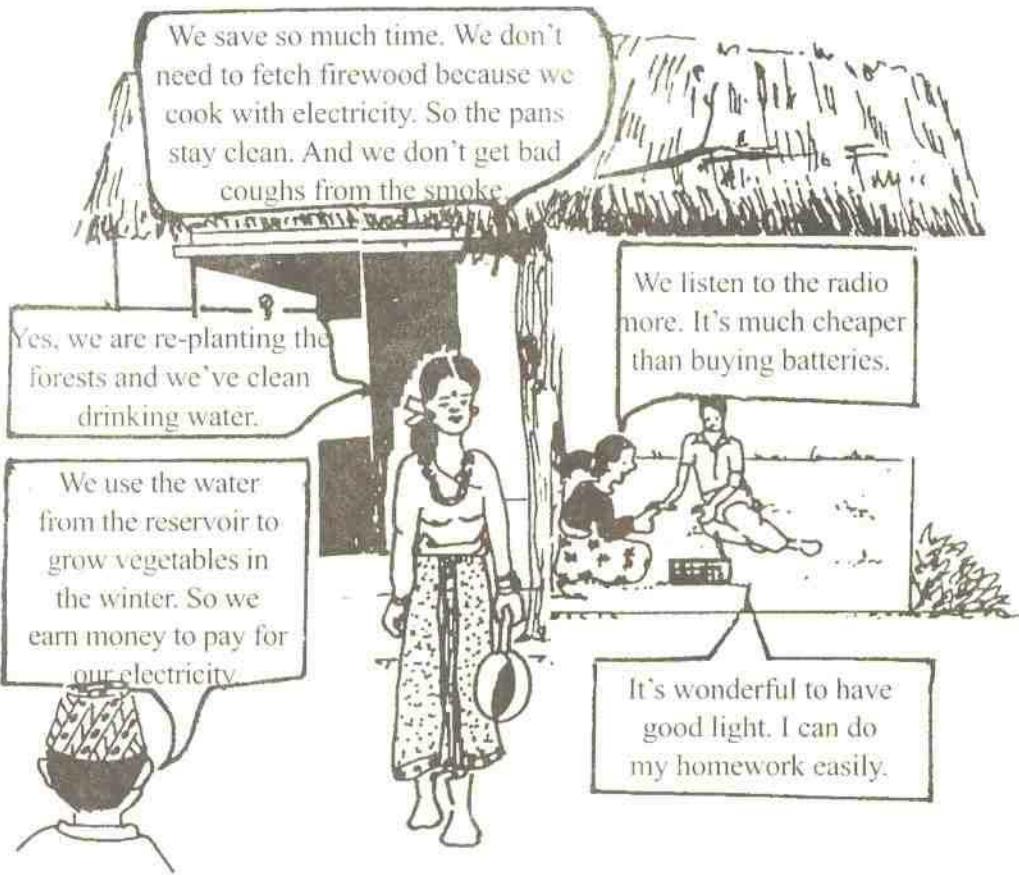
A \_\_\_\_\_ is where electricity is generated (made), and a \_\_\_\_\_ is the thick wire which carries the electric power to other places.

A \_\_\_\_\_ is a very long hole through the ground.

## 17.2 Read, practise talking, discuss and write.



Iswor asked this family what difference the power station had made to their lives. Practise saying their replies and do the activities.



1. Is there electricity in your town or village? If there is, do you know where it is made?
2. In your exercise books copy and complete this table. Use the text and add your own ideas.

### Advantages of Electricity

1. Good light for working in the evening.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### 17.3 Language study: a new passive tense.



Read and study part of the speech which was given by an engineer when Jhimruk Power Station was opened in 1994.

"In 1989 there were the two rivers, the hill, and fields. Now a big dam has been built across the Jhimruk Khola. The river has been stopped, and it has formed a lake or reservoir. Villagers lower down the valley have been given clean drinking water supplies. And a tunnel has been dug right through the hill. A bridge has been put across the Madi Khola. Special poles have been put up to carry the transmission lines. And now the Power Station has just been opened. Here is a diagram showing what has been done."



1. What \_\_\_\_\_?
  - has been built
  - has been stopped
  - have been given to villagers
  - has been dug
  - has been put across a river
  - have been put up
  - has been opened.

2. Workmen built the dam, gave the villagers water and put up the poles. But now, when it is just completed the important things are the dam, the tunnel and the electricity. So the present perfect passive was used.

**has/have been + past participle.**

3. Read the following conversation, and find out how to ask questions and make negatives in this tense.

"Has the Madi Khola been stopped?"

"No, it hasn't been stopped, it's been made bigger because water flows into it from the Jhimruk Khola."

## 17.4 Practising perfect passive sentences.

(a) i Look carefully at the pictures, write and discuss.

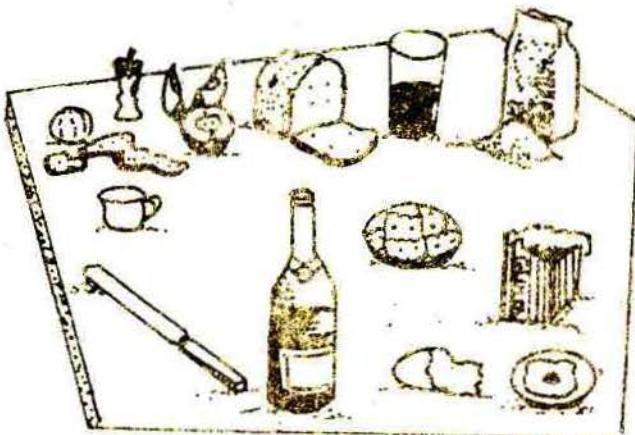


Half an hour ago  
Mrs. Shrestha's table  
looked like this.

eat drink  
take away break  
cut peel open  
close put in  
put on turn round  
move

Now it looks like this!  
What has been  
done? In 5 minutes  
write as many  
sentences like this as  
possible:

1. *The bread has  
been cut.*
2. *Half the loaf has  
been eaten.*



The verbs in the box will help you but you'll need the past participles.  
When five minutes is over talk about what you have written. Who  
had the most correct answers?

(b) A game.

Send a player out of the classroom.

Make a change in the classroom, e.g. open a window or a drawer,  
move a book, put something on a table, clean the board. Call the  
player in. She must describe the change like this:

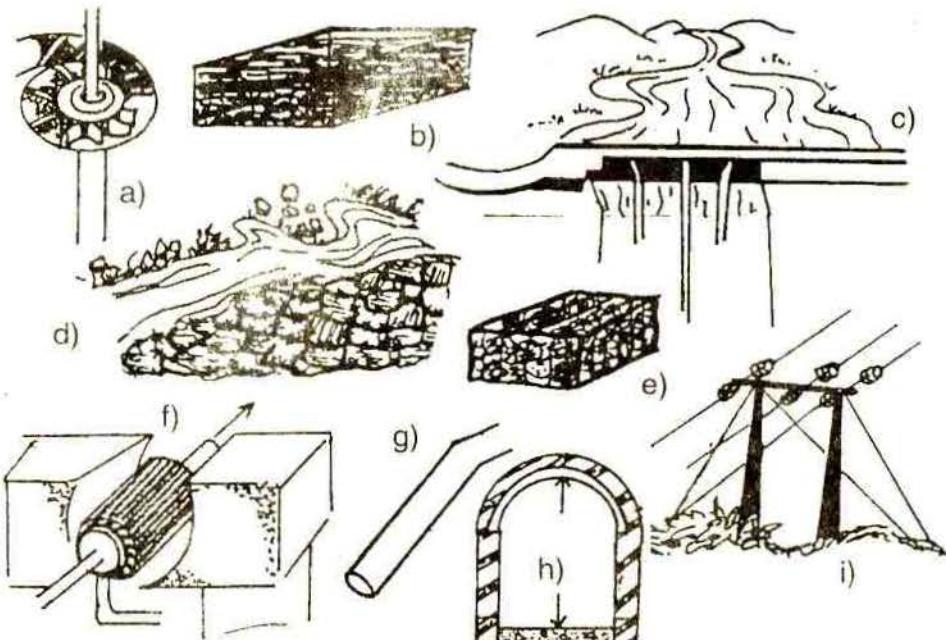
"The back window's been closed." Time how quickly she can spot  
the change, then let other players try to do it more quickly.

## 17.5 Listening.

### 1. Discuss

In the pictures you can see the different parts of Unimruk Power Station, but they are not in any order. Use the glossary to check the meanings of the words in the box, and decide what the pictures show.

gabion	reservoir	pensock	tail-race	turbine
dam	tunnel	tank	generator	transmission line



2. Write letters (a) to (i) in your exercise book. Listen twice to Madan's illustrated talk about the power station, and put the pictures (a) to (i) in the same order as in the talk. Number them 1,2,3... etc.
3. Listen again, and complete these sentences. Don't write in this textbook. Write the missing numbers in your exercise book.

- |  |
|--|
| (a) The reservoir stores _____ cubic metres of water.  |
| (b) The tunnel is _____ metres long.   |
| (c) The penstock has two parts, the steep part is _____ metres long, and the less steep part is _____ metres long. |
| (d) The transmission line to Lamahi is _____ km. long.   |

## 17.6 Studying a polite request letter.



1. Read this letter and answer the questions.

Iswor wrote to the manager asking if they could visit the power station.

What two things did he request?



Living World Films  
PO Box 2798  
Kathmandu  
Aug. 22.

The Manager  
Jhimruk Power Station  
Pyuthan

Dear Sir,

My company, Living World Films, is making a film about interesting places throughout Nepal. We would very much like to include a hydro-electric power station, and we wondered if it would be possible to visit Jhimruk on Sept 16th and 17th. The theme of the film is a balloon journey. We film from the air first, and then on the ground. There are ten people in our party.

Would it be possible for a member of your staff to take part in the film, showing us around and explaining everything? We want to make the film interesting and informative.

If the above dates are not convenient, we would be very happy to come on any days which you suggest. 9:00am. is a good starting time but please let us know what you will find convenient. We hope this won't be too much trouble, and that you will be able to help us. We look forward to hearing from you.

Yours faithfully,  
Iswor Shrestha  
Iswor Shrestha

2. Write out the three sentences which contain the word 'would'.
3. How are the words in the box used to make the letter polite?  

convenient	trouble	wondered
------------	---------	----------
4. What are the two addresses?
5. How does the letter begin and end?

## 17.7 Writing.



(a) Discuss these questions that you thought about in 17.6.

1. Where did Iswor write his own address and the address of the person who will receive the letter?
2. Who did Iswor end his letter? This greeting is for people we don't really know, but with whom we have some sort of business.
3. How did Iswor make his letter polite? Look carefully at all the sentences which include the word 'would'.

(b) Write a reply to the letter in 17.6.

The manager Mr. Pramono has left, whenever he, will receive the answer back 10th or 9th, and in two days. He presented his credit application, and asked for a reply. He looked forward to receiving them. The letter looked like this on the computer so you copy write the letter he sent to him. In pairs check for any mistakes in your writing. Then do it neatly on paper.

—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—

(c) Write your own letter.

Which places would you like to visit on your school educational journey? Discuss this together. They could be places you've read about, or other places you are interested in.

—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—

Choose one of the places which would need arranging, and write a letter asking if you can visit. Use your school address, and your own name. Here is a possible outline of your letter.

Dear \_\_\_\_\_,

We are staying on \_\_\_\_\_ and we would like to go on \_\_\_\_\_ Company.

We can arrive at \_\_\_\_\_ and would like to stay \_\_\_\_\_. Would it be possible \_\_\_\_\_. If this is not convenient could you suggest \_\_\_\_\_. Thank you.

Draft the letter, that might, with a in tough. Let your partner and your teacher encourage. Then write it really on paper. Display the best. Perhaps you can really send the best one.

### 17.6 Cleaning up



#### a Present perfect passive

These things have been done, any time in the past up to the present moment or are happening between past and present.

The house has been swept. The room has been tidied and the windows have been cleaned.

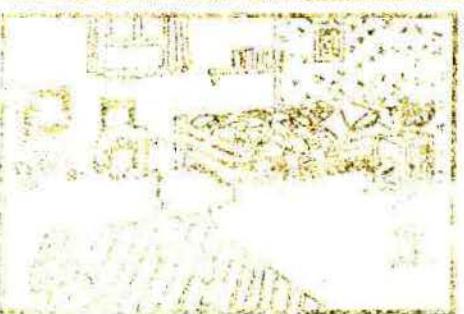
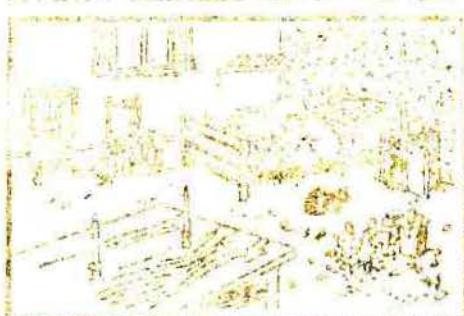
The car has been cleaned.

The sofa has been cleaned.

The clothes have been washed by the washer.

The house has already been done by my father.

Has your been seen by the doctor yet?



#### b Match these situations into questions.

- You have cleaned the room. Have you cleaned the room?
- The room had been cleaned.
- The room hasn't been cleaned.
- The room was cleaned yesterday.
- He cleaned the room yesterday.
- The room had been cleaned when he arrived at 9 o'clock.

What's been done to the room? Write at least twelve sentences. The verbs in the box can be used, or you can use others.

Example : *The rubbish has been thrown away.*



## 18

# ENCYCLOPAEDIA

### 18.1 Learn about encyclopedias: read and discuss the questions.



The balloonists are back in Kathmandu and they have gone to a library. They want to find out about different things, so they have gone to the reference section and have found an encyclopedia with several volumes, or separate books.

VOL I	VOL II	VOL III	VOL IV	VOL V	VOL VI
Aachen I Lyspum	Crack I Grazer	Ghana I Mezzo	Mtania I Pozman	Prado I Szold	Tai-lin I Zyman

On the spines we can read the volume number and the first and last entry in each volume. All the entries are in alphabetical order.

1. 'Canada' is in Volume I, but 'Cuba' is in Volume II. Why?
2. To find out about Isaac Newton, the famous scientist, we don't look in Volume III, but in Volume IV. Can you work out why? Remember that it is a person's surname or family name which is important.
3. In which volumes would you look to find out about Bosnia, electricity, lasers, x-rays, William Shakespeare, Xian, turbines, Michael Jackson?

### 18.2 Some encyclopedia entries: read and do the activities.



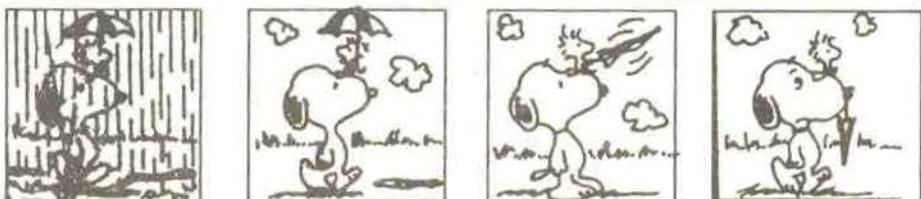
Shambhu wanted to find out about Anne Frank because he had heard that she had written an amazing diary. Here is the entry in the encyclopedia.

FRANK, ANNE (b. 1929 d. 1945) Anne was a Jewish school-girl in Holland. Because Hitler ordered that all Jews must be killed, her family hid in one small room for four years, never going out. Anne wrote a diary about what happened and how she felt. Sadly the family was found and Anne was killed in a prison camp just before the war ended in 1945.



Shanti likes drawing and she looked up 'cartoons' in the encyclopedia. Here is a small part of what it said.

**COMIC STRIP.** The comic strip tells a story in a series of pictures. Sometimes the speaker's words are shown in speech bubbles. Sometimes the meaning is clear from the pictures, like this story about the famous cartoon dog Snoopy.



Jyoti wanted to find out more about electricity. She looked up 'Electricity' and found many different sections. The history section included this entry.

Allesandro Volta was an Italian professor. In 1800 he made the first battery. It was made of pieces of the metals copper and zinc separated by cardboard made wet with salt water. When the top and bottom of the pile were joined, electricity flowed and would light a bulb. The unit of electric force, the volt, is named after Volta.



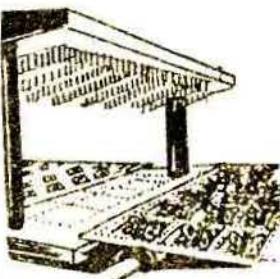
### Activities

1. In which volumes of the encyclopaedia did Shambhu, Shanti and Jyoti look?
2. How old was Anne when she died? What did she write which we can still read now?
3. Does the Snoopy story have speech bubbles?  
When the sun shines, what is the bird's problem?  
How does it solve its problem?
4. (a) In which country did Volta live?  
(b) What was his job?  
(c) Which materials did he use to make his battery?
5. Compare the picture of Volta's battery and a modern battery. In what ways are they different?

### 18.3 Writing: making notes in a flow chart.



After posting a letter home, Shanti wondered how postage stamps are made. Here is what she read in the encyclopaedia.



First a theme, such as birds or famous people is chosen. The designs are painted by artists. The pictures are photographed onto film. A different film is made for each of the four main colours, blue, red, yellow and black. Each film is copied onto a metal plate. The part to be printed sticks up, and each metal plate is covered with a different colour ink. The plates are put into a printing press. The press copies each plate onto sheets of paper, one colour on top of another.

Holes are pricked round each stamp by a perforating machine. The sheets are cut up into smaller sheets which are sent to post offices throughout the country.

Shanti made a flow chart to help her remember. It shows in order the different things which are done. Copy and complete the flow chart in your exercise books.

A theme is chosen and designs are \_\_\_\_\_.

The pictures are \_\_\_\_\_ onto film.

The films are \_\_\_\_\_ onto 4 metal plates.

The plates are \_\_\_\_\_ with ink.

The plates are \_\_\_\_\_ in a press.

The plates are \_\_\_\_\_ onto sheets of paper.

Holes are \_\_\_\_\_ round each stamp.

The sheets are \_\_\_\_\_ and are \_\_\_\_\_ to post offices.

## 18.4 Study and write simple present passive sentences.



Especially when we are describing scientific processes, or what happens regularly we use the present passive, as you have just done in your flow chart.

**Subject + verb to be + past participle**

As usual with passive sentences, you can add by + agent at the end of the sentence if this is important.

1. Read about Sally Brown, a successful journalist.



Her newspaper pays her a huge salary, and it publishes everything she writes. They send her all over the world, and ask her to write about all major events. "I don't like describing big demonstrations," she says. "Sometimes the police mistake me for a demonstrator and arrest me."

Instead of saying "Her newspaper pays \_\_\_\_\_" we can say "She is paid \_\_\_\_\_" Complete the description below in this way, and write it out neatly.

Sally Brown is a successful journalist. She is \_\_\_\_\_ a huge salary and everything she writes is \_\_\_\_\_ by her newspaper. She is \_\_\_\_\_ all over the world, and she is \_\_\_\_\_ to write about all major events. "I don't like describing big demonstrations", she says. "I am sometimes \_\_\_\_\_ for a demonstrator and \_\_\_\_\_ by the police."

2. Describe how books are made using the passive form of the verbs.

To make a book the words (set) by a computer. Then each page (photograph) to make printing plates. Then the pages (print), (fold) and (stitch). Finally the book (bind) with an interesting cover. This is all done automatically by a machine which (work) by electricity.

## 18.5 New language: study carefully and practise.



*Where can I get my film developed?*

*I get my hair cut at the Sunrise Beauty Parlour.*

*I got my watch mended this morning.*

I don't develop my film. It is developed, but I have to take it to the shop, so *get/got...+ past participle* is used.

Ask your partner all these questions.

**Where do you get**

your hair cut?  
your eyes tested?  
your clothes washed?  
your bicycle mended?  
your photograph taken?

Your partner gives true or made up answers

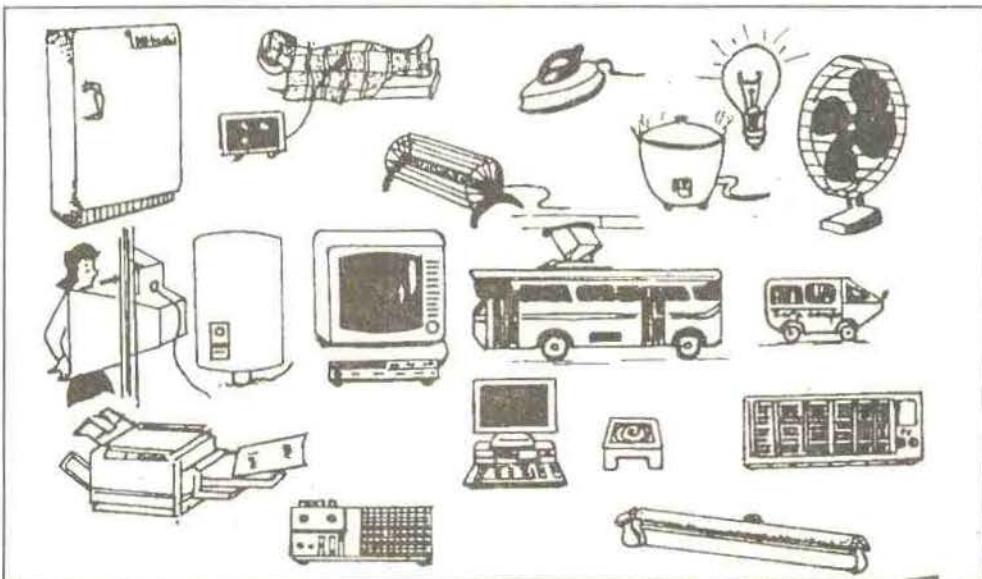
## 18.6 Vocabulary.



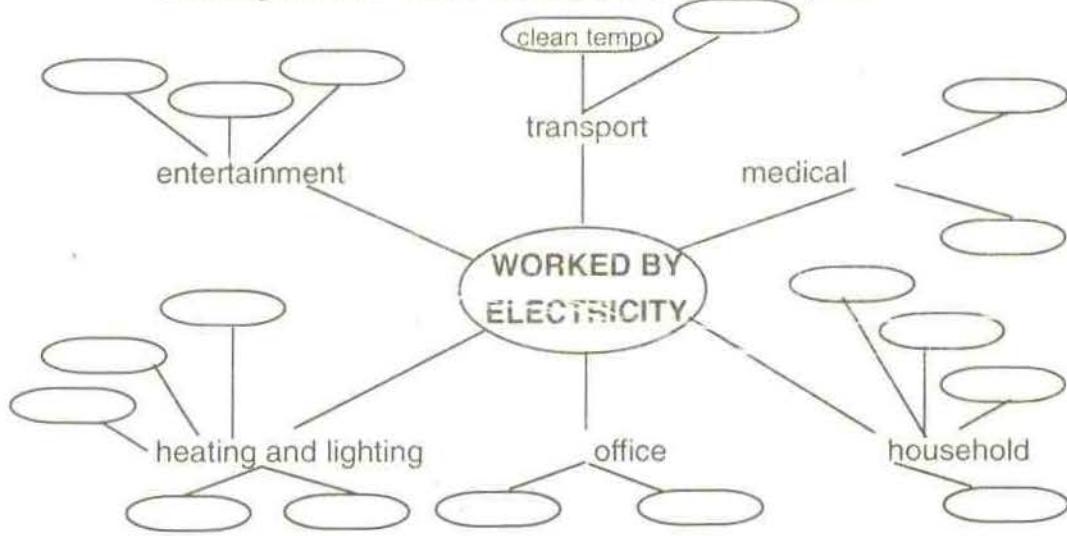
(a) Look carefully at this encyclopaedia entry showing things which work by electricity. Match the names to the pictures.

Example: 1. *fridge*

fan   fridge   x-ray machine   fire   hot-plate  
video and TV   radio   bulb   strip light   rice cooker  
clean tempo   trolley bus   computer   iron   cassette  
water heater   photo-copier   ultra-sound scanner



(b) We can group these things to show what they are used for. Copy this diagram and write the names in the correct places.



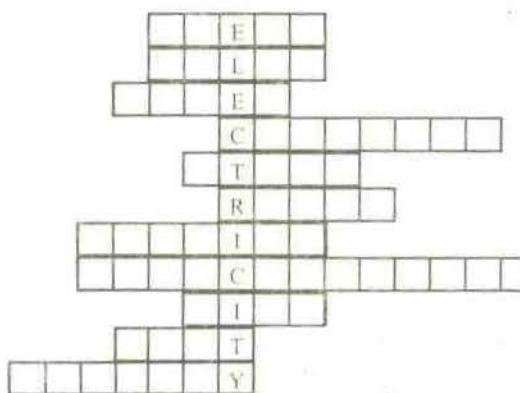
- (c) Cover the previous page. Try to remember all eighteen items and write sentences about them like this:

A fridge is used for keeping food cool.

An x-ray machine is used for taking \_\_\_\_\_

You could work individually and see who can make the most correct sentences. You could also organize this as a team competition.

- (d) Solve this word puzzle using words from Units 17 and 18.



Machine for printing.

He invented the first battery.

One of the colours used for printing stamps.

It has a keyboard and screen

One kind of light

We listen to it

A wheel driven by water or gas

Book with information about everything.

We watch it

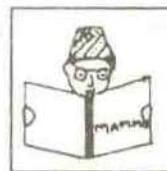
The unit for measuring electric force.

It makes an electric current using 2 metals.

- (e) Look at the students reading books. What subjects are the students studying?

Example: *She is studying history.*

history	sport	translation	music	biology
maths	astronomy	geography		



## 18.7 Pairwork: Complaining, requesting and apologizing.



(a) Study and practice speaking the dialogue in pairs.



It's Miss Rockwood's last night in China before she flies to Thailand. She has been very unfortunate with her hotel room.



(b) In pairs, prepare a short play, in which a hotel guest complains and politely asks for help, and a hotel manager offers help or explains why it is not possible to do anything. The guest can be angry, or quiet and patient and the hotel manager can be helpful or unhelpful. You can choose one or these complaints.

- My room is dirty.
- The bedside light isn't working.
- The bed hasn't been made.
- There is no towel or soap.
- The fan doesn't work.
- There is no hot water.
- The bathroom door won't open.
- The electric sockets aren't working.

## 7.7. Glassmaking

### 7.7.1. How is glass made?

Watch the video on the right to understand how glass is made.

Answer the following questions:

What do you see in the video?

What are the steps involved in making glass?

How many steps are there in the process of making glass?

Look at the given steps and answer how glass bottles are made. Fill complete the gaps using the given verbs.

(a) pick up cool heat take blow put



(a) Sand, limestone, soda ash + broken glass are



(b) A lump of molten glass is \_\_\_\_\_ on the end of a pipe.



(c) The lump \_\_\_\_\_ in a mould



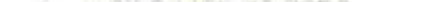
(d) Air \_\_\_\_\_ into the lump



(e) The pipe \_\_\_\_\_ away



(f) The glass \_\_\_\_\_ slowly



(g) The bottle \_\_\_\_\_ out of the mould

### 3. Getting things done.

He gets his motor cycle serviced regularly by Auto Care. Miss Shah made Gopal repeat his homework. I can't make my radio work.

- (a) Do you get your hair cut at a barbers?
- (b) What does your teacher make you do?
- (c) When electrical things break, are you good at making them work?

## 19.1 Reading.



Read what our friends found out when the balloon went to Jajarkot district. Answer these questions, then do the activities.

Who is Kumari? Which book changed her life?

This is the reading class. There are twenty of us. We meet every evening. We've been going for six months now.

In the next two years a small library will be opened, reading and writing will be practised, and we'll learn about child care, building latrines and vegetable growing.



I've heard that there are over a hundred classes like this in the district. Does reading help people?

Kumari, a member of this class, can tell you her own story.

"My husband is dead, and I have an only son, Dil. Since he was three years old he would often foam at the mouth and lie stiff, as if he was dead. The Jhankri tried many different cures, but without success. Everyone said my son had an evil spirit in him. I often sat crying by his side as he lay on the ground unconscious.

Then in our class I read a small book called '*Chhare Rog*'. It was about a boy like my son. The book said it was not an evil spirit, but just a disease, called epilepsy. So I took my son to the health post like the lady in the book. The health assistant said Dil must take medicine for more than three years. I was sad because I had no money, but she explained that there is help for poor people, and she gave me the medicine. Dil is taking it regularly. He doesn't have fits now, and he is doing well in school. Reading helped me to understand and know what to do."



### Activities:

1. What in the next two years.
  - will be opened?
  - will be practised?
  - will be taught?
2. Make sentences showing how each of these numbers is used in the story:  
6, 2, 100, 3, 3
3. Use the map at the front of the book and the words in the box to complete the description of Jajarkot.

West	forests	North	ridges	South	120,000
------	---------	-------	--------	-------	---------

Jajarkot is \_\_\_\_\_ of Jumla and \_\_\_\_\_ of Surkhet. Dailekh lies to the \_\_\_\_\_. The district only has a population of \_\_\_\_\_, and there are many rhododendron, oak and pine \_\_\_\_\_, and high, rocky \_\_\_\_\_.

4. (a) How often does the reading class meet?  
(b) For how long will it continue to meet?  
(c) Is it only a class for reading?  
(d) What other topics will students learn?  
(e) Do men and women attend?
5. Find out if there are classes like this in your village or neighbourhood. Find out how many people come to the class and what they do. Write a few sentences about the class.
6. In Jajarkot the literacy rate in 1991 was about 14%. That means that out of 100 people only 14 could read. In 1994 the literacy rate was about 35%. Explain why the literacy rate had increased so quickly. The literacy rate in your class is 100%. What does this mean?
7. Think of as many reasons as possible why it is good if we can read and do arithmetic.  
Make a list like this.
  1. *We can learn what to do about health.*
  2. *We can \_\_\_\_\_*
8. What is epilepsy? Have you ever seen anyone with epilepsy?
9. **My daughter has epilepsy. She often falls unconscious.**  
What advice would you give to the person who said this?

## 19.2 Language: study simple future passive.



(a) Study and practise:

When we talk about things which will be done, we use the future passive.

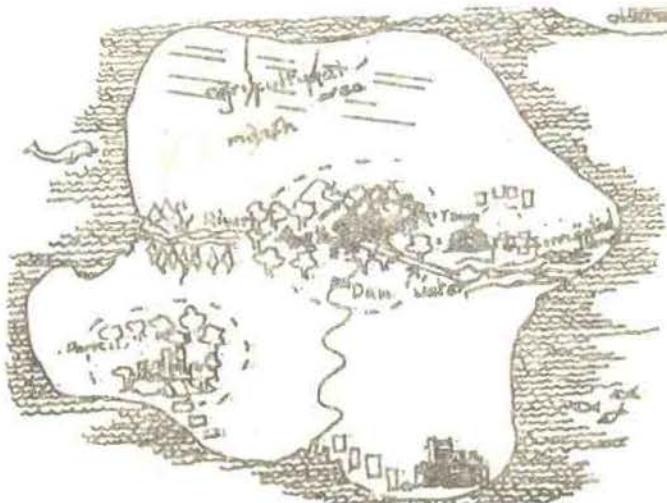
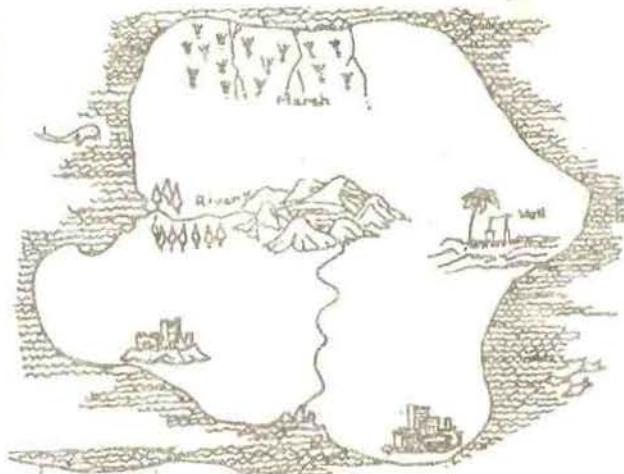
(A library will be opened.)

(A new water scheme is going to be built.)

(Will be + past participle) or (going to be + past participle).

We can use either form. The meaning is usually the same.

- (b) Here is a map of the Island of Passivia. The government has met and made a 5 year plan for developing the island.



"A pipe line will be built from the lake."

Here are the plans. Study them carefully to see what changes will be made in the next 5 years.

Work with a partner and describe the plans using sentences like this:



(c) Read and complete in your exercise books.

Journalists have studied the plans of the Passivian government, and have written the following article in their national newspaper, the Passivia Post. Complete the article using the future passive form of the verb. You can use a verb more than once.

attract use take make drain irrigate build establish

PASSIVIA POST		
15th November	National Daily	Price: 5 passives
GOVERNMENT'S 5- YEAR PLAN UNVEILED		
<p>The northern marsh will be drained, and land _____ for growing a variety of crops. A dam _____ across the river X. A National Park _____ in the mountains and water _____ through a pipeline to the desert. Here, land _____ and a town _____.</p> <p>The ruined castle is going to _____ safe, and will become the centre of an exciting park. Tourists _____ to this area, and so many hotels _____, and nature trails _____ in the forest area near river Y.</p>		

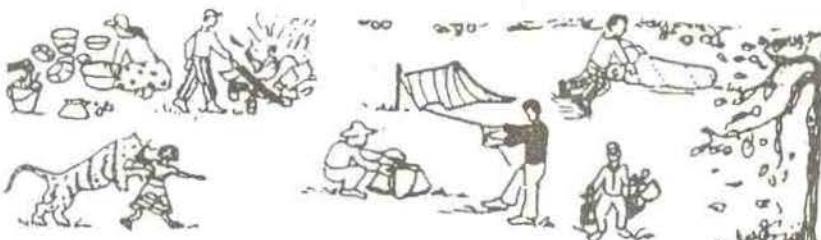
### 19.3 Further language: present continuous passive.



Study, talk and complete the description.



Look carefully at this picture of a trekking group who are about to leave their camp site. What can you see being done?



Complete the descriptions using these nouns.

baskets bags sleeping bag tents pans rubbish tourist

The \_\_\_\_\_ are being taken down, the \_\_\_\_\_ are being packed, the \_\_\_\_\_ is being rolled up, the \_\_\_\_\_ are being cleaned and the \_\_\_\_\_ are being filled. The \_\_\_\_\_ is being burned. And the \_\_\_\_\_ is being eaten by a tiger!

This tense is called the present continuous passive.

## 19.4 Listening.



1. Discuss these questions.



This is a picture of a 7 year-old girl who is completely deaf. Do you know anyone who is deaf? How do they communicate? How did they become deaf? Do they have any special help?

2. Say these words, then listen to the cassette or your teacher and put the words in the sentences below.

results therapist senses skill dependent improve impaired

- We have five \_\_\_\_\_, hearing, smell, taste, touch, sight.
  - Listening is not a sense, it is a \_\_\_\_\_ we learn.
  - A person who can't hear very well is called hearing\_\_\_\_\_.
  - The \_\_\_\_\_ of the test showed that Rita was deaf.
  - A speech\_\_\_\_\_ is a teacher who helps people to learn to speak.
  - We didn't want Rita to be\_\_\_\_\_ on her hands.
  - The children played games to\_\_\_\_\_ their listening skills.
3. Listen to Rita's parents talking about her. As a class try to remember as many things about her as possible.
4. Listen again, write (a) - (j) in your exercise books, and mark these statements as True or False.
- Rita was not an active baby.
  - Rita is very deaf.
  - With a hearing aid, Rita can hear everything.
  - Rita started at a special school when she was two.
  - The school made learning fun.
  - The therapist practises listening and speaking with Rita.
  - Rita now goes to a special school for deaf children.
  - Rita can hear the other children talking.
  - Rita's speech is now perfect.
  - Rita feels good about herself.



5. Work in pairs to write this passage, putting in the correct words. You may listen one more time.

When she \_\_\_\_\_ five Rita \_\_\_\_\_ at an ordinary school. Now she's \_\_\_\_\_ Grade Three. She's the only \_\_\_\_\_ child \_\_\_\_\_ school. She \_\_\_\_\_ a special hearing aid. The teacher \_\_\_\_\_ a microphone. Rita can \_\_\_\_\_ the teacher but she \_\_\_\_\_ hear any other noises. Rita \_\_\_\_\_ to play \_\_\_\_\_ her friends, \_\_\_\_\_ her bike, \_\_\_\_\_ to the park. She is \_\_\_\_\_ to swim. She \_\_\_\_\_ proud of herself and we \_\_\_\_\_ proud of her too.

6. Study and act silently.

Many people who are deaf use Nepali sign language to communicate with other deaf people.



Friday

How would you say  
"I'm going to the  
bank on Friday" in  
sign language?



bank

### 19.5 Language: using 'make' to get things done



*Make* can have the meaning of 'causes something to happen.'

Study these examples

Can you make this computer work? I can't make it do anything.

Please make my son work hard in class.  
He's very lazy.

He made the soldiers run 30 km every day.

Electricity makes the wire get hot.

Make sentences like the examples about these situations.

1. Mr. Pant told the class that they must speak English all day  
Mr. Pant made the class speak English all day.
2. The team was ordered by the coach to train for 6 hours everyday.
3. Kiran wants help with a radio which isn't working.
4. You are apologising that the sound on the video is very low.
5. Your mother is telling you that your young brother must clean his teeth.

## 19.6 Vocabulary.



(a) Other uses of 'make'

Use the words below to describe the pictures using 'make'.

Example: 1. Making a mistake.



progress	a mistake	an effort	a cake	a joke
an agreement	a choice	a film	a speech	

(b) Words with two different meanings.

You can box in the Asian Games, or you can put things safely in a box. The words look the same, but one is a verb, the other a noun, and their meanings are different. Use both meanings to find the following missing words.

- |   |   |
|---|---|
| 1. Something to read/to reserve.  | <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 2. Side of a river/a safe place for money                                     | <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 3. To teach a person sports/it goes on rails                                  | <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 4. To hit gently/ water comes from it   | <input type="text"/> <input type="text"/>   |
| 5. To alter/small amount of money   | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 6. Run to win/a whole nation of people  | <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 7. Traffic block/fruit and sugar  | <input type="text"/> <input type="text"/>   |
| 8. A place kept beautiful/to place, leave a car                               | <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 9. A stick or pillar/send a letter  | <input type="text"/> <input type="text"/> <input type="text"/>                      |
| 10. A single journey round a race track/from waist to knee of a seated person | <input type="text"/> <input type="text"/>   |

## 19.7 Checking up.



### 1. Simple present passive.

The tea leaves are picked and shredded.

The exam is taken in October.

Cement is made in Hetuada.

### 2. Present continuous passive.

The house is being rebuilt, and a new bridge is being put across the river.

Help, he's being attacked by thieves!

### 3. Simple future passives.

The statue is going to be moved.

It will be put in the centre of the park.

The opening ceremony will be held next week.

### 4. Making other people or things do something.

The headmaster made us all stay in at 4 o'clock.

Can you make the truck go?

### 5. Practice.

- (a) Read the passage quickly. What is it about? Now complete it using suitable words and write it in your exercise book.

I looked into the room. Everything had been moved. Drawers had been \_\_\_\_\_ out, and everything had been \_\_\_\_\_ on the floor. I rang the police immediately. "A sergeant is being \_\_\_\_\_. He'll arrive in a few \_\_\_\_\_," they said.

In ten minutes he arrived. "Don't touch \_\_\_\_\_," he said. "First of all photographs \_\_\_\_\_ be taken, and we'll search for fingerprints. We can compare these with \_\_\_\_\_ records". I sat down and the police \_\_\_\_\_ their work. The whole house \_\_\_\_\_ searched thoroughly, and then I \_\_\_\_\_ allowed to tidy up.

- (b) Use the present passive to describe some of the regular events in your town or village. Here are some examples.

The rice is planted in \_\_\_\_\_

Fields are dug during \_\_\_\_\_

The festival of \_\_\_\_\_

is celebrated.

Firewood is cut \_\_\_\_\_

New clothes are worn \_\_\_\_\_

The annual football match is \_\_\_\_\_

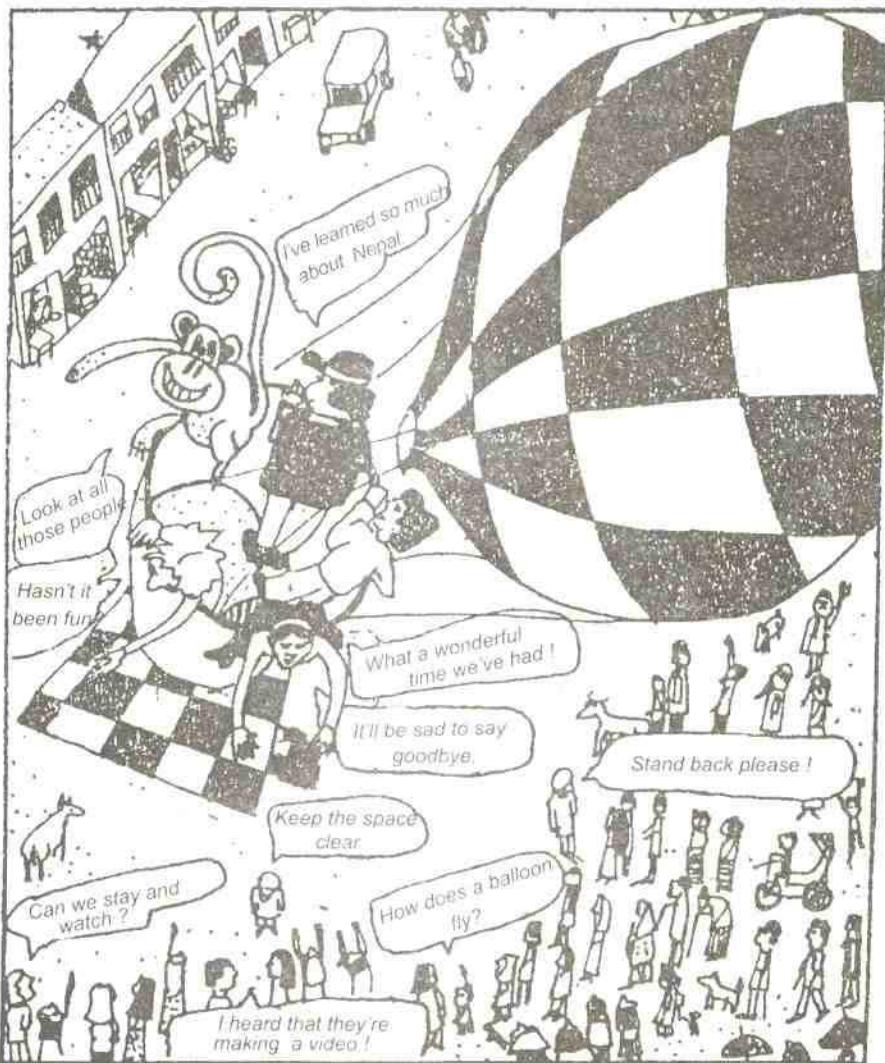
# THE END OF THE ADVENTURE

## 20.1 Discussion and writing.



(a) Talk about the picture.

1. What is happening?
2. What had happened before this?
3. What are the people on the ground saying?
4. What other things might people be saying?
5. What do you think will happen next?





(b) Complete this newspaper article using the words in the box.

end by landed right mountains filming homes  
shown TV where blind other crowd visited studies

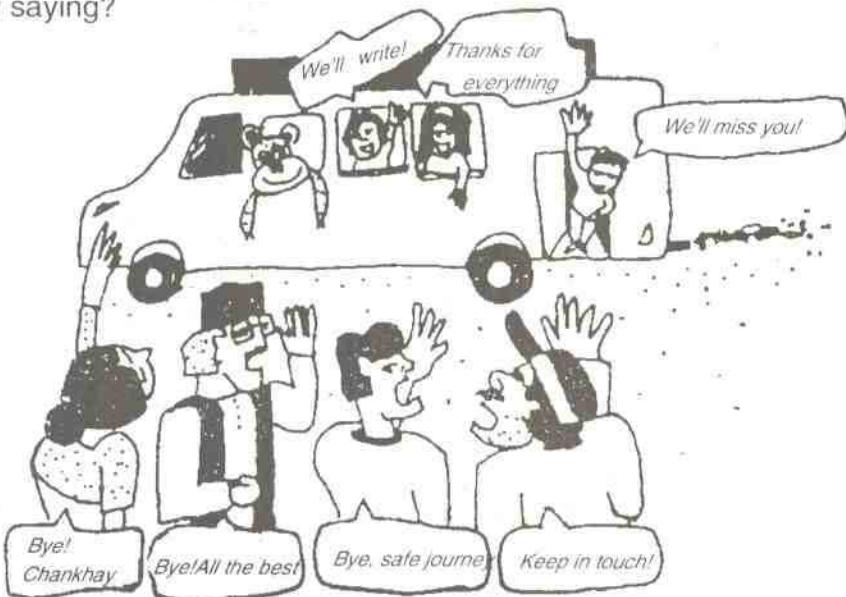
### BALLOON RETURNS

Kathmandu, Sep 30, Living World Films have completed six months of filming, which has taken them from one \_\_\_\_\_ of the country to the \_\_\_\_\_. The film shows a journey made \_\_\_\_\_ a family with three teenagers and a monkey. They flew \_\_\_\_\_ over Everest, and have \_\_\_\_\_ towns and villages in the Terai, the hills, and the high \_\_\_\_\_. Yesterday the balloon \_\_\_\_\_ on the Tundikhel, \_\_\_\_\_ it was greeted by an enthusiastic \_\_\_\_\_ of people. The teenagers, one of whom is \_\_\_\_\_, will be returning to their \_\_\_\_\_ tomorrow. "We kept up with our school \_\_\_\_\_, even while we were filming," they told our reporter. The film, titled 'Balloon Over Nepal' will be shown in ten parts on \_\_\_\_\_, and a shorter version will also be \_\_\_\_\_ at cinemas throughout the country.

## 20.2 Talking and listening: leave-taking.



(a) Discuss the picture. Who can you see? Where are they? What are they saying?



(b) Act this scene in groups of six or seven.

(c) Listen to the scene, and find out what else was said.

### 20.3 Reading.



Read this newspaper article quickly and decide which of these titles belongs to each paragraph. Then study the article to do the activities.

Types of film

Film making

Choosing

Advantages of films and books

Review of 'Balloon over Nepal.'

1. Film making is one of the world's biggest industries. The largest number of films are feature films which are for entertainment and use actors and sets. Sets are specially built scenery. Documentary films about real places and people are also very popular. A new one, called 'Balloon over Nepal' has just been released in Kathmandu.
2. Filming itself is only a small part of making a film. Films must be edited. The editor chooses short pieces of film and joins them together to make the final film. A sound editor adds sound and music to the film. This is called the soundtrack. Titles and credits are added at the beginning and end and the film is ready.
3. 'Balloon Over Nepal' has already been acclaimed throughout the country, and it is also popular in other countries. It is exciting, unusual, and full of interest. The photography shows the great beauty of Nepal with its rich cultural and scenic variety.
4. Is there a conflict between films and books? Films teach people about other places and times in a vivid way. Illiterate people can enjoy and learn from them. On the other hand books are cheaper and they need no special equipment. They can be read easily at any time, and can be studied carefully. Reading stories encourages us to use our own imagination.
5. We need to choose carefully which books we read and which films we watch. We should choose those which are based on truth and which celebrate all that is good, interesting, and beautiful in life.

## Activities

1. (a) What are the two main kinds of film?  
(b) What sort is 'Balloon over Nepal'?
2. What \_\_\_\_\_
  - are for entertainment?
  - are specially built scenery?
  - has just been released?
  - is called the soundtrack?
  - are added at the beginning?
  - are added at the end?
  - is popular in other countries?
  - encourages us to use our imagination?
3. Complete the chart below in your exercise book using the text and your own ideas.

	Advantages	Disadvantages
Films		
Books		

4. True or False? Give your reasons.
  - (a) Very few films are made in the world.
  - (b) Someone must first write a story for a feature film.
  - (c) Editing means choosing small parts of a film and putting them together.
  - (d) 'Balloon Over Nepal' is not a success.
  - (e) The photography is of poor quality.
  - (f) Credits are lists of people who made the film. Their names come at the end.
  - (g) Illiterate people can enjoy books at any time.
  - (h) Books need special equipment.
  - (i) Bad and violent films and books can harm us.
  - (j) Good films and books bring joy to our lives.
5. Make a poster to advertise 'Balloon Over Nepal'. Write the title in really large, interesting letters and draw a picture. Add a few words describing the film and encouraging people to see it.
6. Find these words and match them with their meanings.

popular    entertainment    equipment    encourages

- something interesting for our spare time
- liked by most people
- things needed to do a job
- helps someone to do something good but difficult

## 20.4 A poem.



### 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

1. There is an English expression 'Pigs might fly' which is said if something is impossible. In this poem the poet imagines what he would do if he could ride on a flying pig. Which countries would he visit?
2. What two things would other people do when they saw him on the pig?
3. Which words in the poem mean a pig's feet and a pig's nose?
4. Which words rhyme with pig, Spain, and ring? Can you see a rhyming pattern in each verse?
5. What two rivers would the poet see?
6. Which island would he see?
7. Where do people sing, and where do cowbells ring?
8. Find all the places in a world atlas.
10. Say the poem aloud. There is a strong rhythm, so clap or use a drum.
11. Where would you go on a flying pig? Describe your ideas like this:  
"I'd go to Gokyo where you can see Mount Everest."  
"I'd go to China where they found the terracotta army."  
"I'd go to \_\_\_\_\_ where \_\_\_\_\_."

## 20.5 Telling your own stories.



1. Shambhu and friends are making a group story. Each person adds a few sentences, and includes one of the objects from the box.

RING FIRE  
STONE GOLD

Shambhu : One day an old man came to my house. I was alone there. I asked him if he would like tea, and I made him some. He was very quiet, but when he left, he said, "Take this ring. It is magic."

Shanti : It was not a very beautiful ring. It wasn't valuable, and I didn't know what to do with it. I put it away with my old pencils. One day I saw it and thought I'd wear it. As I was walking to school I began to twist the ring round my finger. Suddenly a tree nearby burst into flames. The whole tree was on fire.

Jyoti : A voice came out of the fire. "A stone, a stone, I need a stone. I picked up a stone from the path and flung it into the fire. I could hardly get near, the heat was so great."

Chankhay : As the stone fell in the fire I saw it gleam and shine. It had become a block of gold. Suddenly the fire vanished. The tree wasn't burned, and a block of gold was lying on the ground. What would I do with it?

2. In groups make a story like this. You can choose one of these sets.

BIRD	BOAT
GUN	COOKING POT

SPIDER	
THUNDER	
RICE	HAT

EGG	
HELICOPTER	
CAVE	BOOK



3. Here is the beginning of a story. How does it end? Write 3 or 4 sentences to end the story, and write out the completed story.

Ajay had been fighting for days. Many of his friends were dead. They were hiding from the enemy who were everywhere. Ajay saw the house, empty, broken and dark. He climbed through the window, and hid behind a pile of bricks. He was tired, and hungry. Darkness fell.

Suddenly he heard TACK - TACK - TACK from somewhere near, perhaps the next room. Again, TACK, TACK, TACK. His heart felt like ice. He gripped his gun and began to tip - toe quietly to the next room.

4. Here is a one-sentence story.

I put my hand slowly into the dark pocket... Ugh!, chewing gum.

Write your own one sentence story. If you like you can begin.

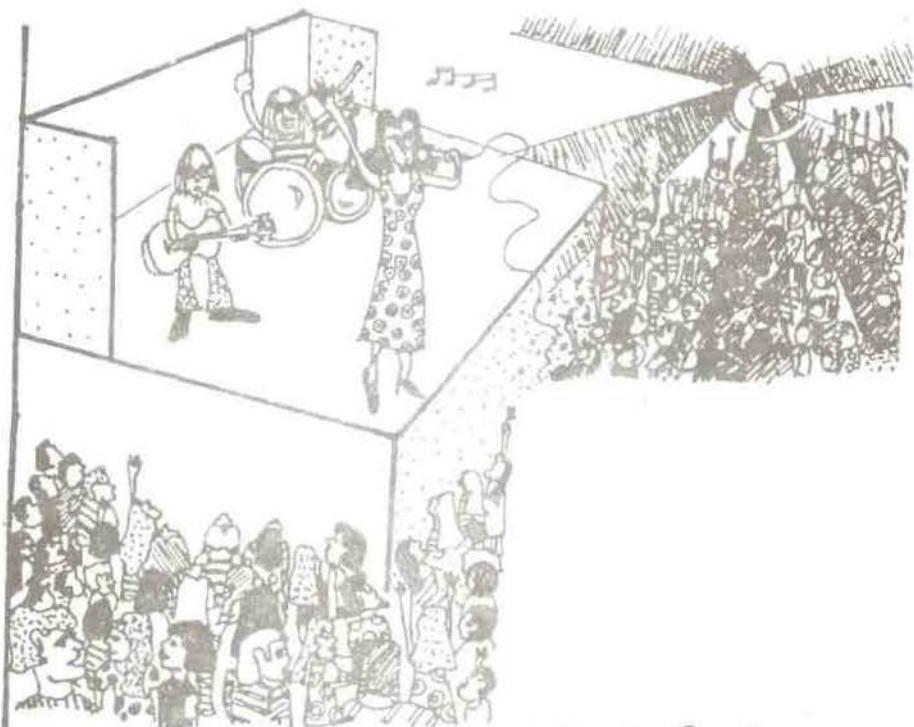
The light suddenly\_\_\_\_\_

The box began to open \_\_\_\_\_

## 20.6 Listening.



Back in Kathmandu Miss Rockbeat has a big concert. She's singing another Beatles' song. Listen and complete the song with the pronouns in the box. Sing the song, and put your own music to it.



I she I'm I She I my I it me I they're

Yesterday, all my troubles seemed so far away.

Now \_\_\_\_\_ looks as though \_\_\_\_\_ here to stay

Oh! I believe in yesterday.

Suddenly, \_\_\_\_\_ not half the man \_\_\_\_\_ used to be.

There's a shadow hanging over \_\_\_\_\_.

Oh! yesterday came suddenly.

Why \_\_\_\_\_ had to go, \_\_\_\_\_ don't know.

\_\_\_\_\_ wouldn't say.

\_\_\_\_\_ said something wrong.

Now \_\_\_\_\_ long for yesterday

## 20.7 Checking up on this year's work.



### 1. Time clauses.

I'll come when I've finished work.  
He came as soon as he could.  
Before you leave, switch off the lights.  
Don't go until you've switched off the lights.  
You can go after you've switched off the lights.  
As long as I worked in the office, I could pay my rent.  
He arrived while I was ironing my shirt.

Use the underlined words in the following sentences.

- I waited until it was dark.
- \_\_\_\_\_ he'd passed the Higher Certificate he joined a campus to study for a B.Sc.
- \_\_\_\_\_ they were waiting, three buses went past.
- I'd left the house \_\_\_\_\_ he arrived.
- We were outside \_\_\_\_\_ he arrived.
- \_\_\_\_\_ the light flashes, start speaking. Don't wait.
- I kept working \_\_\_\_\_ it was light, but I had to stop when darkness fell.

### 2. Condition clauses (i)

I'll come if I can.  
If I've time I'll go to the shop.  
If they close at 5 o'clock I'll be too late.

Add a condition to each of these main clauses.

- \_\_\_\_\_ you'll pass your exam.
- We'll go to a cinema\_\_\_\_\_.
- \_\_\_\_\_ all plants and animals will die.
- \_\_\_\_\_ your English will improve.
- \_\_\_\_\_ you'll feel better.

### 3. Reasons.

I was late because it was raining.  
I was late because of the rain.  
As it was raining, I couldn't walk very quickly.

Give as many reasons as possible for the following:

- Newari houses are built of brick.
- Nepal is one of the less-developed countries.
- Landslides frequently occur in July and August.
- When it is raining and the sun is shining we often see a rainbow.
- Many animals such as giraffes, zebras and leopards have stripes, spots or patches.

## 20.8 More checking up.



### 4. Condition clauses (2)

If pigs could fly, I'd buy one.

If I lived in France I'd speak French.

Where would you go and what would you do if you had a large helicopter?

### 5. Present and past perfect continuous.

"I've been sitting here since eight o'clock. You're two hours late."

I'd been sitting there for two hours when my friend arrived.

Correct the following sentences:

- (a) I've been walking for several hours before I saw the village.
- (b) He has been lying here all day. I think he's ill.
- (c) The hospital admitted him because he has been lying in the sun all day.
- (d) I haven't been live in Kathmandu for over two years.
- (e) Have you waiting long?

### 6. Reflexive pronouns.

We looked at each other in horror. He had cut himself with an axe.

"I can carry him myself," I said. "He can't walk by himself".

Add the correct reflexive pronoun.

- (a) She looked at *herself* in the mirror.
- (b) We planned the picnic \_\_\_\_\_.
- (c) "Please help \_\_\_\_\_," I said to my friend.
- (d) "Please help \_\_\_\_\_," I said to my friends.
- (e) They built the school \_\_\_\_\_.

### 7. Passive.

The house was burnt down.

Potatoes are grown in cold areas.

The exam will be held next week.

The windows have all been closed.

Re-write these sentences correctly using the passive

- (a) (Some-one) ate the cake.
- (b) (Workmen) pack the boxes.
- (c) (Some-one) will read the news at eight o'clock.
- (d) (Some-one) has taken all our furniture.

## List of Irregular Verbs

beat	beat	beaten	learn	learnt	learnt
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bend	bent	bent	let	let	let
bind	bound	bound	lie	lay	lain
bite	bit	bitten	light	lit	lit
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
breed	bred	bred	meet	met	met
bring	brought	brought	mistake	mistook	mistaken
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
creep	crept	crept	see	saw	seen
cut	cut	cut	sell	sold	sold
dare	dared	dared	send	sent	sent
dig	dug	dug	shake	shook	shaken
dive	dived	dived	shine	shone	shone
do	did	done	shoot	shot	shot
draw	drew	drawn	show	Showed	shown
dream	dreamt	dreamt	shut	shut	shut
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sink	sank	sunk
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	smell	smelt	smelt
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spin	spun	spun
flee	fled	fled	spoil	spoilt	spoilt
fling	flung	flung	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	stick	stuck	stuck
forgive	forgave	forgiven	sweep	swept	swept

freeze	froze	frozen	swim	swam	swum
get	got	got	swing	swang	swung
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tear	tore	torn
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	weep	wept	wept
keep	kept	kept	win	won	won
know	knew	known			

## GLOSSARY

- (v) means the word is a verb.  
(n) means the word is a noun.  
(adj) and (adv) mean adjective and adverb.  
' comes before the stressed part of the word.

### A

- ac'claim /əklaɪm / (v) to praise publicly  
ac'complish /əkʌmplɪʃ / (v) to succeed, to finish doing something  
ac'count /əkaʊnt / (n) a report or story  
a'chieve /ətʃi:v / (v) to finish successfully  
'active /əktɪv / (adj) lively, ready to do things  
ad'vertisement /əd've:tɪsmənt / a notice about something for sale  
ad'velice /ədvaɪs / (n) ideas given to someone about what to do  
ad'veise /ədvaɪz / (v) to give advice  
a'greement /əgri:mənt / (n) a promise between two people  
a'mazing /əmerzɪŋ / (adj) very surprising because of size or quality  
a'nnounce /ənaʊns / (v) to say in a loud voice, or on the radio  
'antlers /æntləz / (n) the horns of a deer  
'anxious /æŋkʃəs / (adj) worried, uneasy  
a'part /əpa:t / (adj) separate, with some distance between  
a'pologize /əpələudʒaɪz / (v) to say sorry  
a'pproximately /əprɒksɪmetlɪ / (adj) not accurately, nearly correct  
archae'o'logist /a:k'iələdʒɪst / (n) a person who studies ancient buried remains  
archae'o'logy /a:k'iələdʒi / (n) the study of ancient buried houses, tools, etc.  
'argue /a:gju:s / (v) to disagree in words, to quarrel  
'armour /a:mə / (n) metal or leather clothes worn when fighting  
ar'rest /ərest / (v) to take by law, put in prison  
'arrow /əraʊ̯ / (n) thin stick with sharp point shot by bow  
'arvo /ə:vəʊ̯ / (n) afternoon (Australian slang)  
ast'ronomy /əstrənəmɪ / (n) the study of stars, sun, planets etc.

a'ttack	/ətæk/	(v) to go and fight against something
'attitude	/ætɪtju:d/	(n) a way of feeling or thinking
'audience	/ ɔ:dians/	(n) people watching a drama or music group
'Austria	/ ɔstriə/	a mountainous mid-European country
'avalanche	/ævalæns/	(n) a lot of ice and snow falling down a mountain
a'void	/əvoɪd/	(v) to keep away from, to not meet
Ayer's Rock	/eɪz ʳɒk/	large rock in central Australia

## B

bare	/beə/	(adj) empty, not covered
'barley	/ba:rlɪ/	(n) a grain grown in the mountains and Kathmandu Valley
bathe	/beɪθ/	(v) to wash the whole body
'battle	/bætl/	(n) a fight between armies
beach	/bi:tʃ/	(n) the sandy edge of a river or the sea
beat	/bi:t/	(v) to hit with a stick
beg	/beg/	(v) to ask humbly
be'lieve	/bɪlɪ:v/	(v) to think something is true
bi'ology	/baɪ'ɒlədʒi/	(n) the study of living things
bloom	/blu:m/	(v) to produce flowers
bloom	/blu:m/	(n) a flower
boast	/baʊst/	(v) to say proud things about yourself
'boastful	/baʊstfʊl/	(adj) full of praise for yourself, very proud
bomb	/bɒm/	(n) a container full of gunpowder to destroy buildings in a war
'bonzer	/bonzə/	(adj) very good (Australian slang)
Braille	/breɪl/	writing with dots for blind people
brick	/brɪk/	(n) clay cuboid for building
brief	/bri:f/	(adj) very short
'brilliant	/brɪljənt/	(adj) very bright
bunch	/bʌntʃ/	(n) flowers, picked and put together
'bury	/beri/	(v) to put under the ground

## C

'capital	/ kæpitl / (n, adj)	chief or most important city
'caption	/kæpʃn / (n)	words written under a photo or picture
'capture	/ kæptʃ / (v)	to take a person prisoner
'cardboard	/ko:dbo:d / (n)	thick, stiff paper for making boxes
'castle	/kæsal / (n)	a large, strong building
'casualty	/kæzjulти / (n)	someone hurt in an accident
'celebrate	/selibreɪt / (v)	to have a party to mark a specially happy day
'cele'bration	/ selibreɪʃn / (n)	a party or programme at a special time
'centre	/ sentə / (n)	the middle
'century	/sentʃari / (n)	a hundred years
'chariot	/ tʃærɪət / (n)	a light cart with two wheels pulled by horses used for fighting
cheer	/ tʃɪə / (v)	to shout in praise, to encourage sportsmen, etc.
choice	/ tʃɔɪs / (n)	picking one thing and not the others
choir	/ kwaɪə / (n)	a group of people singing together
claim	/ kleɪm / (v)	to ask for something that really is yours
cliff	/ klif / (n)	a high steep face of rock
coach	/ ko:tʃ / (v)	to train or teach sports
coil	/ ko:l / (n)	wire wound into a continuous circular shape
col'lect	/ kəlekt / (v)	to get things together in one place
col'lection	/ kalekʃn / (n)	a group of similar things together
com'mittee	/ kamɪti / (n)	people discussing together
'concentrate	/kənsəntreɪt / (v)	to pay attention, to think about one thing
'confident	/kɒnfɪdənt / (adj)	feeling sure you can do something
conflict	/ Konflɪkt / (n)	a disagreement or argument
confusing	/kənfju:zɪŋ / (adj)	difficult to understand
con'gratulate	/kəngræ:tʃuleɪt / (v)	to praise someone for something happy
con'nect	/ kanekt / (v)	to join together
'conquer	/ Konkə / (v)	to win land by fighting a war
'conqueror	/ Konkərə / (n)	a person who wins land by fighting
'contact	/kontækt / (v)	to reach someone with a message
'contents	/kɒnten̩ts / (n)	a list of the main things in a book or newspaper

con'tinue	/kən'tinju:/	(v) to go on doing something, not stopping
con'tinuous	/kən'tinjuəs	(adj) without stopping, not broken
con'trol	/kən'trəʊl/	(n and v) to have power over, to organize by force
con'venient	/kənvi:niant/	(adj) fitting what you need
Cook, James	/kʊk, dʒeəmz/	/ captain of first Europeans ship to go to Australia.
'Coopers Creek	/ku:pəz_ kru:k/	/ small stream in central Australia
'courage	/kʌridʒ/	(n) bravery, the feeling that makes a person control fear of danger and pain
'craftsman	/kræftsmən/	(n) a workman with skill at making something
crave	/krev/	(v) to want something very much
'credits	/kredɪts/	(n) list of people who have made a film
Crete	/kri:t/	/ large island near Greece
cre'vasse	/kri:væs/	(n) a deep, open crack in thick ice
crew	/kru:/	(n) the people who work together on a boat, film, etc.
'cricketer	/krikɪtə/	(n) a person who plays the game of cricket
crops	/krɒps/	(n) anything a farmer grows
crouch	/kraʊtʃ/	(v) to sit on the ground with knees bent
cruel	/kru:əl/	(adj) unkind, hurting other people
curious	/kjʊəriəs/	(adj) eager, wanting to find out
current	/kʌrənt/	(n) moving electricity or water

## D

Daedalus	/daɪdələs/	the man who built the maze of King Minos
dam	/dæm/	(n) a big wall built to stop a river
'damage	/dæmɪdʒ/	(n) harm, something broken
dare	/deə/	(v) to be brave enough to do something
dawn	/dɔ:n/	(n) very early morning, sunrise
de'silt	/di:-silt/	(v) to let the mud come out of dirty water
de'cision	/dɪsɪʒən/	(n) a definite choice
de'feat	/dɪfi:t/	(v and n) to win a victory over, to make someone lose
demon'stration	/demonstreɪʃən/	(n) marching together to demand something

de'pendent /dɪ'pendənt/	(adj) needing to be helped by somebody or something
de'stroy /dɪ'stroy/	(v) to ruin, to break completely, to stop
de'termined /dɪ'tɜ:mɪnd/	(adj) having a strong will, having made a firm choice
de'velop /dɪ'veləp/	(v) to grow, increase, become better
'different /dɪ'fərənt/	(adj) not the same
disap'pointed /dɪ'səpɔɪntɪd/	(adj) unhappy because your hopes do not happen
dis'cover /dɪskʌvə/	(v) to find something that wasn't known before
'distant /dɪ'stænt/	(adj) not close, far away, long ago
Donald /də'nɔ:lդ/	Scottish boy's name
drag /dræg/	(v) to pull along with difficulty
drift /drɪft/	(v) to float along, blown by the wind or by water currents
dusty /dʌsti/	(adj) covered or filled with dust
Dutch /dʌtʃ/	/belonging to Holland, a small West European country

## E

'eager /i:gə/	(adj) full of interest, wanting to do something very much
earn /ɜ:n/	(v) to get money by working
edge /edʒ/	(n) the part along the outside of something
e'dition /'edɪʃn/	(n) one printing of a book or magazine
ef'ficient /'efɪʃənt/	(adj) working well, quickly, without waste
effort /'efət/	(n) the use of strength, trying hard
em'ergency /'em3:dʒənsi/	(n) an unexpected danger or difficulty. You must do something immediately to help.
en'ourage /ɪnkʌrɪdʒ/	(v) to give someone hope, to make them strong
en'yclopedia /ɪnsaɪkləpi:diə/	(n) a book giving information about everything
'enemy /'enimɪ/	(n) a person who hates or dislikes or hurts someone
en'venvironment /ɪnvɪərənmənt/	(n) the condition round us where we live
e'quipment /ɪkwi:pment/	(collective noun) all the things needed to do something

e'erupt	/ɪrʌpʃən / (v) to explode and pour out fire
ex'cited	/ɪksaɪtɪd / (adj) full of strong, pleasant feeling, not calm
'expert	/ekspɜ:t / (n or adj) a person with special skill or training
ex'plode	/ɪksplaud / (v) blow up, burst

## F

feat	/fi:t / (n) a difficult action needing skill and courage
fes'toon	/festu:n / (v) to decorate with flags, garlands, flowers
'fiction	/fɪkʃən / (n) stories or novels about things which did not really happen
fi'ncial	/fɪnænsʃl / (adj) connected with money
flap	/flæp / (n) to move up and down like a bird's wings
fleet	/fli:t / (n) a group of ships
fling	/flɪŋ / (v) to throw with force, to open doors quickly
float	/flaʊt / (v) to stay on the top of water, to not sink
flock	/flɒk / (n) a group of birds or sheep
'fodder	/fɒdə / (n) grass or leaves for animals to eat
'follow	/fələʊ / (v) to come after or behind
fool	/fu:l / (n) a stupid, silly person
'foreigner	/fɔ:rɪnə / (n) a person from another country
freeze	/fri:z / (v) to become ice
frost-bite	/frost- baɪt / (n) painful, dangerous swelling of fingers or toes caused by great cold
fry	/frɔɪ / (v) to cook in oil (colloquial - to be very hot)
fur	/fɜ: / (n) the thick soft hair of dogs, bears, rabbits, etc.

## G

'gabion	/gæbiən / (n) a big wire cage full of stones for roads and rivers.
Gambia	/gæmbi:a / African country
gang	/gæŋ / (collective noun) a group of people working together, a group of boys who go around together
'generator	/dʒenəreɪtə / (adj) The machine that makes electricity
'generous	/dʒenərəs / ready to give food, money, help to other people
'Genghis Khan	/gɛŋgɪs kɑ:n / fierce Asian king

Genoa	/dʒənəʊə / Italian city
'German	/dʒɜːmən / (n) a person from Germany, related to Germany
'glacier	/ glæsiə / (n) a mass of ice which moves slowly down a mountain side
glove	/ glʌv / (n) a warm covering for hand with separate finger and thumb covering
glue	/ gluː / (v, n) to stick together, the substance to stick things, gum
Gobi	/gəʊbi/ a cold desert in Central Asia
gold	/gəʊld/ (n) the most valuable yellow metal
'government	/gʌvəmənt / (n) the people who rule a country, the way of ruling
'grateful	/greɪtfəl / (adj) feeling thanks to someone
graze	/greɪz/ (v) to cause animals to eat grass
guard	/gaːd / (v,n) to keep safe, watch for danger, a person who guards
guide	/gaɪd/ (v,n) to show the way, a person or book which shows the way
'guilty	/gɪlti / (adj) having done something wrong
'gunpowder	/gʌnpaʊdə / (n) the powder which explodes in a gun or bomb

## H

'harbour	/ haːba / (n) an area of calm water where ships are safe
hate	/ heɪt / (v) to have a great dislike
'headline	/hedlaɪn / (n) the heading printed in big letters above a story in a newspaper
heel	/ hiːl / (n) the back part of a foot
Helen	/helən / beautiful Greek queen who was captured and taken to Troy
Herzog, Maurice	/hɜːtsɒg, mɔːris / leader of first expedition to reach summit of Annapurna
hire	/ haɪə / (v) to pay money to get the use of something
'hollow	/hɒləʊ / (adj) having an empty space inside
'hurry	/ hʌri / (v) to do something quickly, sometimes too quickly

**I**

Icarus	/ɪkərəs / son of Daedalus, he flew too near the sun
'Iceland	/aɪslænd / small island country in North Atlantic
ig'nore	/ɪgnɔ:/ (v) to refuse to notice
il'literate	/ɪl'itərət / (adj) unable to read or write
illus'tration	/ɪlustreɪʃn/ (n) a picture in a book
imagin'ation	/ɪmædʒɪneɪʃn/ (n) the part of the mind that can make pictures or think up new things
im'pression	/ɪmpresʃn / (n) the idea that you have about somebody or something
im'prove	/ɪmpru:v / (v) to become better
in'clude	/ɪnklu:d / (v) to have as part of a whole
'industry	/ɪndəstri / (n) the work of big factories
in'formal	/ɪnfɔ:məl / (adj) relaxed, without strict rules or ceremonies
'injure	/ɪndʒə / (v) to hurt something living
in'struction	/ɪnstrʌkʃn / (n) explanations of how to do something
Inuit	/ɪnju:zɪt/ people in N. Canada
'interview	/ɪntavju: / (v,n) to meet and ask somebody questions
in'ventive	/ɪnventɪv / (adj)able to make up new things for the first time
irrigate	/ɪrɪgeɪt / (v) to supply water to dry land
Italy	/ɪtəli / country in the Mediterranean Sea

**J**

job	/dʒɒb / (n) regular paid work
join	/dʒɔɪn / (v) to come or bring together, unite, connect with
joke	/dʒo:k / (v, n) to tell funny stories, to make people laugh
'journalist	/dʒɜ:nəlist / (n) a person who gets news and writes for a newspaper

**K**

'kharka	/ kɑ:ka / (n) in the Himalayas, grass high in mountains where animals graze in the monsoon
'knockout	/nɒk-aʊt / (n) a competition where teams which lose do not play again

Kublai Khan /ku:blaɪ kɑ:n/ Emperor of China in 14th cent.

kyak /kaiæk/ (n) Inuit canoe made of wood and skins

## L

'label /leɪbəl/ (n, v) a notice saying what something is, to fix on a label

'Lachenal /laetʃənaɪl/ a climber of Annapurna

'lama /la:mə/ (n) a Tibetan priest

land /laend/ (v) to come to, or put on, the land

law /laʊ/ (n) the rules of a country

ledge /'ledʒ/ (n) a narrow, flat shelf or port that sticks out horizontally

load /laʊd/ (n) an amount being carried

lo'cation /laʊkeɪʃən/ (n) where something is

'lonely /laʊnli/ (adj) away from other people, alone and unhappy

loot /lu:t/ (v) to steal during times of war

love /laʊv/ (v) to feel strong feelings of liking

'luggage /laʊgɪdʒ/ (n) the cases, bags, boxes of a traveler

lump /laʊmp/ (n) a piece of something without a special shape or size

## M

Madagascar /ma:dægæskə/ African island country

'magnet /ma:gnet/ (n) a piece of iron which pulls other iron to itself

mag'nificent /ma:gni:fɪsənt/ (adj) great, grand

main /meɪn/ (adj) chief, most important

manager /ma:nɪdʒə/ (n) the person in charge of a business or office

Marco Polo /ma:kɔ:pɔ:lə/ Italian explorer who went to China

marsh /ma:ʃ/ (n) low, soft, wet land

melt /mel:t/ (v) a solid becoming a liquid

Menelaus /menəleɪəs/ Greek king, husband of Helen

metal /metl/ (n) solid, shiny substances like iron, copper, tin

Mexican /meksi:kən/ (adj) connected to Mexico in Central America

'microphone /ma:kra:fəʊn/ (n) an instrument for speaking into to make the voice louder or to send by radio

mild	/maɪld/ (adj) gentle, slight, not hot or cold
'mission	/mɪʃən/ (n) a job you are sent to do
mis'take	/mɪsteɪk/ (n) a wrong idea or action
'model	/modl/ (n) a small copy of something real
'modern	/mɒdn/ (adj) of the present, or recent time; not old
'molten	/məʊltən/ (adj) (of metal or rock), turned to liquid by great heat
'moment	/maʊmənt/ (n) a very short period of time,
'monastery	/mɒnəstəri/ (n) a building where holy men live
moor	/muːə / (n) a wide open area with rough grass and rocks
mo'raine	/məreɪn/ (n) large lines of rock at the end and sides of glaciers
mould	/maʊld/ (n) a hollow container of a special shape into which soft material is put to form that shape
Mount Saint Helens	/maʊnt seɪnt heləns/ American volcano
muddy	/mʌdi/ (adj) covered with, or full of, sticky wet earth
murder	/mɜ:də/ (v) to kill someone
mys'terious	/mɪstəriəs/ (adj) not easily understood, can't be explained

## N

nation'ality	/neɪʃnælɪti/ (n) the country you belong to
'natural	/nætʃərəl/ (adj) not man-made
'navy	/neɪvi/ (n) the ships of a country for fighting at sea
'needy	/ni:dɪ/ (adj) poor, without food or clothes
'nervous	/nɜ:vəs/ (adj) afraid, worried, easily frightened

## O

'orchard	/ɔ:tʃəd/ (n) a field where fruit trees grow
'ordinary	/ɔ:dənri/ (adj) common, not unusual
o'riginal	/ərɪdʒɪnəl/ (adj) the first, earliest
own up	/əʊn ʌp/ (v) to admit, say, that you have done something wrong

## P

'palace	/pæləs/ (n) the building where a king lives
'Palestine	/pæləstɪn/ Middle East country

'parcel	/pa:səl/ (n) thing or things wrapped in paper, plastic or material
patch	/pætʃ/ (n) a small piece of material to cover a small hole
'penstock	/penstɒk/ (n) the pipe taking water to a turbine
'perfect	/pɜ:fɪkt/ (adj) complete, nothing wrong or missing
Persia	/pɜ:ʃə/ Middle East country; modern Iraq
Peru	/peru:/ South American country
photo'caption	/fəʊtəʊkæpʃən/ (n) the short description under a photo
pile	/paɪl/ (n) a heap, a number of things all the same on top of each other
pile up	/paɪl ʌp/ (v) to make a pile
'pilgrim	/pɪlgri:m/ (n) someone travelling to a holy place to worship
plain	/pleɪn/ (n) large area of flat land
plan	/plæn/ (n,v) carefully thought about arrangement for the future; to make a plan
poke	/pəʊk/ (v) to push with a sharp object like a stick; to push something through a small hole
Pom	/pɒm/ (n) Australian word for Englishman
'pottery	/pɒtəri:/ (n) objects made from clay which is baked
'poverty	/pɒvəti:/ (n) the state of being very poor
powerful	/paʊəfəl/ (adj) very strong, controlling people
'previous	/pri:vɪəs/ (adj) happening or coming before or earlier
'prisoner	/prɪzənə(r)/ (n) a person kept locked up for doing a crime, or in war
pro'duce	/prədʒu:s/ (v) to make, or show, or bring out
pro'fessional	/prəfeʃənl/ (adj) earning your living through a high level job
pro'foundly	/prəfaʊndli/ (adv) deeply, very, completely
'progress	/prəʊgres/ (n) advance, going forward, steady improvement
proud	/praʊd/ (adj) thinking you are better than other people
punch	/pʌntʃ/ (v) to hit with a closed hand
'punish	/pʌniʃ/ (v) to cause someone to suffer for a fault or crime
'punishment	/pʌniʃmənt/ (n) the act of punishing someone for doing wrong

## **Q**

queue	/kju:/ / (n) people standing in line
quills	/kwɪlz/ / (n) the sharp thorns or prickles covering some animals

## **R**

rare	/reə/ / (adj) unusual, not common
'recognize	/rekəgnائز/ / (v) to know and remember something you have seen before
'recreation	/rekri'eifən/ / (n) amusement, things you do in your spare time, hobbies
re'fuse	/rifju:z/ / (v) not to accept or give or do
re'lax	/rɪlæks/ / (v) to become less active or less worried
re'mains	/rɪmeɪnz/ / (n) parts of things which are left
re'port	/ri:pɔ:t/ / (n) an account or description of what has happened
re'port	/ri:pɔ:t/ / (v) to give or write a description of what has happened
'rescue	/reskjue/ / (v) to save from harm or danger
'reservoir	/rezəvwa:/ / (n) a man-made lake for storing water
re'sult	/rɪzʌlt/ / (n) what happens because of an action
re'turn	/ritɜ:n/ / (v) to come or go back
re'velve	/rivəlv/ / (v) to spin around
ridge	/ridʒ/ / (n) a long, narrow high part of mountains
rob	/rob/ / (v) to steal
'rocket	/rɒkət/ / (n) a thin vehicle sent into space
roll up	/rəʊl ʌp/ / (v) to make something small by turning it over and over
'Rongba	/rɒngba/ / (n) a person from south of Mustang
rough	/raʊf/ / (adj) not smooth, not gentle, not comfortable, violent (of sea or weather), not calm, stormy
'ruins	/ru:inz/ / (n) the remains of old buildings
'Russian	/rʌʒən/ / (adj) connected to Russia
'ruthless	/ru:θləs/ / (adj) without pity, without ordinary human feelings

**S**

'sanctuary	/sæŋktʃuəri/	(n) a place of safety from harm
scarce	/skeəs/	(adj) not much or many, hard to find any
scene	/si:n/	(n) a view of a place
'scenery	/si:nəri/	(n) natural, beautiful surroundings
'scenic	/si:nɪk/	(adj) beautiful, worth looking at
scent	/sɛnt/	(n) a beautiful, gentle smell
'Schliemann, Heinrich	/ʃli:mæn hɛnrɪk/	a famous German archaeologist
Scots	/skɒtɪz/	(adj) connected to Scotland, part of the United Kingdom
'section	/seksjən/	(n) part of a bigger thing
select	/səlekt/	(v) to choose
'senses	/sensɪz/	(n) the 5 powers of seeing, hearing, smelling, tasting, feeling
'separate	/sepəreɪt/	(v, adj) to move apart; not together, different
'shearer	/ʃiərə/	(n) a man who cuts wool off a sheep
'shelter	/ʃeltə/	(n) protection, often from the weather
site	/saɪt/	(n) a place where something interesting happened or a piece of ground for building on
skill	/skɪl/	(n) ability to do something well
'skillfull	/skɪlfʊl/	(adj) having skill
slave	/sləiv/	(n) a servant owned by someone else with no personal freedom
sledge	/sledʒ/	(n) a vehicle which slides on ice or snow, often pulled by dogs or horses
slip	/slɪp/	(v) to slide, to fall by sliding
slope	/sləʊp/	(n) surface of land not horizontal or vertical, the sides of a mountain
'socket	/sɒkɪt/	(n) an opening to put something like an electric plug
'soundtrack	/saʊndtræk/	(n) the sound, talking and music, on a film
spare time	/speərtائم/	(n) time to use as we please
'special	/speʃəl/	(adj) not regular or ordinary
speech	/spi:tʃ/	(n) a formal talk about a subject
spin	/spɪn/	(v) to turn round and round

spot	/spɒt/ (n) a small round mark
spot	/spot/ (v) to pick out with the eye, to see or recognise
'spotted	/spɒtɪd/ / 1. past participle of v. spot 2. (adj) covered with spots like a leopard
squash	/skwɒʃ/ / (v) to force into a small space
'squatter	/skwætə/ / (n) first people to farm in Australia, they came from Europe; anybody who lives somewhere without permission
squeeze	/skwi:z/ / (v) to press together
staff	/stæf/ (n) the workers in an office or school
'standard	/stændəd/ (n) something fixed or agreed as a measure of quality
star'vation	/sta:veɪʃən/ (n) suffering or death from having no food
'statement	/steɪtmənt/ (n) something that is said as information
steam	/sti:m/ (n) water turned to gas; given off boiling water
steep	/sti:p/ (adj) sloping at a very big angle
Stewart	/stju:ət/ / a Scottish name
stiff	/stɪf/ (adj) not easily bent
store	/stɔ:/ / (v) to keep something safe for the future
store	/stɔ:/ / (n) used for storing
strange	/streɪndʒ/ (adj) surprising, hard to accept, unusual
stroke	/strəʊk/ (v) to move the hand gently over something
'struggle	/strʌgəl/ (v) to make a big effort
'studio	/stju:dɪəʊ/ (n) a room for broadcasting or for a painter, film-maker or photographer
'stunning	/stʌnɪŋ/ (adj) very attractive, beautiful
stutter	/stʌtə/ (v) speak with difficulty
style	/staɪl/ (n) the fashion in clothes
'summit	/sʌmɪt/ (n) the top of a mountain
su'perb	/su:pɜ:b/ (adj) excellent, wonderful
'supermarket	/su:pə mɑ:kɪt/ (n) a large shop where you can buy nearly everything, helping yourself from shelves
sup'plies	/səplæɪz/ (n) things needed for daily life
sur'round	/səraʊnd/ (v) to be or go all round something
sur'veive	/sevəɪv/ (v) to continue to live

swarm	/swɔ:m / (n) a large number of bees
'swirling	/swɜ:lin/ (adj) moving in circles, with twists and turns
sy'ringe	/sɪrɪndʒ/ (n) a pipe into which liquid is drawn (for giving injections)

## T

tail-race	/teɪl'reɪs/ (n) the channel for water after it has driven a turbine
Tasmania	/tæz'meɪniə/ an island state of Australia
tease	/ti:z/ (v) to make unkind jokes about someone
tech'nician	/tek'nɪʃən/ (n) a skilled scientific workman
'terror	/terə/ (n) very great fear
'thoughtless	/θo:tləs/ (adj) careless, selfish
'thrilling	/θrɪlɪŋ/ (adj) giving a sudden feeling of excitement or fear
thrive	/θraɪv/ (v) to grow well and be healthy, to be successful
tilt	/tɪlt/ (v) to make something slope by lifting one end
tool	/tu:l/ (n) an instrument for doing a special job like an axe, hammer, etc.
'trader	/treɪdə/ (n) someone who travels, buying and selling
translation	/traʊnslейʃən/ (n) the skill of changing words into another language
trap	/træp/ (n) something for catching a bird or animal
'treasure	/treʒə/ (n) gold, silver, jewels or a very valuable possession
'tremor	/tremə/ (n) a shaking movement
'Trojan	/trɔ:dʒən/ someone who lives in Troy
trust	/trʌst/ (v) to believe in, to have faith in
'tunnel	/tʌnl/ (n) an underground passage for a road, railway or water
'turbine	/tɜ:bain/ (n) a wheel turned by water, used to make electricity

## U

un'conscious /ʌn'kɒnʃəs /	(adj) in a very deep sleep caused by illness or being hit on the head
un'cover /ʌn'kʌvə /	(v) to take away a covering such as earth
un'harmed /ʌn'ho:mɪd /	(adj) not hurt
uni /ju:nɪ /	(n) Australian slang for university
un'usual /ʌnju:ʒuəl /	(adj) rare, not common, interesting

## V

vast /væst /	(adj) very large and wide
Venice /venɪs /	famous city in Italy
vic'torious /vɪktɔ:rɪəs /	(adj) winning
'vivid /'vɪvɪd /	(adj) very bright and clear
Volta /vɒltə /	the inventor of the battery

## W

warning /wɔ:nɪŋ /	(n) a notice or shout to tell about danger
'warrior /'wɔ:rɪə /	(n) soldier
weak /wi:k /	(adj) not strong
'weapon /'wepən /	(n) a tool for fighting
weave /wi:v /	(v) to use thread to make material by going under and over threads put on a loom
weep /wi:p /	(v) to cry, shedding tears from the eyes
'whisper /'wɪspə /	(v) to speak very quietly without using the voice
whole /həʊl /	(adj) complete, not cut or divided
'widespread /waɪd'spreɪd /	(adj) found in many places
wise /waɪz /	(adj) having good sense, cleverness, able to understand
'wonderful /'wʌndəfəl /	(adj) unusually good
wrap /rae:p /	(v) to cover by folding all round

## X

Xi'an /ʃæn /	a very old city in China
--------------	--------------------------