

our

English Book



Grade-7

Our English Book

Grade – 7

Government of Nepal
Ministry of Education
Curriculum Development Centre
Sanothimi, Bhaktapur.



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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, integrity, etc. These values contribute to all round development of individuals and 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 Pramod 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 Dr. Govinda Bhattarai, Gorakh B. Singh, Vishnu Singh Rai, Maya Rai and Christine Stone for their contribution. We are grateful to Shiva Prasad Satyal, Jagannath Awa, Dr. Yogendra Prasad Yadav, Dr. Jaya Raj Awasthi, Bishnu Nath Sharma, Puskar Raj Joshi and Bishnu Parajuli for their valuable suggestions in the development of this book. Its cover design, layout and illustrations were done by Tarjan Rai, Nanda Maya Sitaula and Uddhav Chalise, and Ajay Thapa respectively.

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, activities, extra written work, games and model examination questions in all four skills. The centre requests the concerned teachers, students, parents and educationists for their creative suggestions to make it more effective in future.

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Curriculum Development Centre
Sanothimi, Bhaktapur

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CONTENT

UNIT	TITLE	PAGE	LANGUAGE	LISTENING	READING	WRITING	VOCABULARY (main)
1.	STARTING A NEW YEAR	1.	Short answers. Guessing Chant (adverbs)	Drawing a picture	Use of glossary. Festivals. Poem: Holi	Handwriting. Punctuation. lay-out.	Uncountable nouns. Cloth, clothes, shadow, race, prize slowly, quickly, throw, blow.
2.	MEETING PEOPLE AND GIVING INSTRUCTIONS	7.	Introducing yourself and others. Leave-taking. Occupations using simple present.	Ascent of Everest; ordering pictures.	Famous people. Poem: The caterpillar. Following instructions; Flag, paper making	Cloze (guided). Punctuation.	Occupations. Basic verbs. Tent, oxygen, melt, snow, stove, breathe, ice, chew, butterfly, caterpillar ash, pour, boil, dry.
3.	GETTING INFORMATION (1)	15.	Asking: How long/wide/far high. Giving positions. Finding game.	About the earth: hearing numbers	Environments: extracting information for a chart	Description of home area: guided paragraph	height, width, depth+ adjectives, far, back, front, side, spin, half Equator, monsoon, climate, fog, frost, snow, crops of Nepal, animals, forest, desert, seal, penguin
4.	IDENTIFYING and DESCRIBING	23.	Asking: Which one? Replying: - ing, - with - whose - adjective	Identifying people in a picture.	Air: interpreting a diagram. Desert crash (cartoon story)	Newspaper report cloze. Description of ID card.	except, air, space, shapes. (square, circle, triangle, cross) straight, building, striped, beard, badge, search, leave/left reach, wait, crash. Months of the year.
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UNIT	TITLE	PAGE	LANGUAGE	LISTENING	READING	WRITING	VOCABULARY (main)
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7.	NEEDING WANTING COMPARING	47.	Expressing needs and wants Giving reasons. Asking about needs. Describing and comparing	Shopping dialogue: choosing described object.	A catalogue. Interpreting map and picture: cloze.	Comparing objects. Cloze to make chart.	please, earn, enough, glasses, walkman, reliable, price, average, other common adjectives, north, south.
8.	STATING PURPOSE	55.	Narrating past events. Giving opinion. Stating purpose of action: chant	Completing chant.	Story: Pied Piper Poem: Rats	Choosing true sentences. Vocabulary exercise.	drown, major, lame, follow, pipe, to reach, tune, run after, look for, return, stranger.
9.	EXPRESSING OBLIGATIONS and GIVING INSTRUCTIONS	63.	Using should/ ought/have to/must/ can/ need and negatives. Interpreting notices.	Parts of bicycle from description.	Fairy tale: The Mirror Information to chart.	Instruction leaflet: (Cloze.) Sentences of obligation and purpose.	parts of a bicycle, tighten, pump, adjust, carry, show equipment, congratulations, instruction, kinds.
10.	DESCRIBING MOVEMENT	71.	Using prepositions of movement. Giving instructions for movement.	Athletics commentary: identifying runner.	The Olympic Games Battle of Marathon	Giving instructions for movement. Describing movement. Newspaper report (cloze)	Athletic events and sports, equipment, medal, competition, compete, crown, leaf/leaves, event, attack, celebrate, distance.
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UNIT	TITLE	PAGE	LANGUAGE	LISTENING	READING	WRITING	VOCABULARY (main)
12.	NARRATING EVENTS AND ACHIEVEMENT	87.	Using perfect tense using already/yet/ not yet. Yes/no questions.	Radio interview - complete achievements.	Poem (perfect tense) Story: Seven Kids.	Notes to explain recent actions. Simple story in past.	treasure, pleasure, list, arrange, film, continent, famous, paw, mess, skip, stomach, sew.
13.	TALKING ABOUT TIME	95.	Asking and answering: when did.... in, on, at + time	News report - listening for dates.	Indo-European languages.	Making a chart.	Country adjectives (French etc.), language, further, centimetre, century, Nobel Prize, vaccine, summit, canal, rescue, tiny.
14.	ASKING FOR CONFIRMATION + ABOUT TIMES	103.	Asking: How long has? Answering, with since'. Question tags Polite replies.	Job interview: filling form.	The Minotaur	A letter from a diary. (modelled).	practise, ever since, interview, beat, feel better, actually, borrow, powerful, agree, wool, sword, roar, cliff, escape.
15.	MAKING SUGGESTIONS EXPRESSING POSSESSION	114.	Expressing a problem and making suggestions - should - -Why don't -How about Describing parts of objects - expressing possession	Booking flight - filling a form.	Time line chart and questions.	Suggestions. Question tags. Answers to questions.	share, carefully, everywhere, belong to, occupations and tools, travel agent, daily, return, via, fare, flight.
16.	TALKING ABOUT SEVERAL ACTIONS IN THE PAST	119.	When I was _____ x happened.	A youth club - matching names and pictures.	Interview with Miss Rockbeat: personal story.	Sentences with 'While' clause science fiction story from pictures. Newspaper cloze	landslide, happen, move, free, announce, ladder, slip, cover, accident, chop, disappear, group, choose, wonderful, manager, work , hard, star.

UNIT	TITLE	PAGE	LANGUAGE	LISTENING	READING	WRITING	VOCABULARY (main)
17.	DESCRIBING SIMILARITIES and DIFFERENCES	127.	Using both, neither, one of, all of, none of, use of 'like', positive question tags.	Uses of 'like': Matching questions and answers.	Nepal and Switzerland. The body parts.	Comparison of Countries: joining sentences. Use of pronouns. Description of Pasang Lama.	always, stomach, plan, collect, digest, energy, different, same, similar.
18.	TALKING ABOUT THE FUTURE	135.	Use of will, going to, and present cont. for future actions inviting politely. Use of may/might.	Making a balloon: ordering pictures.	The cat and the mouse	Newspaper report from diary story with dialogue.	may, might, instrument, spider, excellent, fiddle, breath, livelier, sparks
19.	PREDICTING THE FUTURE	143.	Predicting with different degrees of certainty.	Radio programme.: true/false.	Musicians of Iham (story).	Sentences of prediction. Making an advertisement.	definitely, probably, possibly, certainly _____ collective nouns, limp, thief, beam, animal noises, don't worry, thief, scratch, poke, terrified, judge, witch,
20.	NARRATING PAST EVENTS	151.	Describing one action before the other in the past, (Past Perfect). Prepositions of position.	Distinguishing use of "d".	Whirlwind: true story.	Sentences using past perfect. Description of picnic (modeled). Paragraph by ordering sentences.	push, pick up, west, east, wooden, crutches, plaster, x-ray, delicious, travel, lid, explode, furniture.
21.	ENDING THE SCHOOL YEAR	161.	Personal questions and answers. Revision.	Life story: matching pictures.	Found: story + detailed activities. Multiple choice. Poems	Dialogues of all sorts. Own life story. Paragraph from story.	

HOW TO USE 'OUR ENGLISH BOOK'

The pictures tell you what to do:



Nearly every unit has a story about Chankhay, the clever monkey. Your teacher will tell you to listen or to read. You can learn and act the stories with your friends. You can ask and answer questions. You can make the stories longer.



This means practise talking with your friends. Your teacher will show you how to do it, then everyone practise with their partners. Sometimes you can act. Sometimes you can talk about the answer with your friend.



This means talking. Sometimes it is a game. Sometimes it is all the class talking about something. Sometimes it is telling a story or acting a drama. Sometimes it is talking about new language or chants.



This means read silently. Usually you can discuss with your friends. Sometimes your teacher will tell you to work alone.



This means read, and do writing activities. Only write answers never write the questions.



This means read, talk about it, and write about it, too.



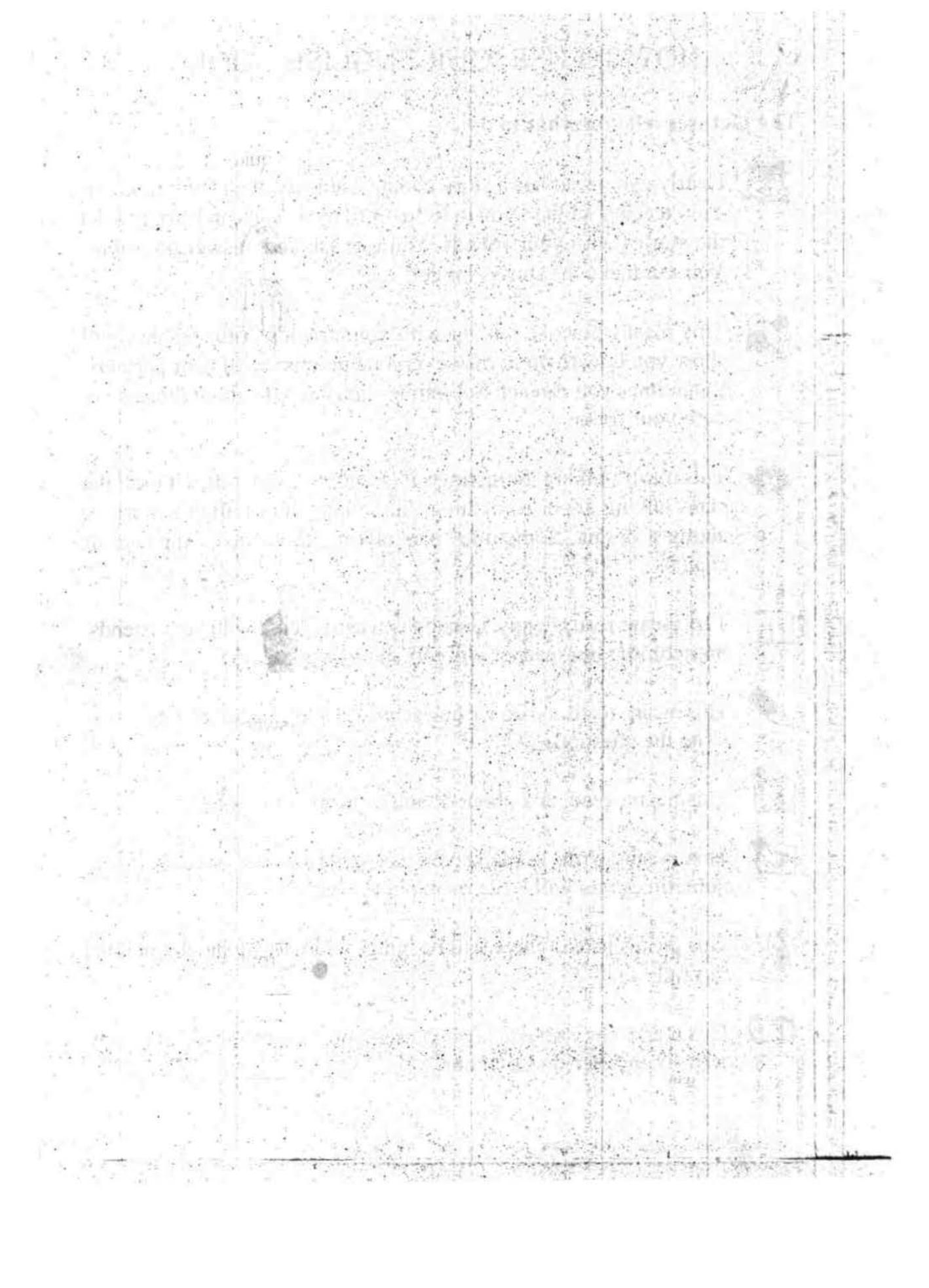
This means write. Usually you can write in your exercise book. Sometimes you will write on paper or chart paper.



This means listen. There will be things to do. Read the instructions carefully first.



This means the exercise is on the cassette. You can listen and copy or you can listen and find out.



1

STARTING A NEW YEAR

1.1 A chant.

 Say the first part slowly and loudly, the second part quickly and quietly.

Slowly, slowly, very slowly,
Creeps the garden snail.
Slowly, slowly, very slowly,
Up the wooden rail.

Quickly, quickly, very quickly,
Runs the little mouse.
Quickly, quickly, very quickly,
Round about the house.



1.2 a. Pair work. Point to a picture, ask and answer.



"Who's this?"

"It's _____."



b. One partner asks, the other gives short, true answers.

What's your name? _____.

Are you in Grade Seven? Yes _____. _____.

Can you say the chant? _____ I _____. _____.

What time did you reach school? At _____. _____.

Have you ever been to Kathmandu? _____ I _____. _____.

Did you walk to school? _____ I _____. _____.

Have you any sisters? _____ _____.

Where is your exercise book? It's _____.

What is the mouse in the picture doing? _____ round the house.

What is the snail doing? _____ up _____.

Do you enjoy learning English? _____.

What is Chankhay? He's _____.

1.3a Writing: check that you know how to write all the letters correctly, then complete and write this alphabet in your exercise book as neatly as possible.

Always do correct, careful, beautiful hand-writing.

A is for

B is for

C is for

D is for

E is for

F is for

G is for

H is for

I is for

J is for

K starts

L is the first letter of

M is for

N is for

O is for

P is for

Q begins

R is for

S is for

T is for

U is for

V begins

W is for

X ends

Y is for

Z is for

cat hill apple ink bed egg sugar

pea donkey nose flag leg garden rice

jug octopus queen box key zoo

money yes tomato valley uniform window

1.3b Write these lists in alphabetical order.

(a) Gopal, Prem, Sarada, Yogendra, Raju, Anil

(b) banana, basket, bell, ball, bed, biscuit

(c) run, play, wear, dig, point, pack, ask, read

1.4a Writing: punctuation. Study this short story and discuss these questions.

- ✍ (a) When do you use capital letters, full-stops, commas, one inverted comma, question marks, and two inverted commas?
- (b) When do you start a new line?

A Difficult Job

When I was in China I saw
an old woman flying in a basket.
She was carrying a brush.
"Old woman, where are you going?"
I asked.

"Up in the sky," she replied.
"Why?"

"I'm going to sweep the dust off the sky."



- b. Write the following correctly. There are 13 mistakes.

a cat story

pussy-cat pussy-cat where have you been
i've been up to london to look
at the queen



1.5 Learn and play this guessing game.



I can see something beginning with 'c'.

No.

Is it a cap?

No, it isn't.

Is it the ceiling?

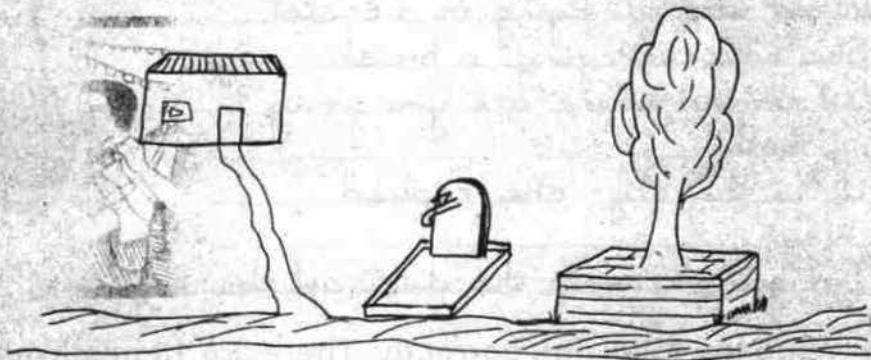
Yes, it is.
Now it's your turn
Mohan.

Is it a collar?



1.6 Listening.

- (a) Draw this picture on one page of your exercise book and talk about it.
Say: "There's a _____."
- (b) Listen and follow the instructions.
(c) Together draw the complete picture on the blackboard.



1.7 Words: using the glossary.

The glossary is a small dictionary of new words in this book.

Always use it to find the meanings of words.

It begins on page 174 and the words are in alphabetical order.

Your teacher, or the cassette, will help you to say the word.

Use the glossary to find the meanings of these words.

cloth clothes hoof shadow reins gallop race prize horn

Use these words to complete these sentences.

- (a) A horse can _____ very fast.
(b) My friend won the 100 metre _____.
(c) When it is hot, we sit in the _____ of the big tree.
(d) Wipe the table with a piece of _____.
(e) The horse-rider was holding the _____ very tightly.
(f) In the morning I put on clean _____.
(g) The _____ of a cow is in two pieces.
(h) There is a _____ for the best handwriting.
(i) A cow's _____ and the _____ we blow at weddings are the same shape.

1.8 Reading.



- (a) Look at the pictures. Who are the girls, and where do they live?
(b) Read the text silently, then do the activities.



Dolma lives in Namche Bazaar. Her father is a mountain climber. He helps climbers from many other countries. Dolma is talking about a very important week for her family and friends.

"Lhosar is Tibetan New year. We dance a lot and sing and eat good food. I enjoy hearing the drums and long horns. We throw tsampa at everyone. Tsampa is barley flour. We all look white! We are very happy".



Now Laxmi is speaking.
"I live in Kathmandu.



My parents run a shop. At Ghode Jatra I go to the Tundhikhel. The soldiers fire their guns. Then there are horse races. I enjoy the cycle races too, but the horse races are best.

Activities

1. What happens at each festival? Choose from the boxes.

dancing beating drums horse racing throwing tsampa
cycling prize giving the king watching blowing horns
soldiers firing guns

2. Who - is a mountain climber? - goes to the Tundhikhel? - are shopkeepers? - fires guns?
3. Tell each other about Dolma and Laxmi. Use their words, but say 'she' or 'they'. Begin "They dance a lot and sing ...
Remember to put 's' on verbs after 'she'."
4. Write two sentences about a festival you enjoy.

I enjoy _____. We _____ and we _____;

1.9 Checking up.

(a) Listen to this poem, and practise saying it.

HOLI, FESTIVAL OF COLOUR

Throw the waters, coloured waters,
Holi Festival's here.
Joyfully children dance and sing,
Holi, the colourful festival of spring.
Friends and relations all will meet,
Sweets and balloons for when they greet.
Throw the waters, coloured waters,
For Holi Festival's here.

- Punitha Perinparaja

(b) Answer these questions about Holi. Give short answers.

- i. What do we throw at Holi?
- ii. Is Holi in spring or winter?
- iii. Who wrote this poem? iv. Do you like Holi?
- v. What do we give when we meet our friends?
- vi. Do children dance happily or noisily in the poem?

(c) Choose the right words to make true sentences.

- 
- i. We get (milk, fish) from the (sea, sky).
 - ii. We get (coconuts, meat) from a (tree, river).
 - iii. We get (fish, gold) from the (ground, sky).
 - iv. We get (tin, rubber) from a (tree, flower).
 - v. We get (silver, paper) from (wood, wool).
 - vi. We get (oranges, sugar) from (corn, trees).
 - vii. We get (electricity, oil) from a (generator, switch).
- 

(d) Look at the words in the brackets above. Make a list of the words which never have an 's' on the end.

Write the list like this: *There's milk, fish, meat...*

Don't forget to use commas between each item.

Do you know other 'uncountables'? Make a second list like this:

Traffic, sand, smoke...



2

MEETING PEOPLE AND GIVING INSTRUCTIONS

2.1 Read and find out the name of the visitor.



Practise, learn and act the story.

The new school year has just begun. An important visitor has come to Shakti High School.



2.2 Pairwork: practise saying 'Good-bye' to a visitor.



Good-bye, Sir
It was good to
meet you.

Good-bye,
Shambhu. Thank
you for all your help.



2.3 Pairwork.



(a) Practise this dialogue. Shambhu is meeting a visitor to his house.

How do you do, Sir. I'm Shambhu.

How do you do. I'm pleased to meet you, Shambhu. I'm Dipendra Tamang.

May I ask what you do?

I'm a pharmacist.
I work at Tansen hospital.
I look after all the medicines.

(b) Use the glossary to put the words in the box in the spaces. Then practise these questions and answers.

animal health post bank trekking company look after farmer

What do you do?

I'm a vet.
I work at an _____.

What's your job?

I'm a _____.
I grow rice, corn, mustard and vegetables.

What are you?

I'm an accountant.
I work in a _____.

What do you do?

I'm a housewife.
I _____ our children, cook all our meals and run the house.

What do you do?

I'm a cook.
I work for a _____.

2.4 Reading.



- (a) Read quickly and find the names of three writers, a scientist, and an explorer.
(b) Read again and do the activities.

FAMOUS PEOPLE

In December 1911, Roald Amundsen from Norway was the leader of the first people to reach the South Pole.



Jules Verne lived in France between 1825 and 1905. He wrote exciting stories.



William Shakespeare wrote many plays (dramas), five hundred years ago.



Bhanu Bhakta Acharya lived from 1814 to 1861. He wrote Hindu stories in poetry.



Louis Pasteur found out that germs make people ill. Orville and Wilbur Wright made the first aeroplane, and Graham Bell made the first telephone.



Activities 1. Give the name of
(a) someone who flew an aeroplane.
(b) someone who wrote books.
(c) someone who was French.

(d) someone who helped us to be more healthy.

2. Write these sentences using words from the box. Use the glossary.

inventor	explorer	scientist	astronaut	national heroes	poet
----------	----------	-----------	-----------	-----------------	------

- (a) Prithivi Narayan Shah and William Tell are _____.
- (b) Graham Bell was an _____.
- (c) Someone who goes into space is an _____.
- (d) James Cook sailed from Europe and found a new continent, Australia. He was an _____.
- (e) Albert Einstein was a very famous _____.
- (f) Bhanu Bhakta Acharya was the first Nepali _____.

2.5 Words: use the glossary to put these words in the sentences.



breathe tent stove melts frozen oxygen

- (a) At night the trekkers slept in a _____.
- (b) They used a kerosene _____ to cook their food.
- (c) All the time we must _____ so that we can get _____ from the air.
- (d) Ice is _____ water. When we heat ice, it _____ and becomes water.

2.6 Listening.



- (a) Look at all the pictures. Talk about them. They are not in the right order for the story.
- (b) Write letters A..... I in your exercise book.
- (c) Listen to the cassette or your teacher and hear about the first people to climb Mount Everest. Write one (1) by the letter of the first picture, two (2) by the second and so on.



2.7 Listening, reading and saying.



The Caterpillar



What do caterpillars do?

Nothing much but chew and chew.

What do caterpillars know?

Nothing much but how to grow.

They just do what by and by,

Will make them be a butterfly.

But that is more than I can do, However much I chew and chew.



Activities

1. Learn the poem and say it like the cassette.
2. Answer these questions:
 - (a) What do caterpillars do all day?
 - (b) When do **you** chew?
 - (c) What do **you** use to chew your food?
 - (d) What can a caterpillar do that you can't do?
 - (e) Do you think 'by and by' means (i) good-bye (ii) next (iii) after some time (iv) never.
3. Find words that rhyme with (have the same sound as): do, know, by and by.
4. Ask and answer with your partner. Give true answers. You can choose from the boxes or give your own answers.

What do you do in the morning?

- I get up.
- I dress.
- I wash.
- I clean my teeth.

What do you do in the day?

- I go to school
- I sit in class.
- I learn lots of new things .
- I play in the yard.
- I talk to my friends.
- I do exercises.

What do you do in the evening?

- I do my homework.
- I listen to the radio.
- I help my mother,
- I go to bed.

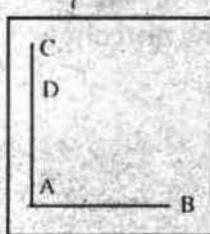
2.8 Reading and writing.



(a) Read each instruction, and do the drawing.

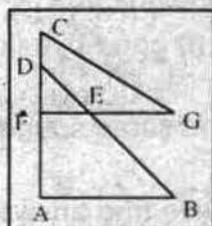
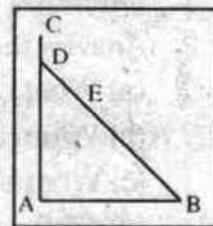


At the bottom of a piece of paper draw a line, AB, 9cm. long.

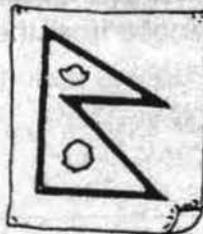


Draw AC 12cm. long. Mark D.
AD is 9cm. long.

Join BD. Mark E. BE is
9cm.



Draw FEG. It is also 9cm.
Now join CG.



Draw a sun and a moon
and your flag is ready.
Colour it red and white, with
a blue border.

(b) Write this paragraph in your exercise book, describing what you did. You must put past tense in the spaces.

First I _____ a line AB, 9cm long, at the bottom of a piece of paper.
I _____ AC, 12cm long, and I _____ D. AD _____ 9cm long. I _____
BD, and E _____ E. BE _____ 9cm. Then I _____ FEG,
which _____ also 9cm. I _____ CG. I _____ a sun and a moon
and _____ my flag red and white with a blue border.

(c) Read and do the activities.

MAKING NEPALI PAPER

Maya makes paper. She is very skillful. First she burns wood. She puts the ash in a *doko*. She pours water through the ash.



Then she boils the water with small pieces of Lokta bark. (Bark is the outside skin of a tree).

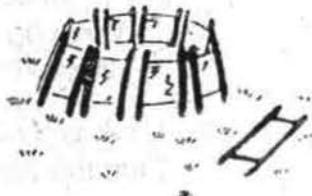
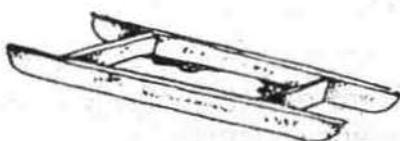


She beats the bark with a *mungro*, and mixes it with water.
She pours the mixture onto cloth on a frame.



She puts the frames in the sun. She dries the paper, then she slowly takes it off the frame.

She makes bundles of 200 pieces of paper and takes them to a shop.



Activities

1. Look at the four pictures. For each one say what Maya is doing. Begin like this: *In the first picture she is pouring water through ash. In the second picture....*

2. Talk about different kinds of paper and what they are used for.
3. Complete these instructions for making paper.

First ____ some wood and ____ the ash in a *doko*. ____ water through the ____ . ____ the water with pieces of Lokta bark. ____ the bark with a ____ and ____ it with water. ____ the mixture onto cloth on a____, and ____ the frame in the sun. ____ the paper, then slowly ____ it ____ the frame. ____ bundles of 200 pieces and ____ them to a shop to sell.

2.9 Checking up.



- Imagine that a friend is introducing you to a famous person:
a pop star, a sports star, a politician.
What would you say?
What would you ask?
Write it down and practise in groups of three.

Friend: Can I introduce _____?

You: How _____? I'm pleased to meet you.

Famous person: How _____?

You: _____.

Famous person: _____.

- Give short answers. The first one is done for you.

- (a) What do birds do? *They fly.*
- (b) What do fish do? _____
- (c) What do soldiers do? _____
- (d) What do pilots do? _____
- (e) What do dogs do? _____
- (f) What do farmers in Nepal do? _____
- (g) What do foresters do? _____

- Look at these sentences. One word in each sentence is wrong.

Find the word, and write the sentence correctly.

- (a) He got up early because he wanted to see the sunset.
- (b) The room's empty, there's someone there.
- (c) The king's son was called Princess Rajendra.
- (d) I finished my homework tomorrow.
- (e) I'll come yesterday.
- (f) There playing volleyball outside.
- (g) She put the book into the table.

- Write the following very neatly in your exercise book, and put in three full stops, two commas, four capital letters, one question mark and two pairs of inverted commas.

is there anything on the table asked muna there's something it's covered with newspaper replied her sister

3

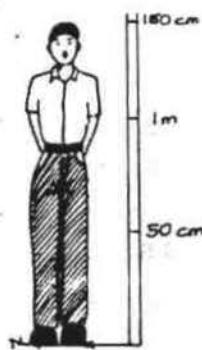
GETTING INFORMATION

3.1 Read about Grade Seven's maths lesson, and answer the questions.



1. What are Shambhu and Sabitri doing?
2. How does Chankhay help them? How tall is the tree?

3.2 Pair work: practise asking and answering these questions.



"How tall's Iswor?"

"He's 150 centimetres tall."

"How heavy is he?" "50 kg."

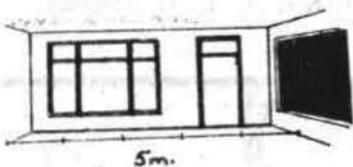
"How wide's the river?" "It's 100 metres wide."



3.3 Pair work.



Complete and practise asking and answering with your friend.



"How long's the _____?"

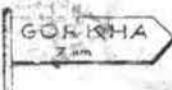
"It's _____ long."

"How high's _____?"

"It's the highest in the world.
It's 8840 m. high."

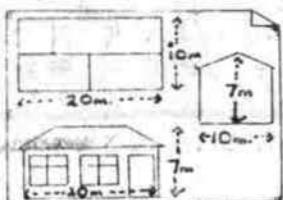


"How far is it to Gorkha?"



"It's ___ kilometres."

"How long does it take to walk? "Three hours."



What's the length?



Twenty metres.

What's the width?

___ metres. And the height is seven _____.



"How deep's the well?"

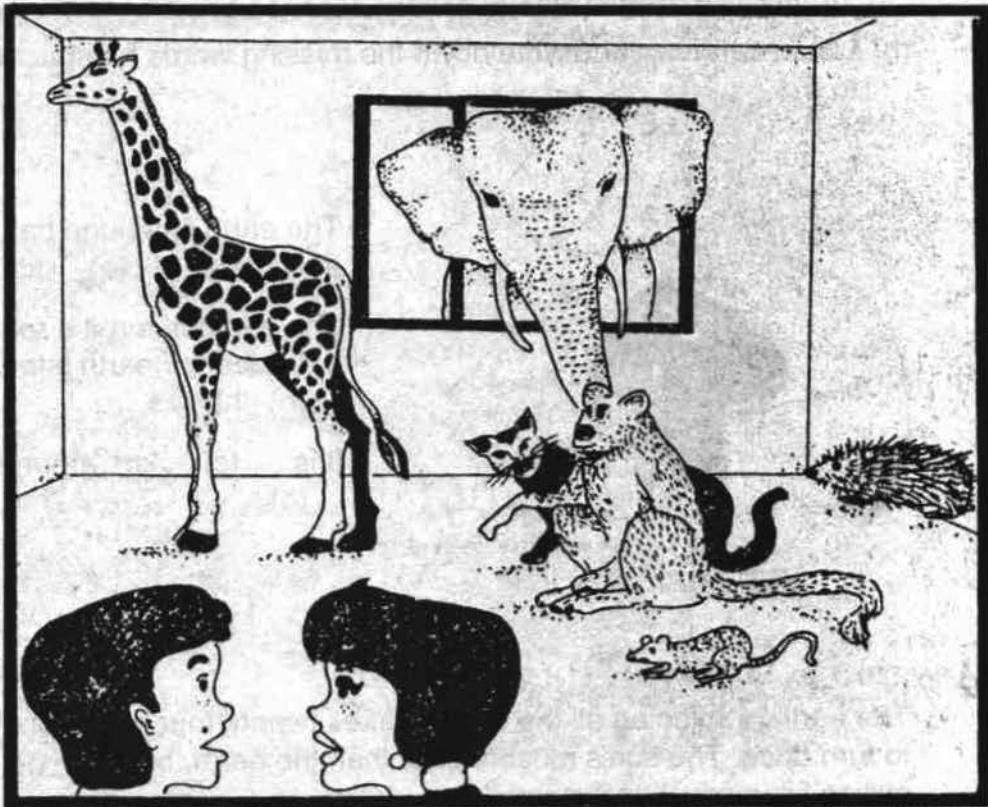
"It's fifty metres _____.



Its depth is fifty metres."

3.4 Reading and talking.

(a) Look at the picture and read what Shambhu and Shanti are saying.



"Oh look, there's a monkey in the middle of the room."

"And a giraffe at the front!"

"What's that at the back of the room?"

"I think it's a porcupine. And see, there's a cat to the right of the monkey."

"And a mouse to its left."

"And there's an elephant outside. It has just put its head inside."

"Where have they come from?"

"I've no idea."

(b) Now ask and answer questions like this about each animal.

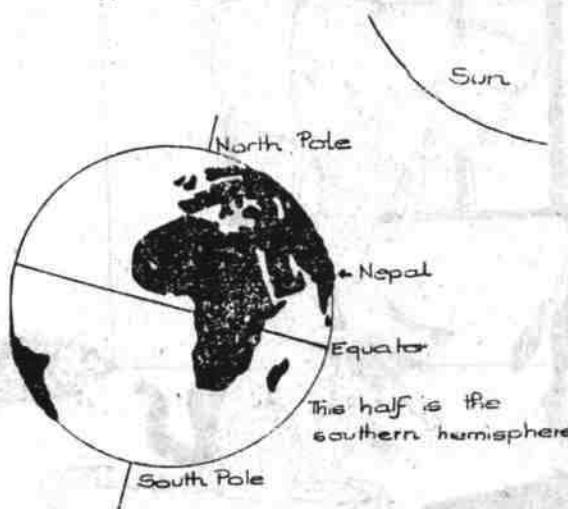
"Where's the giraffe?"

"It's at _____ of the room."

3.5 Listening.



- (a) Read about the sun, earth and moon. Some numbers and words are missing. Write (a) to (i) in your exercise book.
- (b) Listen carefully, and write down the missing words for spaces (a) to (i).



The earth is a huge ball, with a diameter of (a) km.

The equator is not a real line. It divides the earth into (b) halves.

It is (c) km. around the (d).

The earth is spinning all the time. It takes twenty-four (e) (one day) to turn once. The sun's much bigger than the earth, but it is (f) million km away. It looks small.

The moon is much smaller than the earth. It is (g) km. across, but it is much nearer to us than the sun. It is only (h) km. away. It goes round the earth once every (i).

(c) Discuss and write answers to these questions.

- (i) How far is it
 - to the sun?
 - to the moon?
 - around the earth's equator?
- (ii) Which is bigger
 - the earth or the sun?
 - the earth or the moon?
- (iii) Is Nepal in the Northern or Southern Hemisphere?

3.6 Writing



- (a) Study the paragraph about our climate.

Different parts of the world have very different climates. We live in the monsoon area. In the winter it is dry and not too cold. In the summer it is very wet, but it is not too hot. Many people, animals and birds can live in the monsoon lands. The climate is good for growing food.



All Nepal is in the monsoon area. But in the high mountains it is cool and in the low Terai it is very hot.

- (b) Write about the place where you live. Choose suitable words. You can also use your own words, or use several of those given.

I live in the (Terai, hills, mountains) of Nepal. We have a monsoon climate. In the winter it is (very cold, cold, quite cold) with (fog, frost, snow) but only a little rain.

In the summer it is (very hot, hot, warm) and we have (very heavy rain, heavy rain, quite a lot of rain). In my area we grow (rice, corn, millet, potatoes, barley, mustard, beans, cotton, tobacco, tea, pumpkins, many different vegetables, oranges, apples, bananas, pineapples, mangoes, walnuts) and we keep (cows, buffaloes, horses, yaks, goats, sheep, hens, ducks). There are (thick forests, a few trees, no trees) near my house. My house is made of _____.

3.7 Reading for information.



(a) Look at the pictures, and the text. Match each of these words with one of the pictures.

ice	forest	camel	trees	desert	poles	Equator	cacti	penguin
-----	--------	-------	-------	--------	-------	---------	-------	---------

(b) Study the text and do the activity on the opposite page.



Near the equator it is very hot and wet. There are many big, thick rain forests. These have many kinds of tall trees, and many insects, reptiles, birds and animals. The forests are important for everyone because they make oxygen. We need oxygen for breathing. But people are cutting down the forests. They want to sell the wood.

One third of the earth's land is desert. Deserts are very dry. It may only rain once in a year. Most deserts are very hot. The biggest desert is the Sahara. It is in Africa. Its area is 77,00,000 square kilometres. That is as big as 52 Nepals. If there is a little rain, cacti can grow. A cactus keeps water in its thick stem. Camels are kept in desert areas. They have big flat feet. They can walk over soft sand. They drink a lot of water at one time. Then they don't drink for more than a day.

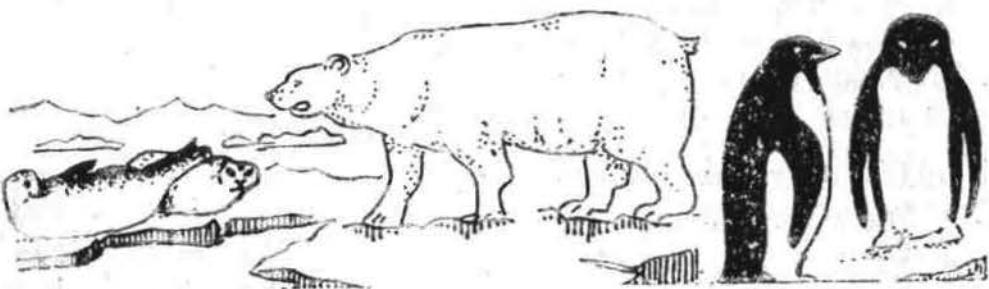


The coldest places are near the poles. The area round the North Pole is the Arctic. There is no land there. There is ice floating on the sea.

There is land near the south Pole. It is covered with ice. The ice is 4 km. thick.

There are no plants, and not many birds or animals. But there are seals and fish in the sea. In the Arctic there are big polar bears. They have thick fur, sharp teeth and claws. They eat fish and seals.

In the Antarctic there are many penguins, but no polar bears. Penguins eat fish.



Activity

Make a chart in your exercise book. Use two pages. Read the text carefully and then fill the boxes using items at the bottom of the page.

	Equatorial	Desert	Monsoon	Polar
Climate			Cool dry winters. Hot, wet summers.	
Plants				Nothing
Animals, birds etc.	Big snakes and animals. Many birds. and insects.	Very small mammals, reptiles. Camels.		
Three countries in the area			1. Nepal 2. _____ 3. _____	

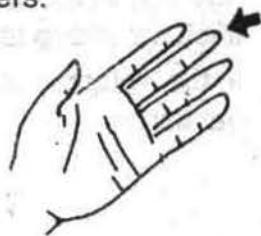


3.8 Checking up.



(a) Give true answers. Measure with string and rulers.

- How tall are you?
- How long is your classroom?
- What is the width of your bench?
- How long is your middle finger?
- How far is it to your nearest shop?
- What's the height of Mount Everest?
- How high is your bench or table?



(b) Find the words to fill in the puzzle.

- The biggest desert in the world.
- 1/3
- Turning round.
- A plant growing in deserts.
- An Antarctic bird.
- A gas in the air.
- A long time of heavy rain.
- A useful animal in the desert.
- What do penguins eat?
- Near the equator it is very _____.

1			A						
2		I							
3	P								
4	A								
5		N							
6			G						
7		N							
8	A								
9	F								
10	O								

(c) Shambhu went outside. Mohan hid a piece of chalk. Shambhu came in. He is asking yes/no questions. Read the questions and answers and point to the position of the chalk in the picture.

S: Is it at the back of the room?

M: No it isn't.

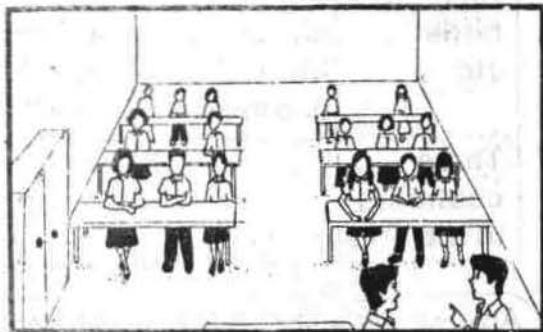
S: Is it in the middle?

M: No.

S: Is it on the left of
the room, near the cupboard?

M: No it isn't.

S: Is it on the right? M: Yes, it is.



S: Is it on a bench? M: No. S: Is it in someone's pocket? M: Yes.
Whose pocket? S: Is he sitting at the end of a bench? M: No.

S: In the middle? M: Yes. S: The front bench? M: Yes. S: It's there.

(d) Play this game with the whole class. Find who can get the chalk with the fewest questions.

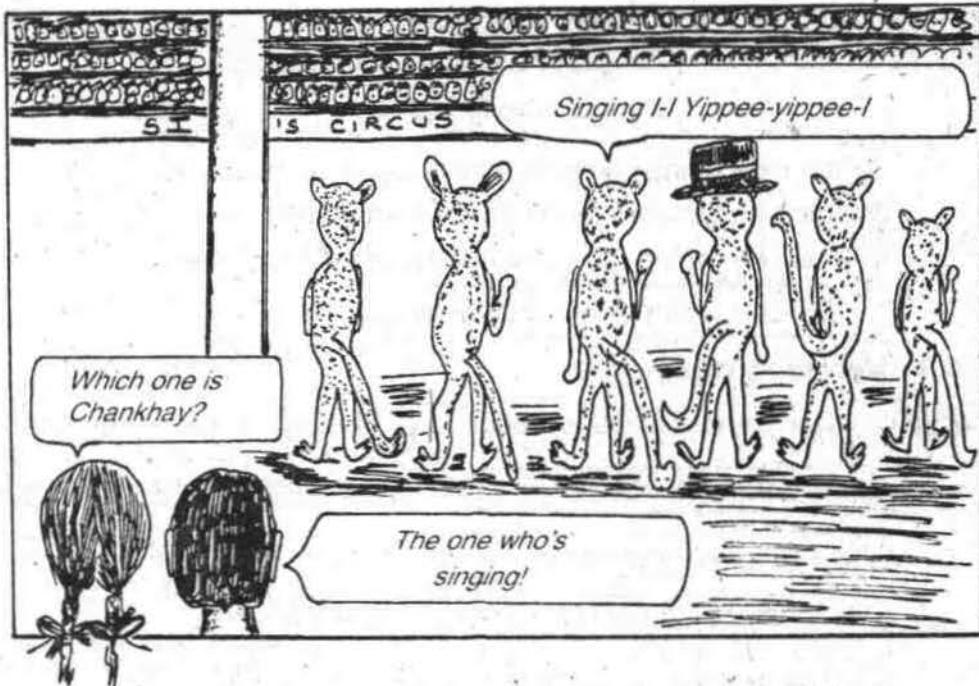
4

IDENTIFYING AND DESCRIBING

4.1 (a) Study the picture and story.



Shambhu took Chankhay to a circus. He quickly made friends with the circus monkeys. Shambhu met his cousin. They went to find Chankhay.



(b) Ask, answer and point to the correct monkey.

Which one is Tommy? The one wearing a hat,

Which one is Jumpy? The one with a straight tail and long ears.

Which one is Balu? The one whose tail is in the air.

Which one is Kalu? The shortest one.

Which one is Curly? The one that's like Chankhay but thinner.

4.2 Learn and sing Chankhay's song.



- 1. She'll be coming round the mountain when she comes.
She'll be coming round the mountain when she comes.
She'll be coming round the mountain, coming round the mountain,
Coming round the mountain when she comes.

CHORUS Singing I-I- Yippee-yippee-I.
Singing I-I- Yippee-yippee-I.
Singing I-I- Yippee, I-I -yippee.
I-I- Yippee-yippee-I.



- 2. She'll be riding six white horses when she comes...
 - 3. She'll be wearing jeans and T-shirt when she comes...
 - 4. She'll be eating tasty daal-bhat when she comes...

5 - 6 - 7 can be your own ideas.

4.3 New language.



- (a) Study these ways to describe or identify people or things.

She's the girl *with* curly hair.

She's the one *wearing* a sari.

He's the boy who's standing up.

He's taller than me but *not as tall as my brother.*

He's over there, *in front* of the shop.

It's at *the back* of the room.

The *biggest* one. It's the big one *with* a green number plate.

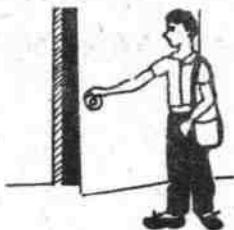


- (b) These boys are called Anil, Bir, Kamal, Dil.

Partner A decides who they are.

Partner B asks: Which one is Anil?

Partner A answers: The one...

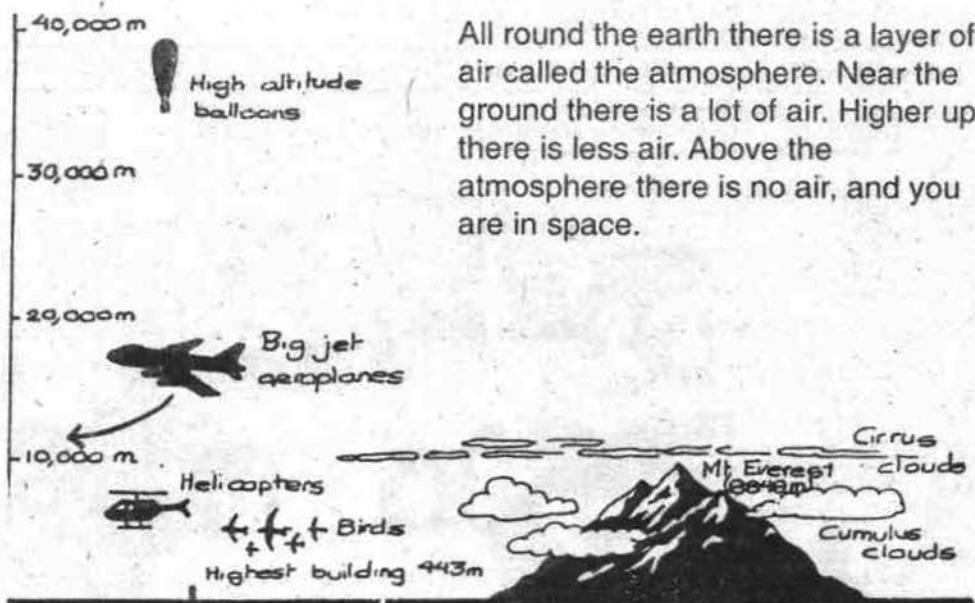


4.4 Reading and talking.



Study the diagram, discuss, and answer the questions. Short answers, or a few words only are needed.

AIR



1. What is the atmosphere? (*It is _____.*)
2. Can helicopters fly over Mount Everest?
3. Look at the arrow. How high do big jet aeroplanes fly?
4. Which can fly higher, birds or helicopters? (*_____ can.*)
5. What are the highest clouds called?
6. How high can balloons fly?
7. Is there any air in space?
8. What is the height of the tallest building?
9. Have you ever seen a helicopter?
10. Why do climbers take oxygen to breathe on high mountains?

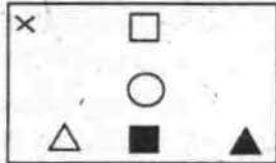
4.5 Pair work: ask and answer.



Where's the cross?

In the top left hand corner.

Ask about each shape.



4.6 Talk about the picture.



Say one or more things about each person, like this:

"Number one is wearing a sari."

You can use words from the box, or your own ideas. The numbers are under the photograph.

sweater

behind

necklace

next to

from Africa

beard

striped

glasses

smiling

tie

badge

standing



1

2

3

4

5

6

7

8

4.7 Listening.



- (a) The names of the people are Sam, Mary, Lila, Bjorn, Harry, Anna, Tom and Dev.

Write these names in your exercise book and practise saying them.

- (b) Listen to a description of everyone, and by each name write the correct number. (The numbers are under the photograph.)

- (c) Take turns to stand up and identify three or four members of your class in the same way.

4.8 New language: study how to use "except". An exception is something different. Complete the sentences and practise saying them.

(a)



You can eat anything except nuts. They make you ill.



I understand.

I mustn't _____.

(b)



Mohan Sita Gita Prem Gopal Shambhu Bishal

Everyone except _____ is wearing school uniform. (d)

(c)



For homework do all the exercises on page 10 except exercise 4. We'll do that tomorrow in class.
Don't do _____.



1. his ✓
2. except ✓
3. coming ✓
4. until ✓
5. who's ✗
6. which ✓
7. with ✓

They are all right except number _____

(e)

We go to school every day except _____.

4.9 Work with a partner and practise giving the answer to these 'odd-one-out' quiz questions. The first is done for you.



tiger goat ant

dog cat

kangaroo

They are all animals except 'ant'. That's an insect.

hat shirt
gloves trousers
bed

July June
March May
Sunday

"They are all _____ except _____. That's a _____."

Karnali Humla Trisuli
Arun Sun Koshi

12 63 52
24 2946 64

cow tiger parrot
elephant goat

4.10 Read and do the activity.



DESERT CRASH

Mrs. Rai is a pilot. She has entered a small plane race across the northern part of the Sahara Desert. Her son, Bishnu, is with her.



But two long days and nights pass. The days are so hot, the nights cold. Bishnu and his mother have only drunk four small cups of water. They can't live much longer. But early next morning



In your exercise book do this report from 'The Rising Nepal.' Use the words below.

_____ And _____ Missing.

Plane _____ in _____

Mrs. A. Rai and her son, _____ are representing _____ in the Northern Sahara _____ Race. They _____ Tarabulus in Libya early on Saturday _____, but they didn't _____ Remada. Radio contact was _____ soon after they left Tarabulus. _____ and planes are _____ the area, but with _____ reaching 45° C, they _____ already be dead. Mrs. Rai is the _____ of Major P. Rai. He is _____ in Tarabulus for _____. Their son, Bishnu is a _____ at Greenpeace School, Kathmandu.

Nepal	may	left	Helicopters	news	Desert
reach	Mother	lost	Son	morning	Air
temperatures		Bishnu	student	searching	wife
		waiting			Crash

4.11 Checking up.



1. Here are the months of the year.

January	February	March	April	May	June	July
August	September	October	November	December		

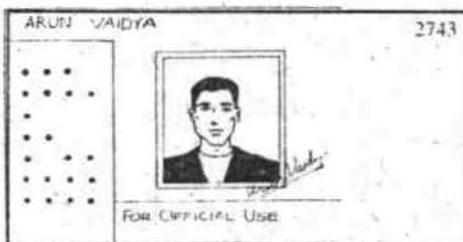
Copy and complete these sentences.

- April is between March and _____.
- _____ comes before February.
- The last month of the year is _____.
- The two middle months are _____ and _____.
- It is cold in _____ and _____.
- Between July and _____ there are four months.

2. Here are answers. Make sensible questions.

- It's five metres long.
- It's over 8000 metres high.
- He's 185 centimetres tall.
- It takes about ten minutes.
- It's more than 200 kilometres.

3. Complete a description of this ID card using the words in the box.
You can use a word more than once.



top, right-hand,
signature, number,
bottom, left-hand,
space, hair,
photograph, corner,
chin, punched holes

The card is a rectangle. The name Arun Vaidya is in the _____. Under the name there are _____. In the middle there is a _____ of Arun. He has short _____ and a strong, square _____. His _____ is across the _____ of his photograph. At the _____ there is a _____ for official use. In the _____ there is a _____, 2743.

5

GIVING INFORMATION

5.1 Read part two of the story. Is the ending happy or sad?

**DESERT CRASH (PART TWO)**

So the Rais buy a camel and equipment and bags of water and set off on the long journey to safety.



They travel for six days; their water has finished. But at last...



5.2 Pairwork: asking and giving information.

 Partner A covers up the information about camels, and asks the questions. Partner B reads the information and gives short answers.

Camels are two metres tall. They weigh 500 kilograms.

They can go a long way without eating or drinking.

They can carry 250 kilograms.

They can drink 100 litres at one time.

They can eat thorny plants like cacti. They have big feet.

They can walk easily on sand.

They give good milk, and people eat their meat.

Their hair makes good cloth.

There are about 14 million camels in the world.

How tall are camels? How much do they weigh?

How much can they drink? What do they eat?

Why can they walk easily on sand? How much can they carry?

Why are they so useful? How many camels are there in the world?

5.3 Writing.



(a) Draw a camel and write a description. Use this outline.

The camel is very useful in the deserts because it can _____ and because _____. A camel is about _____ tall, with short, yellow hair. This is used to _____. Camel _____ is good to drink.

(b) Write complete sentences. Use the glossary to help you.

Envelopes hold

rice or flour.

A vase holds

clothes or books.

Sacks sometimes hold

tea.

A glass holds

flowers.

Cupboards can hold

letters.

School bags hold

books and exercise books.

5.4 Reading.



- (a) Read quickly and find any new words. Try to give their meaning.
(b) Read carefully and do the activity.

HORSES

For thousands of years men and horses have lived and worked together. Dogs and horses were the first wild animals to share men's lives and homes.



Here's Hem Lama galloping towards Manang. A horse can also walk or trot. Nepali horses are small and strong with thick fur. Small horses are called ponies. There have been ponies like these in Asia for thousands of years. In 1220, a fierce, cruel king called Genghis Khan conquered most of Central Asia. He had an army of 700,000 cavalry, or soldiers riding on horses.

Activity

Make four questions about the picture and the information. Ask your friend or your teacher for the answers. Your questions can begin with any of these words:

Who...? What...? When ... ? How long ... ?

5.5 Listening.



(a) Read this poem, and try to guess the missing words.

She sailed away on a lovely summer's _____,
On the back of a crocodile.

"You see", said _____,
"He's as safe as safe could be,
I'll _____ him down the Nile".
The croc winked his _____,
As the lady waved _____,
Wearing a happy smile.



But at the end of the ride
The lady was inside,
And the smile on the _____,

(b) Listen to the cassette, - a radio programme - and find the missing words in the poem.

(c) Practise saying the poem.

(d) Ask and answer these questions.

What's the Nile? It's a _____ in _____.

Who was smiling at first? The _____ was.

Was the lady afraid? No, _____.

What did the crocodile do? It _____ the lady.

So where was the lady at the end? _____ the crocodile.

Why was the crocodile smiling? Because it had eaten _____.

Can you wink your eye? _____, _____.

What do gharials eat? _____.

Why are crocodiles dangerous? They can _____.

Where do Nepali crocodiles live? In rivers in _____.

Do crocodiles live in the mountains? _____, _____.

Where do the biggest crocodiles live? _____, _____.

5.6 Words, a vocabulary exercise.

 You know a lot of long words, with nine letters. They are written in the grids. Find the first letter of the word. Then move horizontally ← → vertically ↑ ↓ or diagonally ↗ ↘ ↙ ↖ to the next letter and spell the whole word. The first one is done for you.

N	B	D
O	A	M
T	N	I

A game BADMINTON

C	I	L
I	E	D
O	U	S

What ___ food

I	E	C
N	R	U
T	O	D

Give someone's name.

L	P	O
A	A	R
N	E	E

It flies.

O	R	A
N	T	S
A	U	T

He goes into space

I	E	N
S	C	T
T	S	I

She does experiments

G	I	A
S	N	T
E	R	U

Handwritten name

E	P	I
R	S	D
T	N	E

Head of a republic or club

I	N	E
R	U	B
A	M	S

Underwater ship

5.7 Writing.

 Study the example and write a short information paragraph.

Shambu is writing about mountains in Africa. First he looks at books and makes notes. Then he writes some sentences and draws a picture. He wrote this about Mount Kenya:

Mt. Kenya is a very old volcano in central Kenya. It is 17, 058 feet high, and the second highest mountain in Africa. The top is very rocky, with many small lakes and glaciers. Lower down there are beautiful forests. The area is a National Park.

Here are his notes about another mountain in Africa. Write about it in the same way and copy the picture.

Kilimanjaro - volcano in Tanzania
19,340 feet high - highest in Africa.
top covered in thick snow - lower down farmers grow coffee - many tourists go to the top.



5.8 Reading



(a) Look at the pictures before you read. Do you recognise any of them? Say one or two sentences about each picture.

(b) Read the information about each picture, and do the activities.

SOME NEPALI WILD-LIFE



There are not many giant hornbills. Maybe they have all died. They are more than one metre long. They live in the forests of the Terai. They eat fruit. Early in the mornings they fly over big rivers to their feeding places. Their wings make a loud noise.



Tibetan snowcocks live in the Everest National Park. They live high up in the mountains. They walk among rocks and grass looking for food. They can run very fast or glide many kilometres. In the mornings they call "chuck-chuck-chuck-da-da-da".

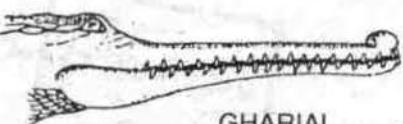
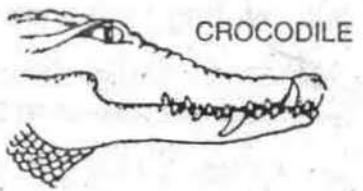


High in the Himalayas live the rare and beautiful snow leopards.

They are two metres long. They have thick grey fur with brown spots. You can't see them easily among the snow and rocks.

They eat other animals like sheep

Crocodiles and gharials live in the Terai. They have such big teeth to catch fish and animals but they can't chew their food. So they eat stones. The stones break up the food in their stomachs.



The stones make them very heavy. They only eat food about fifty times in a year.

Where's my daal-bhat?
I'm hungry.

I'm feeding you like a crocodile once a week!



Activities

1. Give short answers.

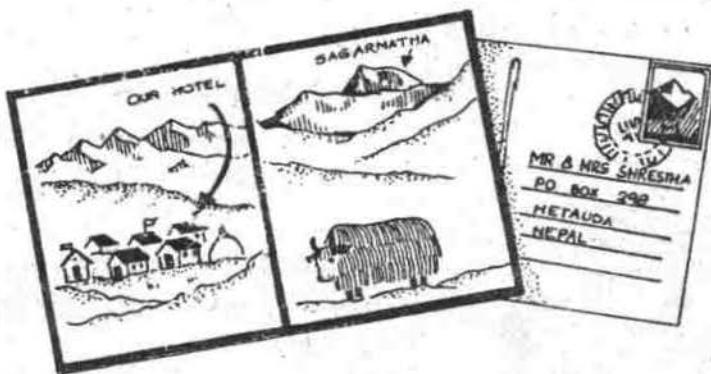
- How often do crocodiles eat?
- How big are hornbills?
- Where do snow leopards live?
- What colour are they?
- Where can you see Tibetan snow-cocks?
- Why do crocodiles eat stones?
- Which bird eats fruit?

2. Make questions which have these answers.

- Their wings do.
 - Because they are full of stones.
 - Other small animals.
 - No, there are only a few or none left.
3. Without looking at the writing, tell the class one thing about each of the four creatures.
4. Which of the four creatures doesn't lay eggs?
5. Choose one creature and draw a big coloured picture of it.

5.9 Writing : postcards.

 Ashish and his friends are trekking to Everest Base Camp. He has sent this post-card to his parents.



The sentences he wrote are muddled. Can you write his message to his parents?

Mother, Father, and Dear
Here are we Namche in Bazaar.
It's the at of top a long very hill.
Our is and hotel big comfortable.
It's but sunny cold at very night.
Tomorrow we for leave Everest.

to everyone, Love

Ashish

5.10 Checking up.



(a) Match these questions and answers:

- | | |
|------------------------|--------------------------|
| How long is the road? | It's five metres wide. |
| What's the width? | Three hours. |
| How wide is it? | Five metres. |
| How far is it? | It's 28 kilometres long. |
| How long does it take? | Eight kilometres. |

(b) Write four questions about your school and write the answers.

What _____ name? _____.

When _____ opened? _____.

How many _____ has it? _____.

What _____ made of? _____.

6

MAKING POLITE REQUESTS

6.1 Read or listen to the story.



Find out the number of people who ask someone to do something.
What did Chankhay do for Shambhu?



Learn and act this story in groups of four.
You need some bags and a tie.

6.2 Pairwork.

- (a) You can be a teacher. Your friend is a student. Practise asking and replying.



Could you possibly...



Of course!

Yes, of course! I'll do it now.

- clean the board?
- help me?
- carry these books?
- open the door?
- lend me a ruler?
- fetch some chalk?
- tidy the classroom?

- (b) Here are things to ask a friend, and replies. Practise them.



Please could you...

Sure!

Of course.

- lend me five rupees?
- tell me the time?
- explain the homework?
- give me a piece of paper?
- hold my bag?
- wait for me?
- give me a hand?

- (c) Sometimes we can't help. We apologise. Study these examples.

I'm sorry. I'm afraid I haven't got any money on me.



I'm sorry. I'm not wearing a watch.

Practise with your friend saying 'No' politely, to the requests in 6.2b. Always give a reason.

6.3 Study this conversation carefully, then practise and learn it.

It is school holidays, and Sabitra and Shanti are staying with Sabitra's uncle. He works in a hotel at Thamel in Kathmandu. Many tourists stay in Thamel.



6.4 Pairwork.

Practise making requests which need a negative, "not" reply.

Would you mind...



- closing the window?
- turning the music down?
- not smoking?
- helping me carry this bag?
- showing me the way?
- giving me a hand?

Of course not.



6.5 Listening.

- (a) Read the dialogue and discuss which words could be used in the spaces.

"Hello, could you help me _____ (1) ____? I _____ (2) ____ to buy a _____ (3) of Kathmandu."

"_____ (4) _____. Look, _____ (5) ____ a shop where you can get one."

"Thank you. _____ (6) ____ you busy? _____ (7) ____ you possibly help me to buy some other things?"

"No, I'm _____ (8) ____ busy. I'd be pleased to _____ (9) ____."

"Would you _____ (10) ____ waiting a moment? I'll buy the map."

Then if you could please come _____ (11) ____ me. _____ (12) ____ you very much indeed. I'm really grateful."

- (b) Write numbers 1-12 in your exercise books. Listen to the dialogue two or three times. Write down the words 1-12 that you hear.

- (c) Practise the dialogue with your partner. Copy the cassette carefully.

6.6 Read, understand and play a guessing game.



I'm thinking of somebody wearing a cap.



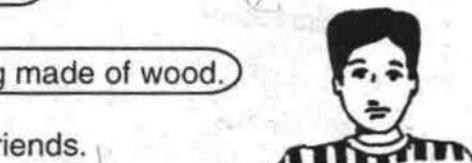
Is it Shambhu?

No it isn't.



Is it Mohan?

Yes, it is. Well done. Now you choose someone or something.



I'm thinking about something made of wood.

Now you play the game with your friends.

6.7 Writing.

(a) Complete the letter using words from the box.

kind	children's park	slept	Aunt	love	zoo	hot
back	journey	English	pleased	cooking	monkey	

Sabitri and Shanti are back home now. Sabitri has just written to her uncle and aunt. Here is her letter.

Nayagau

Pokhari, Ward 8

March 31st

Dear _____ and Uncle,

Thank you very much for a wonderful holiday. You were both very _____ and gave us a very happy time. We enjoyed everything, but we especially enjoyed going to the _____ and visiting the _____. We liked talking to all the tourists and using our _____. And Auntie's _____ is delicious.

We had a very good _____ home. We _____ on the bus. It rained in the night, so that it was not _____, and it was easy to walk.

Now we are _____ at school. Chankhay the _____ was very _____ to see us.

With _____ from us both,

Sabitri and Shanti

(b) Write a thank you letter to your mother. Thank her for cooking special food for Tihar. Tell her the food was delicious.

November 4th

Dear Mother,

You worked _____ and
all the food was _____.
I especially liked _____.

With love from,

6.8 Read silently and do the activity.



THE MAGIC RICE POT

In a village in the hills, perhaps in Myagdi, perhaps in Ramechhap, perhaps in your district, there was a poor widow and her only daughter. One day there was nothing to eat at all. The little girl went into the jungle and lay down. She was so hungry.



Suddenly she looked up and saw a stranger, a lady holding a cooking pot. "Take this," said the lady. "When you are hungry say, 'Cook, shiny pot, cook'. When you have enough say, 'Stop, stop, shiny pot, stop.' The girl thanked the lady and took the pot. The lady walked quickly away.



The girl was very hungry. "Cook, shiny pot, cook," she said. Immediately the pot was full of delicious rice, soft and dry. There was so much rice it was coming out of the pot. "Stop, stop, shiny pot stop," she called. Then she sat and ate all the rice. It tasted like the best meat and vegetables.



The little girl ran home and told her mother. Her mother was very happy. "Now we'll always have good food," she said. The little girl ran outside. She wanted to find her friends in the next village. Her mother said, "Cook,

shiny pot, cook." She took some of the rice, put it on her plate and began to eat. The pot did not stop. It made more and more rice. In a minute it was all over the floor.



In a moment the village was full of rice. Everyone ran out of their house. Everyone began to run away. The rice covered everything. And still no one could stop the pot cooking more and more rice.



The woman rushed outside. She was horrified. Rice was pouring out of the house. She couldn't remember the words to stop the pot.



At last the little girl came back. She saw a mountain of rice covering her village. "Stop, stop shiny pot, stop," she shouted. And the pot stopped at last. Somewhere in Nepal there is a lot of rice and a buried village. Do you know where?

Activities

- Look at the six pictures. What is happening? What are the people doing? What are they saying?
- Write the sentences in the correct order to tell the story.

The girl gave it to her mother.
A strange lady gave a girl a magic rice pot.
The mother told the pot to cook rice.
The pot obeyed the girl's command and cooked some rice.
The pot made more and more rice.
It covered all the village.
She didn't know the words to stop the pot.
At last the girl told the pot to stop.

6.9 Checking up.

1. Read and do.

ASKING POLITELY WEEK



Sarita, could you possibly clean the board please?

Of course, Miss Nirmala.



Mohan, could you please help me to find my pencil? I lost it under the bench.

Sure!

Have an 'Asking Politely Week' in your class. All week ask your friend politely to do things. Ask when you are walking to school or in the classroom, or playing, or going home. Ask your teacher too.



Please Sir, could we possibly play a game?

Could we listen to a story please?



Would you mind explaining that again, please?

2. Write a thank you letter to your teacher saying thank you for an interesting lesson. It should be a true letter. Give it to your teacher.

Dear _____

_____ I enjoyed _____
I learned a lot about _____

_____. _____ for working so hard.
Your _____ student

7

NEEDING, WANTING AND COMPARING.

7.1 Read and answer: How did Chankhay make Shambhu happy?



7.2 New language:

(a) Study the use of 'want' and 'need' in 7.1

Need = something you must have or do

Want = something nice or good to have or do

(b) Study the examples and practise saying them.

He's very ill.

We need to take
him to hospital.

I'm so thirsty.

I need a drink.

I want to win the first prize,
so I need to work hard.

I want to buy a
kite, but I haven't
enough money.

What do you want?
Water or Coke?

We need a good
water supply.

7.3 Pair work.

(a) Complete the dialogues with 'want' or 'need' and practise saying them with your friend.



Can I help you?

I _____ a Chinese
pencil please.



Can I meet you
at 10 o'clock?

Sorry, I _____ to go
to the office. There's
an important meeting.



Oh dear! I _____
some chalk.
This is all finished.

Do you _____ me
to fetch some, sir?





What do you
_____ to do
on Saturday,
Shambhu?

I _____ to go
swimming but I
_____ to cut a
lot of grass for the
buffalo.



(b) Give an interesting reason, and then tell your friend what you need.

The first one is done for you.

You need - a lot of rice.

- to lie down.
- two rupees.
- to write a letter.
- to go to the bazaar.
- a bandage.
- to practise talking English.

I'm very hungry.
I need a lot of rice.



(c) Now do the same for things you want.

You want - to play volleyball.

- an ice cream.
- to listen to the radio.
- to help some-one.
- to go swimming after school.
- a drink of water.
- a new shirt
- to go trekking
- to learn Japanese

(d) Ask your partner these 'yes/no questions'.

Answer truthfully.

Do you want - another biscuit?

- to listen to the radio?
- to play badminton?
- a puppy?
- to read this book?

Yes please.

No thank you.

Do you need - to go to the toilet?

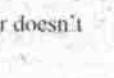
- a new exercise book?
- to see a doctor?
- to wear glasses?
- some help?

Yes, I do, please.

No, I don't thank you.

7.4 Listening.

- (a) Study this chart. Choose a walkman, a bicycle and a motor cycle that you like. Talk to your friend about your choice. "I want this one because ..."
- (b) Listen to the conversation in a shop. Does the customer want a walkman, a bicycle or a motor-cycle?
- (c) Listen again. Which one does he want to buy?

(a) WALKMANS	(b) BICYCLES	(c) MOTORCYCLES
PRICE : average WEIGHT : heavy SIZE : large COLOUR : blue RELIABILITY: average	 PRICE : average WEIGHT : heavy SIZE : large COLOUR : blue RELIABILITY: average	 PRICE : average WEIGHT : light SIZE : very small SPEED : average COLOUR : blue RELIABILITY : good
PRICE : expensive WEIGHT: heavy SIZE : large COLOUR : red RELIABILITY: motor doesn't last long	 PRICE : average WEIGHT : heavy SIZE : average SPEED : fast COLOUR : red RELIABILITY: not well made	 PRICE : cheap WEIGHT : average SIZE : average SPEED : average COLOUR : black RELIABILITY: new company don't know
PRICE : cheap WEIGHT : heavy SIZE : average COLOUR : black RELIABILITY: don't know, new company	 PRICE : cheap WEIGHT : average SIZE : average SPEED : average COLOUR : blue RELIABILITY: good	 PRICE : average WEIGHT : average SIZE : average SPEED : fast COLOUR : red RELIABILITY: motor doesn't last long
PRICE : expensive WEIGHT : light SIZE : large COLOUR : blue RELIABILITY: good	 PRICE : average WEIGHT : light SIZE : small SPEED : average COLOUR : blue RELIABILITY: good	 PRICE : average WEIGHT : heavy SIZE : large SPEED : average COLOUR : blue RELIABILITY: average

7.5 Talking and writing.



A. Complete these sentences like the first one.



- (a) The second walkman is the most expensive.
- (b) The _____ bicycle is the lightest.
- (c) The _____ motorbike is the most reliable.
- (d) The fourth walkman is the _____.
- (e) The third motorbike is the _____.
- (f) The first bike is the _____.

B. Choose an adjective from the box to describe each of these nouns.

a _____ banana	a _____ bicycle	expensive
a _____ pain	an _____ watch	daily
a _____ hill	a _____ glass of tea	sharp
an _____ story	a _____ exercise book	open
an _____ lesson	an _____ window	ripe
a _____ newspaper	a _____ baby	healthy
		interesting
		neat
		sweet
		exciting
		sleep
		reliable

7.6 New language.

(a) Study how to compare two similar things.

Use the comparative. Short adjectives add 'er', long adjectives need more _____ than, or less _____ than.

Look at these examples.

Bicycle A is dirtier than B.



A

B is cleaner than A.



B

A is more useful than B.

B is less useful than A.

(b) Give the comparatives of these adjectives:

expensive	ripe	big	exciting	sharp
reliable	sweet	narrow	wide	small
beautiful	steep	interesting		difficult
			good	bad

(c) Use comparatives of the adjectives below to write sentences comparing bicycles A and B, like the examples in (a).

heavy nice-looking comfortable difficult to ride

expensive fast light reliable

7.7 Study, discuss and do the activities.



Look at the map of Germany and the picture of the River Rhine. You can see barges on the river, a castle, and grapes growing.

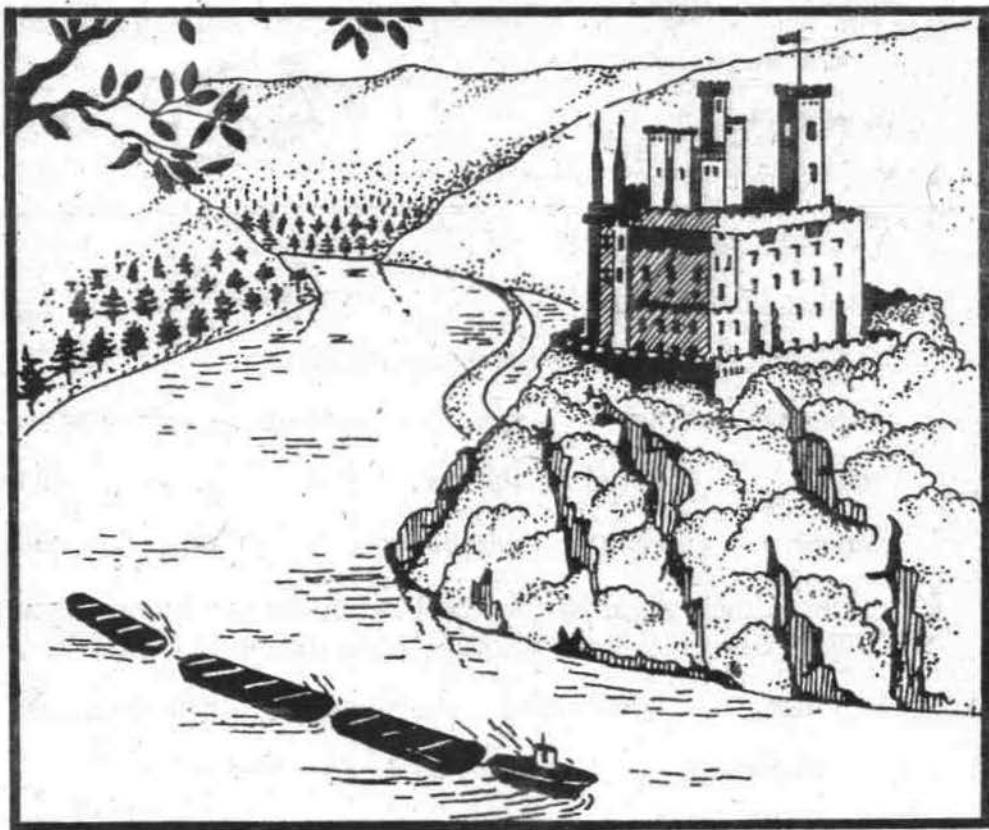
H - Hamburg

B - Berlin, the capital

B - Bonn

Ha - Hamelin

M - Munich



Activities

1. Find Germany on a world map.
2. In your exercise book or on A4 or chart paper, make this chart about Germany. Use the words in the box. Make your chart look interesting. Draw and colour the German flag.

North	Berlin	summer	Europe	Danube	West	pine
South	nine	Hamburg	rivers	Cold		

COME TO GERMANY



Large country in _____.

Borders with _____ other countries.

Sea coast and flat land in the _____.
Mountains in the _____.

_____ everywhere in winter, with snow, but warm in _____.

Many old, interesting cities. See the capital, _____; the famous Hamelin on the River _____ and _____ on the River Elbe.

Travel by boat on the two biggest _____, the Rhine in the _____ and the _____ in the South. Watch the barges carrying heavy loads.

Relax in the beautiful forests of _____ trees.

7.8 Checking up.

- (a) From this list of words pick out the adjectives and put them with any suitable noun. The first one is done for you.

narrow a narrow street.

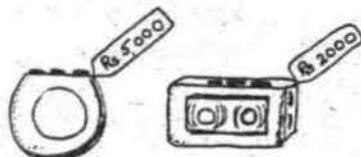
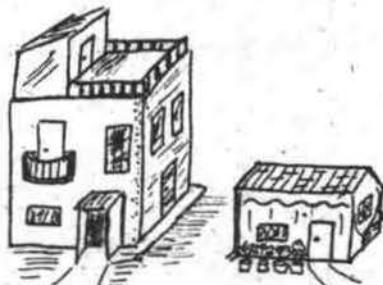
big climb quickly tall expensive brave dirty river
Germany interesting difficult sun sunny spend
leave tiring working enormous

- (b) Give the comparative and superlative of all the adjectives you found in (a)

- (c) Use comparatives to complete the following.

i. A cottage is like a house,
but it's _____.

ii. A CD player is like a _____
but it's _____.
(And it plays CD's, not cassettes!).



iii. A mug is like a cup, but it's _____.



iv. A bush is like a tree, but it's _____.

v. Draughts is like chess, but it's _____.



- (d) Here is a photo of a very sad child.

Talk about the picture, and say at least five things that he needs.

- (e) What things do all people everywhere need?

Talk about this question together, and find eight things.

8

STATING PURPOSE

- 8.1 Look carefully : how many rats can you find in this unit?
- 8.2 Read the story silently, but discuss the questions at the bottom of each page.



There is a very famous story about Hamelin. It happened about five hundred years ago ...

THE PIED PIPER OF HAMELIN



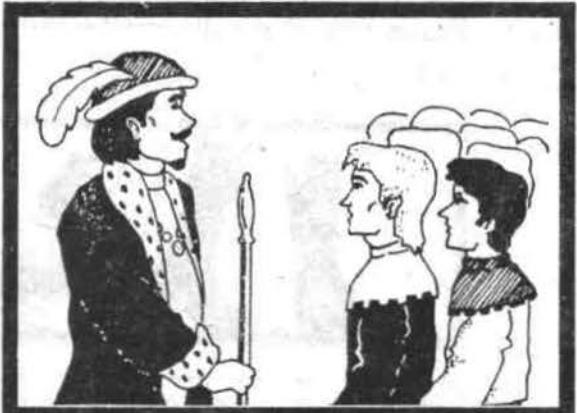
Hamelin was a good town, but it was full of RATS. Big rats, small rats, black and brown, rats in the houses, rats in all the town.



The people went to the mayor. "The rats are eating everything. Please get rid of the rats," they said.

"What can I do?" asked the mayor. But the people were angry. "You need to kill all the rats. Or we don't want you as our mayor," they said.

What did the people want the mayor to do?



How do you think he could do it?



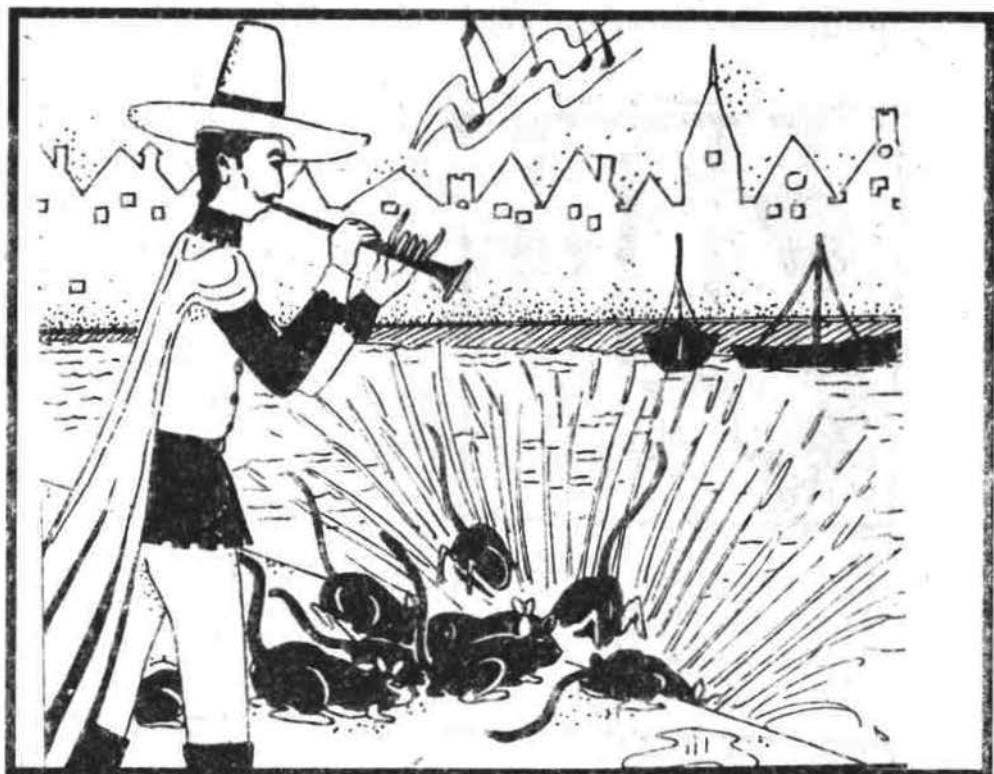
That night a strange man came to the mayor's house. He was tall and thin. His clothes were "pied" - of two colours. He had a pipe to play.

"I can take away all the rats. How much money will you give me?" he asked. "I can give you ten thousand guilders," said the mayor. The next morning the piper took his pipe. He played a tune.

He walked through the town .
The rats came from everywhere.
Big rats, small rats, black rats,
brown rats. They all ran after the
piper.



How much money did the mayor promise to pay the piper?
How will the piper kill the rats?



The piper stopped at the river, but all the rats ran into the water and drowned. Every rat was dead.



The piper went to the mayor. "Please give me my money," he said.

"Oh no," said the mayor. "All the rats are dead. You can go. I won't give you any money."

What bad thing did the mayor do?
What do you think the piper will do?

The piper went into the street. He played his pipe. It was a new tune.



In every house the children stopped playing.

They went to the windows to listen. What beautiful music! The children ran outside to look for the piper.

Boys and girls, big children and small children, they all ran after the Pied Piper.

They reached the river, but the piper didn't stop. He walked on and on towards the mountain. All the children followed. They were laughing, dancing and singing. They wanted to hear the beautiful music.



Where do you think the piper will take the children?

The mountain opened. The piper and all the children went into the mountain. Inside the mountain there were trees and flowers, beautiful birds, clear lakes, butterflies and fruit. All the children went into the mountain to enjoy the beautiful country there.

Except for one small boy. He was lame. He only walked slowly. When he reached the mountain, it closed. He couldn't go inside.

Sadly he returned to Hamelin. Everyone looked for the children. But they never found the children. They never saw the Pied Piper again.



8.3 Re-read the story and do the activities.



1. Draw a big picture of the Pied Piper.

Underneath your picture, write the **true** sentences.

We don't know the Pied Piper's name.

He played a drum.

He was big and fat.

He was tall and thin.

He wore a tall hat and a cloak.

He wore jeans and a topi.

His clothes were of two colours.

The rats followed his music.

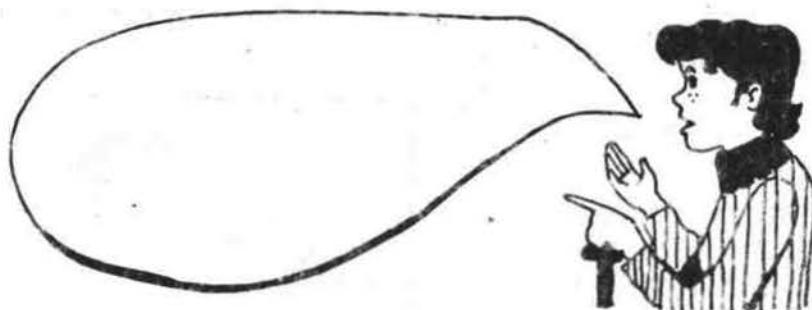
He killed all the rats.

He killed all the children.

He took the children to a beautiful land.



2. Here is the lame boy. He is telling his mother what happened. What is he saying? Write what he says in your exercise book.



- 3.a) All these words are in the story. Find them and learn to use them.

A person chosen to lead a town. Y

Old German money. G

To die by falling into water. W

To go after somebody. W

Not able to walk. A

To go back. U

Unusual, different, not known. T

We do this with a game or a musical instrument. P

- b) Put some of the words from 3(a) in the blanks.

i. Rivers can be dangerous because you can easily _____.

ii. _____ children need to join in ordinary life.

iii. I will visit Gorkha and _____ home next week.

iv. I can see a _____ bird in that tree.

v. Can you _____ a guitar?

vi. We should not _____ tourists, begging for sweets.

8.4 Read, listen to, and discuss this poem and do the activities.



An English poet, Robert Browning, wrote a long poem telling the story of the Pied Piper. Here is a small part of the poem, describing the town's dreadful problem...



RATS...

They fought the dogs and killed the cats,
And bit the babies in the cradles,
And ate the cheeses out of vats,
And licked the soup from the cooks' own ladles,
Made nests inside men's Sunday hats,
And even spoiled the women's chats
By drowning their speaking,
With shrieking and squeaking
In fifty different sharps and flats.



1. Choose the best answer:

- (a) Cheese is A a food. B an animal. C a drink. D a colour.
 - (b) A ladle is A a food. B a spoon. C a plough. D a fire.
 - (c) A chat is A a dress. B a chair. C sewing. D talking together.
 - (d) In fifty different sharps and flats means
 - A with many different sounds. B in different houses. C in different rivers. D with fifty people.
 - (e) A cradle is A a school. B a baby's bed. C a box. D a kitchen.
 - (f) German people wore their best hats on A Saturday. B Sunday. C Monday. D festival days.
 - (g) Cheese is made in A buckets. B bowls. C pots. D vats.
 - (h) Soup is A a food. B an animal. C a book. D room.
2. Which parts of the poem describe the five pictures?
3. Find four words which rhyme with cats.
4. Practise saying the poem. It sounds like rats running everywhere.

8.5 New language : study how to give the purpose for doing things, then match the two halves of the sentences.



I've come to see my friend.

He went to Pokhara to study medicine.

She turned on the radio to hear the news.

Purposes are often given using to+verb.

They called a meeting
The children ran outside
She listened to the BBC
I want the wood
He went to the bank
The piper played his pipe

to improve her English.
to speak to the mayor.
to make a new door.
to follow the Piper.
to call all the rats.
to change some money.

8.6 Listening.



- (a) Read this chant, and clap the beats. Some words are missing and you can only clap.
(b) Listen to the chant and find the missing words.

I went to the shop to buy a _____.
I bought a pen to write a _____.
I wrote a song to _____ to my friend.
The song was good and very long.
The people met to speak to the mayor.
The rats ran out to pull his _____.
The piper played the rats to call.
He led them off to drown them _____.
The piper played to call the _____.
They followed him to hear the tune.
They went inside to find a land,
A land of song and sun and _____.



- (c) Practise saying the chant. Clap or use a drum for the beat. Use the cassette to help you.

EXPRESSING OBLIGATIONS AND GIVING INSTRUCTIONS

9.1 (a) Read and practise saying all the teacher's words.

 Shakti High School are competing in the district sports. Their P.E. teacher is giving them instructions.

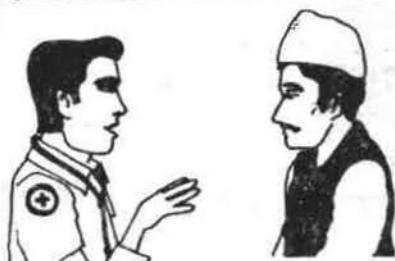


(b) Discuss this question.

Why did Chankhay write two messages?

9.2 New language: study how to use these words of obligation. Find the words in the paragraphs and discuss how they are used.

STRONG RULES OR OBLIGATION :	must, have to mustn't, not allowed to
OBLIGATION, THE RIGHT THING TO DO :	should, ought to, need to shouldn't, ought not to
PERMISSION :	can, allowed to, don't have to, needn't



"You needn't stay in bed any longer. You can eat anything, but you mustn't drink any alcohol for 2 or 3 weeks. You must stay in the house for 3 more days. Then you can go outside, but you mustn't do any hard work."

"That's our hostel. We are allowed to have visitors on Saturday, but they have to leave before 5 o'clock. We aren't allowed to make a noise and we have to clean our rooms. But we don't have to cook and we can stay in bed until 8 o'clock in the morning. But we have to wash all our clothes."



9.3 Writing: put the missing words in these sentences. Use the information in 9.2.



MUST (Orders)

1. You _____ stay in the house.
2. We _____ wash all our clothes.
3. You _____ drink any alcohol.
4. We _____ make a noise.

CAN (Permission)

1. You _____ eat anything.
2. We _____ have visitors on Saturday.
3. You _____ get up.
4. You _____ go outside after three days.

9.4 Talking.



(a) You can say the same thing in different ways. Complete these instructions from the doctor using words from the box, and practice saying them.

have to

don't have to

mustn't

can

allowed to

1. You *must* lie flat in bed.

You _____ stand up.

You aren't _____ stand up.

2. You _____ stop taking the tablets.

You needn't take the tablets any more.

You _____ take the tablets any more.

3. You mustn't smoke.

You aren't _____ smoke.

4. You should stay in bed for three days.

You _____ stay in bed for three days.

You _____ get up for three days.

You _____ get up after three days.

(b) Talk about these notices. The first one shows you how.

NO PHOTOGRAPHS

You mustn't take photos.

You aren't allowed to take photos.



40 kph

ADMISSION

Adults - 2 rupees
Children - 1 rupee

LIBRARY RULES

2 books per person

SILENCE

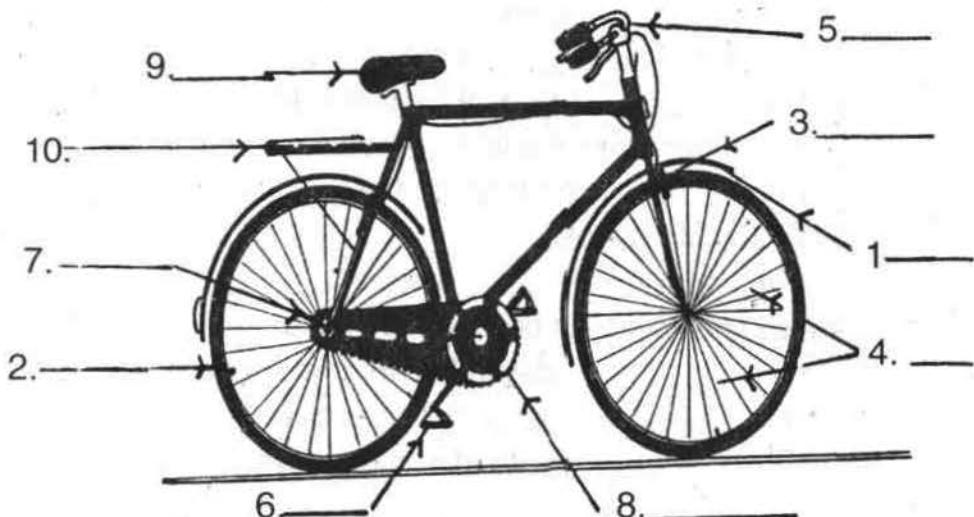


9.5 Listening.



- (a) Write this list in your exercise book. These are parts of a bicycle.
Study the picture of the bicycle. The parts are numbered. Listen two or three times and write the correct number by each part.

handlebars	front mudguard	back tyre	chain	spokes
saddle	front brake	carrier	pedal	back hub



- (b) Draw or trace the picture of the bicycle, and use your list to label all the parts correctly.

9.6 Read carefully and do the activities.

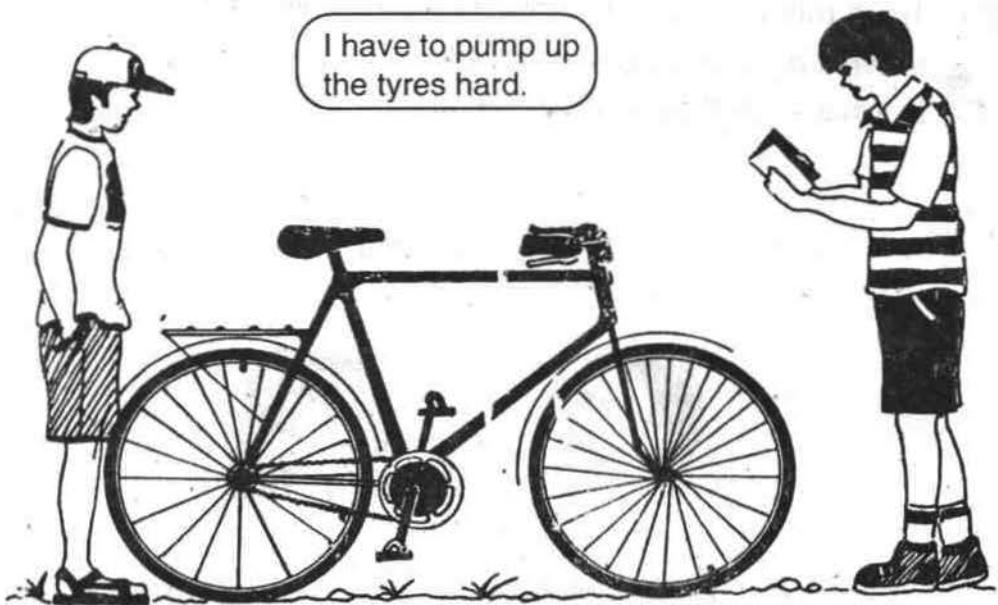


I have to adjust the height of the saddle.

... and I must oil the chain and hubs every week.

I should tighten the brakes every week.

I mustn't carry heavy loads on the carrier.



Activities

1. Write the instruction leaflet. There are five instructions.

TAKING CARE OF YOUR BIKE

1. Pump _____.
2. Adjust _____.
3. Oil _____.
4. Tighten _____.
5. Don't carry _____.

2. Write this paragraph completing it with the words in the box.

_____ kinds _____ spokes two two tyres bike front in into

The word 'bicycle' means _____ wheels, so a tricycle has three wheels. Usually we say the short word. "_____. In Nepal most of the bikes are made _____ India or China. There are many different _____. All bike wheels have _____ to make them strong, and rubber _____. Air is pumped _____ the tyre. There are _____ brakes, one on the _____ wheel, and one on the back.

9.7 Read this story of the mirror and do the activities.



- What do you see in the picture?
- What might they be talking about?

The Mirror



A long time ago, a man got a small mirror from somewhere. It was an unknown thing in those days. He kept it in a box secretly. Looking in the mirror for the first time, he thought it was the picture of his dead father. It was because he had never seen his face, which was similar to his father. He enjoyed looking in the mirror. His wife wondered what he was always looking in. So, one day, when she was alone, she looked into the mirror. She saw the face of a beautiful woman. She was angry with her husband because she thought he had kept the picture of another woman.

To teach him a lesson, she stopped working. When he asked for a cup of tea, she answered that the lady in the box would give. For a moment he couldn't speak for surprise. "It is no woman's picture. It is my father's," he said.

"Oh! Was your father a good looking woman?" asked the wife, with anger. Then both of them decided to look in it, and saw two faces of their own.

They were puzzled. But after a few minutes, they understood that the mirror was simply reflecting their faces. At last, they laughed again and again for their mistake.

Activities

A Find the words from the text and match them to the meanings given below.

1. A flat piece of glass that reflects light/image = _____
2. You are interested or you want to know more about it = _____
3. You are not with any other people = _____
4. An unexpected event, fact or piece of news = _____
5. You are confused because you do not understand = _____

B Write these sentences neatly in the correct order to make a paragraph.

1. He thought it was the image of his dead father.
2. They realized their mistake.
3. He looked in it.
4. She was angry because he had kept a picture of a beautiful woman.
5. A man found a mirror.
6. Both of them looked in the mirror.
7. His wife saw a beautiful woman in the mirror.

C. Answer these questions.

1. Why did the man keep the mirror secretly?
2. Why did he thought his own face as his his father's?
3. Why was the woman angry?
4. What did she see in the mirror?
5. How was their misunderstanding solved?

9.8 Checking up.



A. Put 'have to,' 'has to' or 'had to' in the spaces.(had to = in the past, not now)

1. I _____ go now.
2. I _____ go home early yesterday.
3. She _____ see the doctor last week.
4. We _____ stay here all day.
5. You _____ post it air mail.
6. We _____ work hard to pass the exam, but now we can have a holiday.
7. We _____ lend him some money, because he needs food now.
8. He _____ give me a receipt. I can't go without one.

B. Complete these sentences in an interesting way.

1. He came to our village to _____.
2. She went to America to _____.
3. I built a wall to _____.

C. Change one word to make each of these sentences sensible or correct.

- (a) We should break the school rules.
- (b) The peaks of high mountains often have a lot of paper.
- (c) That little girl is sixty years old.
- (d) A horse can gallop very slowly.
- (e) Suresh can jump over a bar twenty metres high.
- (f) I finished the work tomorrow.
- (g) There are ten words in this sentence.
- (h) We ought to be selfish.

D. Match the two halves of these sentences.

I bought some crayons
The people made a line
He turned on the fan
Please open the gate
She stayed at school
She went to Tansen hospital

to buy their tickets.
to let the goats out.
to finish all the exercises.
to colour my picture.
to have an operation.
to cool the room.

10

DESCRIBING MOVEMENT

10.1 Read and find four differences between the ancient and modern games.



THE OLYMPIC GAMES



The Olympic Games began 2,800 years ago at Olympia in Greece. They lasted five days. There were races and throwing competitions, wrestling and chariot races. The prizes were crowns made of leaves.

Only Greek men competed. The games stopped in 393 A.D.

The first modern Olympic Games were in Athens in 1896 A.D. Now they are held every four years in different cities. Men and women from all over the world compete. The five circles mean the five continents, all joining together.

The prizes are medals. Gold for the winner, silver for second and bronze for third. There are hundreds of different events.

The Greeks did not have shooting, cycling, canoeing, table-tennis or volleyball. The pictures show some of the field and track events;



*marathon, 100m., long jump, shot putt, javelin,
high jump, discus, pole vault*



marathon



100 m.



long jump



shot putt



javelin



high jump



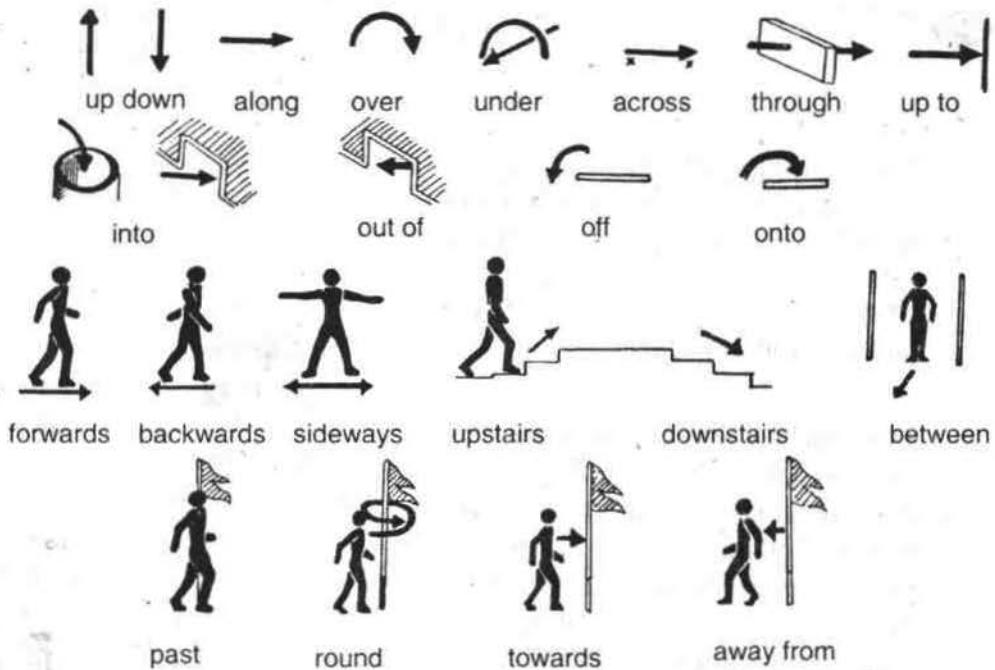
discus



pole vault

10.2 New language.

(a) Study the words (prepositions) to describe movement.



(b) Give instructions like these to your friend, who must obey, and do it correctly.

Walk	- backwards.	- forwards.	- upstairs.	- downstairs.
Go	- upto the blackboard .		- towards the door.	
	- away from the door.		- round a tree.	
	- across the playground .			
Look	- through the window .	- up.	- down.	
	- round the room.			
	- under the bench.	- forwards.	- sideways.	

10.3 Writing.

(a) Study the picture and complete the instructions.

Shakti High School has built an 'Assault Course' for training.



Instructions for completing the assault course.

Run to the tree.

- Climb _____ the tree.
Swing _____ the rope.
Climb _____ the tree.
Jump _____ the wall.
Wriggle _____ the bar.
Crawl _____ the tunnel.
Jump _____ the stream.
Run _____ the flag.

down
through
up
under
along
over
across
upto

Time yourself from start to finish.

Shambhu takes eight minutes. Chankhay only takes four minutes. He doesn't swing along the rope. He jumps!

(b) For each picture make a good sentence, using the phrases given. An example is given.



along the rope
over the wall
across the river
down the ladder

up the tree
through the tunnel
under the bar
past the tree

i. *He swam across the river.*

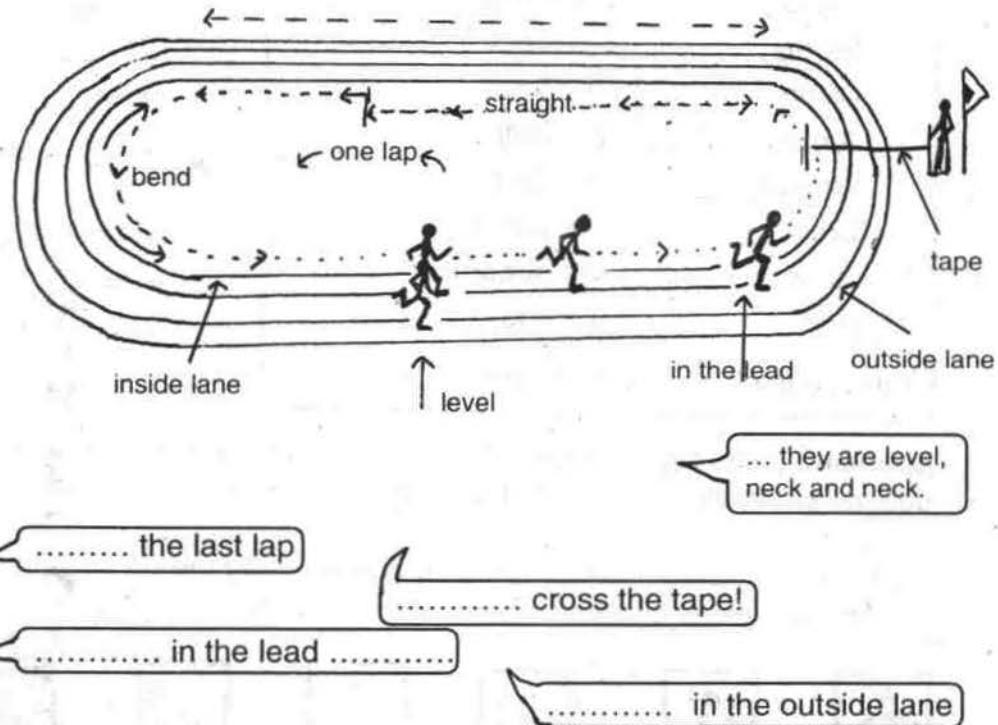
(c) Write this description putting in suitable words.

I climbed _____ the wall, and walked very carefully _____ the top. After about 10 metres I jumped _____, _____ a garden. I walked quietly _____ two trees, _____ a gate, and right _____ the house.

10.4 Listening.



(a) Study the picture, and discuss what the people are saying.



(b) Look at the five runners in a 10,000m race. Find their countries on a world map. Write their numbers and countries in your exercise book.



(c) Listen to the TV commentator describing the race. By each runner's number and country write the position he came in the race. Decide who won the gold, silver and bronze medals.

10.5 Words.

 Study the pictures of some modern sports and the equipment needed for each. Check unknown words in the glossary. Do the activity.

trapeze	boat	bat	two oars	rifle
bullets	weights	skates	ice	net
bathing costume		cycle	ball	helmet
parallel bars				



Activity

1. Ask and answer questions like this with your partner.
"What equipment do you need for rowing?"
"You need a boat and two oars."
2. Make and complete the following chart.

Sport	Equipment
rowing	boat, two oars
shooting	
weight-lifting	
skating	
gymnastics	
cycling	
diving	
table tennis	

10.6 Reading.

Listen to the cassette, read the text silently and do the activities.

THE BATTLE OF MARATHON

In 490 B.C. Darius was a powerful King of Persia. Persia is in Asia. Nowadays it is two countries, Iran and Iraq.



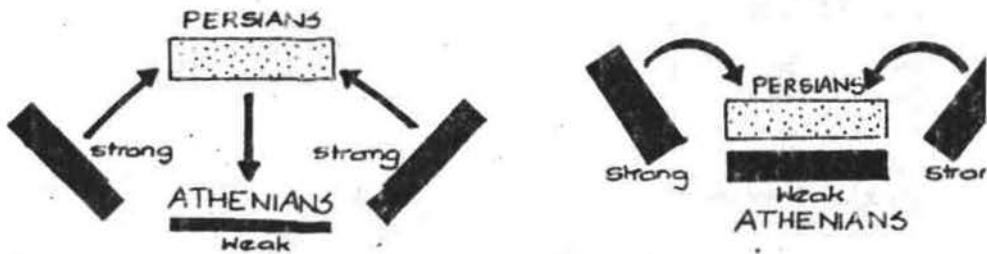
Darius sent a big army on 600 ships to attack the city of Athens in Greece.

The Athenian people sent their best runner, Pheidippides to another city, Sparta, to ask for help. The Spartans were celebrating a festival. They could not come and help. Pheidippides ran back to Athens. In four or five days he ran 160 kilometres. Then he joined the army fighting against the Persians.

The two armies met at a place called Marathon.



The Persians attacked the Athenians in the middle, but the strongest Athenian soldiers were on the left and right. They came round and attacked the Persians.



Six thousand four hundred Persians died, but only one hundred and ninety two Athenians, and the Persians ran back to their ships. Pheidippides ran to Athens. When he arrived, he shouted, "We have won!" Then he fell down dead.

The distance from Marathon to Athens was about 42 km. Nowadays we run 'marathons'. They are races 42 km long. Baikuntha Manandhar is a famous Nepali marathon runner. He has run in the Asian and Olympic Games.

Activities

1. Match the names and descriptions.

Athenians	The place of a famous battle
Darius	The people who lived in Persia
Iran and Iraq	Modern races, 42 km long
Marathon	The Persian king
Persians	The Athenian messenger
Pheidippides	The people who lived in Athens
marathons	Modern countries in Persia

2. In your exercise book, make this Greek 'newspaper' about the battle. The missing words are at the bottom of the page.

RISING GREECE
BATTLE OF MARATHON
GREAT VICTORY FOR _____

Today, Pheidippides _____ from Marathon. He brought good _____. The Athenian army has defeated the _____ army, under their king _____. Only _____ Athenians were killed. The Persians have _____ away. Sadly, Pheidippides _____ after he gave us this wonderful news. Full report tomorrow.



run

ran

news

192

died

Darius

Persian

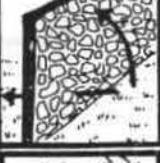
ATHENS

10.7 Checking up.



Complete these descriptions with suitable words from the box.

out of	up to	off	along	into	over	out
between	through	down	under	onto	up	across

- i)  I took two books _____ the shelf. I put one _____ the table and one _____ my bag.
- ii)  The prisoner jumped _____ the window, ran _____ the street and jumped _____ a car.
- iii)  Walk carefully _____ the wall. Don't fall _____!
- iv)  He swam _____ the river and climbed _____ on the other side.
- v)  I've looked _____ and _____ the road, but I can't see him. Perhaps he's gone _____ a shop.
- vi)  Jump _____ the wall. You can't go _____ it.
- vii)  He came _____ the gate _____ the path, _____ the trees, and _____ the house.

11

WISHING AND DESCRIBING RECENT ACTIONS

11.1 New language : study this short passage about wishing.

 There are many things that we can't do: buying a television or motor-bike, going to America, being taller, being a football star. But we think about them. We wish we had them.

11.2 Read or listen to Chankhay's story, discuss and act it.

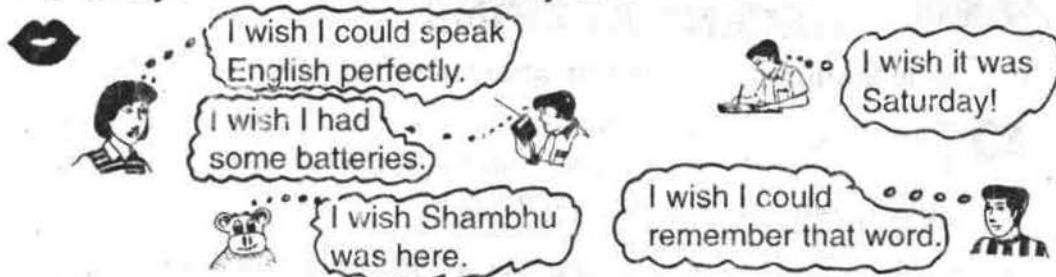


(a) Find answers: What two wishes are there?
Where was Shambhu's camera?



(b) Learn and act the story in groups of three.
Give Chankhay a real or model camera.

11.3 Study these wishes and make your own wishes.



Did you notice? After "I wish..." we use the past tense.
'had', 'was', 'could', 'knew' are all simple past tenses.

Make 3 wishes. Use your own ideas or choose from those below. Tell your friend and tell other members of your class. Then write them in your exercise book.

1. I wish _____.
 2. I wish _____.
 3. I wish _____.
- | | |
|-------------------------------|----------------------------|
| - have a bicycle. | - have a lot of friends. |
| - be able to swim (use could) | - speak English perfectly. |
| - be able to go to Kathmandu. | - be first in class. |
| - be beautiful or handsome. | - be 20 years old. |

11.4 New language.

We use the perfect tense (I have finished, I've finished) to say that something has been completed or done. It never has a time or date. It uses the short form of has or have and the past participle. You can find these in the verb list on page 170. Read about Rekha, then complete and practise the telephone conversation she's had with her mother, using words from the box.

- Rekha's parents have gone to Butwal. They have left Rekha and her brother in Kathmandu. This evening Rekha was very busy.
- She did her homework.
- She cooked supper.
- She and her brother ate supper, and Rekha washed the dishes.
- She tidied the room, and locked the door and pumped water into the tank.
- She switched off the TV.
- She said, "Good night" to her brother.
Then her mother telephoned.

before	washed	done	tomorrow	pumped	too
have	switched off	locked	Has	he has	

"Hello Rekha. Is everything all right?

Have you done your homework?"

"Yes, I have. I did it _____ supper."

"Have you eaten supper?"

"Yes we _____. And I've _____ the dishes."

"Have you _____ the door?"

"Yes, and I've _____ the television."

"_____ Lok gone to bed?"

"Yes, _____."

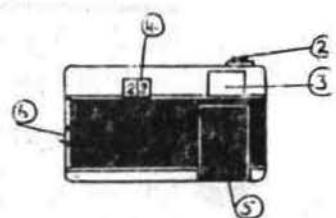
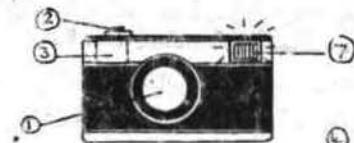
"And have you _____ the water?"

"Yes, I've remembered that _____."

"Well done Rekha. You've _____ everything. Be careful! We'll telephone again _____ night."



11.5 Writing : complete Chankhay's description of his camera.



Number 1 is the _____ (1) _____.

It makes the picture. In front of it there is a shutter.

When you press the _____ (2) _____, the shutter opens and light goes onto the film. You look through the _____ (3) _____. The number of pictures you have taken shows in the _____ (4) _____. You put new batteries in the _____ (5) _____ and you open the camera with the _____ (6) _____ to put a new film in. When it is not very light, you can use the _____ (7) _____.

shutter release button	lens	catch	view-finder	flash
picture-counter	battery-holder			

11.8 Pair work and writing.



(a) Ask and answer, like this example:



"What's Mr Rao just done?" "He's just woken up."



fallen down
drawn

dived
bought

woken up
turned on

picked
opened



(b) Write interesting sentences about each picture.

1. Nil and Dil have just dived into the swimming pool.

2. Mr. Rao _____

11.9 Complete these dialogues and practise saying them with your



partner.

(a) "What's the matter?"

I've _____ my ruler." 

(b)



What a smart cap!

Thank you.

I've _____ it. 

(c) "Where's the headmaster?"

"He's in his office. He's _____ come."

(d) "Have you finished?"

"No, I've only _____ started."

[only means it is completely opposite]

(e) "Have you met everyone?"

"No, I've only _____ arrived."

11.10 Reading: look at the pictures and guess what is happening.

Then read silently and do the activities.



BE CAREFUL!

There was once an old man and his wife. They were poor and lived in a small house. One evening a handsome young man came to their house. "It's late," he said. "Please may I stay the night?"



"Of course," replied the old woman. "Our food is simple, but you can share it."

Next morning the young man left. "I haven't got any money, but I give you three wishes. They will come true," he said. "But be very careful how you use them."

That evening they only had a little food.

"Oh! I wish I had a lovely fat banana to eat!" said the old lady. Immediately, there was a banana in her hand. "You silly woman," said her husband. "Why didn't you think? One wish is now finished and you only have a banana. You are so stupid. I wish your nose was a banana!"



Oh dear! The wish came true. His wife's nose was a beautiful yellow banana.



"What have you done, what have you done?" she cried. She felt her nose, looked in the mirror, and began to cry. Her husband was ashamed and sorry. He didn't want a wife with a banana for a nose.

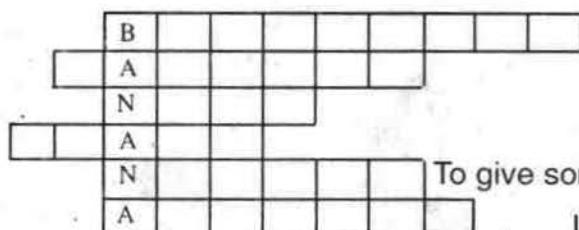
"What can we do?" he asked. They had only one wish left. Sadly the old man said, "I wish my wife's nose was normal again."

And so the three wishes were lost. Be careful when you make wishes. They may come true.



Activities

- Find the words in the story.



The title of the story.

Good-looking.

In the middle of our face.

To give something to different people.

Usual, not special, ordinary.

Unhappy because you have done wrong.

- What were the three wishes? Draw the pictures, and write the wishes.



- Tell the story briefly. Put your own words in the spaces. Write it in your exercise book.

An old man and an _____ woman were _____ to a visitor. _____ gave them three wishes. The old woman was hungry and wished she _____ a banana. The first wish came _____. Her _____ was angry. He foolishly _____ his wife's nose became a banana. The _____ wish came true. They had to use the last _____ to give the old woman a _____ again. There _____ no wishes left, and _____ had gained nothing.

11.11 Checking up.



(a) Use the words in the box to say why the gentleman isn't happy.
The first is done for you.

1. He's tired.



3. He's got a _____.



1.

2. He's _____.



4. He's _____.



5. He's _____.



6. He's _____ his _____.



7. He's _____ his _____.



9. He's _____ his _____.

10. He's _____.

8. He's got a _____ in his _____.

tired	fallen down	pain	ill	broken	finger	cold
thirsty	burnt	arm	hand	hungry	cut	back

(b) When does he think these things? Match the wishes to seven of the pictures above.

I wish I had a big piece of cake!

I wish I could lie down!

I wish I could use my arm!

I wish I had a glass of tea!

I wish I was on holiday!

I wish I had a bandage!

12

NARRATING EVENTS and ACHIEVEMENTS

12.1 Listen to Miss Rockbeat reading a poem.



Read the poem and do the activities. Find the two things that the poet says are the best things in life.

I HAVE LIVED AND I HAVE LOVED

I have lived and I have loved;
I have waked and I have slept;
I have sung and I have danced;
I have smiled and I have wept;
I have won and wasted treasure;
I have had my fill of pleasure.
And all these things were weariness;
And some of them were dreariness.
And all of these except two things;
Were emptiness and pain.
But love-it was the best of them;
And sleep-worth all the rest of them.



Activities

- Find the past participles of these verbs. They are all in the poem.
dance - danced win - smile - have -
weep (to cry) - wake - sleep - sing -
- Find two words which both mean : "trouble, sadness, something making you tired". The two words rhyme.
- Match the phrases and meanings

- to waste treasure.	- the best, most valuable.
- worth all the rest of them.	- to spend a lot of money foolishly.
- fill of pleasure.	- very much happiness.
- ; is a semi-colon. It is shorter than a full-stop and does not end a sentence. How many semi-colons are there in the poem? How many sentences are there?
- What do you think?
 - Is the poem written by a young or old person?
 - Are love and sleep the best things in our lives?
- Practise saying the poem like Miss Rockbeat.

12.2 New language : study and practise reading the conversation.

 'Yet' and 'already' mean 'upto now'. 'Yet' is used in questions and negative sentences. 'Already' is used in positive sentences.

- book flights.
- get visas.
- arrange guide and porters.
- change money.
- buy dark glasses.

Tom and Bill are going to climb Island Peak. They made a list of jobs to do in Kathmandu and they have done some of them. It is lunch-time. They're looking at the list.

Tom: "Have you booked the flight yet?"

Bill: "Yes I've done that already. But I haven't got the visa yet. I have to go back this afternoon. Have you arranged the porters yet?"

Tom: "Well, I've already found a good guide, but he hasn't arranged the porters yet. I've already changed our money, but I haven't yet bought the dark glasses."



12.3 Pair work : complete these dialogues and ask and answer with a partner.



(a) "Have you bought the food _____?" "Yes, I've done that _____. "

"What about the bus?" "I've _____ booked it, but I haven't paid _____."

(b) "Have you finished your homework, Suman?" "No, sir, not _____, but I've _____ read the story."

(c) "Haven't you tidied that room _____?" "I've _____ emptied the waste-paper basket, but I haven't cleaned the board _____."

(d) "We've _____ studied eleven units in 'Our English Book,' but we haven't _____ finished Unit Twelve.

12.4 Writing notes : study these two examples.



(a) Study these two examples.

Preeti came home from school. Her parents weren't at home. So she wrote this note. What two tenses does she use. Why?

4.30pm

Dear Mother,

I've gone to Jyoti's
house. I'll be back at
7 o'clock.

Love, Preeti.

Ram was late this morning. He left this note. Decide what he did and didn't do.

10.00am

Dear Father,

I've just fed and milked the buffaloes,
but I haven't cleaned out their shed. Sorry!

Ram

(b) Complete this note with your own words. Mr. and Mrs. Vaidya have gone to a friend's house. This note is for their son.

6.30 pm

Dear Pramod,

I've _____ your supper. It's in the kitchen.
We've _____ to Mr. and Mrs. Pradhan's
house. We'll come _____ at 10'oclock.

Be good !!

Love,
Mother

(c) You were in your house with a friend, and broke a glass. Your friend has gone home, and you are going to buy a new glass. Write a note to your mother telling her what you have done.

12.5 Listening.



(a) Listen once to an interview with Miss Rockbeat and answer these questions:

Has she always lived in Kathmandu?

Has she been to Australia?



(b) Listen again, once or twice, and in your exercise books write the words to put in the spaces below.

Miss Rockbeat

- has _____ fifteen films.
- has _____ in many countries.
- has _____ nearly every continent.
- has _____ back to her village.
- has _____ many famous people.

12.6 Pair work.



Revise Yes/No questions. Work with a partner and give true answers.

- (a) Are you a student?
- (b) Is Chankhay a dog?
- (c) Are you practising English?
- (d) Do you like mangoes?
- (e) Does it rain in July?
- (f) Did we do exercise 12.5 yesterday?
- (g) Did you buy anything yesterday?
- (h) Can you drive a car?
- (i) Have you done exercise 12.7 yet?
- (j) Have you made a film?
- (k) Have we finished this exercise now?

12.7 Reading.

Read this exciting story. Before reading a new page discuss the questions. Then read on, and finally do the activities.

THE STORY OF THE SEVEN KIDS

Here are seven kids. Their mother, Mrs. Goat, has gone shopping. She has left the kids safely in the house. But the wolf has come and has knocked on the door.

"I'm your mother. I've brought you some sweets. Open the door," he's saying.

"No, your voice is very rough, and we can see your black paw," the kids reply.

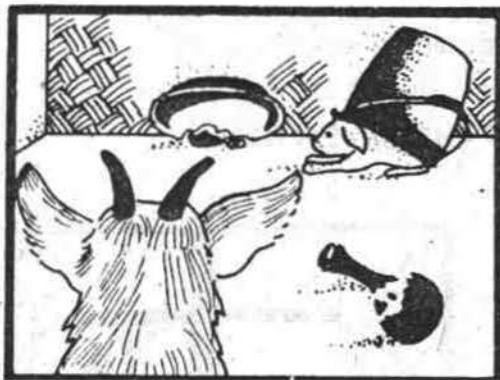


Now he's come back. He's eaten some chalk to make his voice soft. He's put his paw in flour to make it white. He's asked the kids to open the door...

And they have!



What will the wolf do?



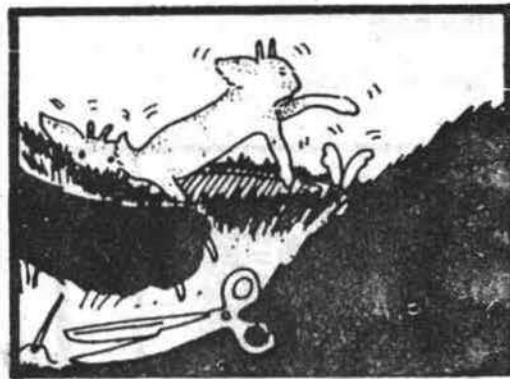
Now their mother has come back. She's walked into the house and she has seen the mess. Everything is untidy and broken.

But there's a little head under the bucket.

"I am here, mother," says a little kid. "But the wolf has eaten my brothers and sisters." Mother Goat holds the little kid tightly, and they both cry for a long time. Then they go sadly outside.



The wolf has eaten six kids. He ate them very quickly. He's gone to sleep under the tree. His stomach is moving. Mother Goat has seen it.



Now the baby kid has run home and brought scissors, needle and thread. Mother Goat has cut the wolf's stomach and out have come one, two, three, four, five, six little kids. They are dancing and skipping and everyone is happy.

What will happen to the wolf?



Now Mother Goat has filled the wolf's stomach with big stones, and she has sewn up the cut with her needle and thread. The wolf is walking home.

"What rumbles and tumbles inside my poor bones?

I ate six young kids, but they feel like six stones," he is saying.



He has stopped by a well. He wants a drink of water. He bends over. He is very heavy, and he falls down and down into the well and drowns. And Mrs. Goat and her kids? They are having a party!

Activities

1. To make the story more exciting the verbs are in the present and the perfect tense. Find six verbs in the present tenses and six in the perfect tense, and one that is simple past.
2. We usually tell stories in the past tense. Read, then write part of the story, using the simple past of the verbs in brackets.

Mrs. Goat (have) seven kids. One day she (leave) them safely in the house and (go) shopping. A big wolf (come) to the house and (knock) on the door. "I'm your mother. Please let me in", he (say). But the kids didn't (open) the door. They (see) the wolf's black paw, and they (hear) his rough voice. The wolf (go) away. He (eat) some chalk and (cover) his paw in white flour. Then he came back. This time, the kids (open) the door; and the wolf (run) inside. One kid (hide) under a bucket, but the wolf (eat) the other six kids.

12.8 Checking up.



1. Turn these statements into yes/no questions.

The first one is done for you.

(a) Choyu is near Mt. Everest.

Is Choyu near Mt. Everest?

(b) You're going to Pokhara tomorrow.

(c) He went home early.

(d) They told a long story.

(e) She bought a new sari.

(f) You've finished.

(g) He's just found a hundred rupees.

(h) They can all come in.

(i) He lives in Itahari.

(j) Eskimos build houses from snow.

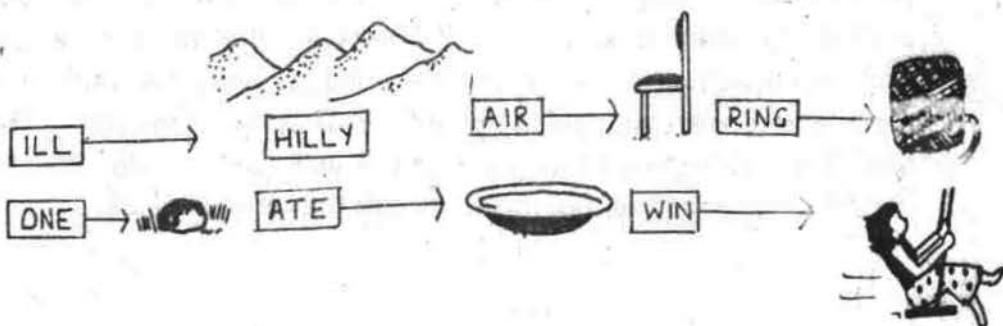
(k) A panda eats only bamboo.

2. Put 'just', 'yet', 'already', 'ever' or 'never' in the spaces and the correct form of the verb in brackets.

- (a) "Have you (sweep) the classroom _____?" "Yes, I've _____ (do) it. And I've _____ (bring) some chalk from the office."
- (b) "Have you _____ (be) to Kathmandu? "No, I've _____ been there."
- (c) Miss Rockbeat has _____ (make) fifteen films. She's _____ (give) an interview on the radio.

3. Add two letters anywhere to the first word to make the second word.

The first one is done for you.



13

TALKING ABOUT TIME

13.1 Read or listen to the story and answer the questions.



- (a) When did Shambhu get Chankhay? (b) How big was he then?
- (c) How long has Shambhu had Chankhay?
- (d) When did he take him to the forest?
- (e) Why did he take him? (f) What did Chankhay want?



13.2 Talking : practise telling Shambhu's story from memory. Begin like this.

"It was the monsoon. The river was very high. Shambhu saw a tiny baby monkey on a log. He _____.

13.3 New language.

(a) Study and practise asking and answering about past events.



Mohan has broken his arm.
(That is what you can see now.)
He broke it on Saturday.
(That is what happened.)
Today is Tuesday.

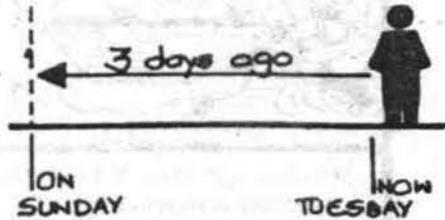


Hello Mohan. When did you break your arm?

On Saturday. Three days ago.

To answer a "When did ____?" question we can either give the date, day or time, for example:

(On Saturday, In 1990, At 3 o'clock, Last week.) Or we can say a length of time "_____ ago."
(3 years ago, an hour ago, 2 weeks ago, a minute ago).



(b) Ask and answer these questions with your partner.

Choose answers from the box.

1. When did you buy your camera?
2. When did you arrive?
3. When did you pass your SLC?
4. When did you write the letter?
5. When did you finish?

I wrote last week.
I finished at 3 o'clock.
Only 5 minutes ago.
Two years ago. I've just finished Grade 12.
I bought it 3 months ago.

(c) Now give true answers. Use 'in', 'at' or 'ago'.

1. When did you start to learn English?
2. When did you arrive at school today?
3. When was your youngest brother or sister born?
4. When did you buy your pen?

13.4 Write this information using 'ago'.

 Look at the example. You must calculate the number of years.

Tenzing Sherpa and Edmund Hillary climbed Everest _____ years ago.

Tenzing Sherpa and Edmund Hillary climbed Everest in 1953.

The Battle of Marathon was in 490 BC.

The Wright brothers flew for the first time in 1903.

The Second World War ended in 1945.

King Gyanendra came to the throne in 2001.

13.5 New language. Study, practise and write.



There's 'in', 'on', 'at',
or 'nothing' ! I'm
confused.



It's 'in' for years and months. It's 'on' for days and 'at' for times. We don't need anything if the time is described like 'last year' or 'yesterday.'



Shambhu tried these. Talk about them, then write them correctly in your exercise book.

1. I went home _____ 5 o'clock.
2. The first landing on the moon was _____ 1969.
3. We harvested the rice _____ November.
4. The school picnic was _____ Saturday.
5. He arrived _____ yesterday.
6. The election was _____ last year.
7. Christian Barnard did the first operation to give someone a new heart _____ 1967.
8. He was born _____ November 8, 1922

13.6 Listening.



- (a) Read these headlines, discuss them, and match them to the pictures below.
(b) Listen to the cassette or your teacher and fill in the dates.

The South Pole At Last

On Dec. _____ Roald Amundsen and 4 friends reached the South Pole. They were the first people to ever stand at the South Pole of the earth.

Communication Now Possible

Today, Dec. _____, Marconi sent a radio message the letter S, from England to America, right across the Atlantic Ocean.

Millions of Lives Saved.

In _____ Jonas Salk invented a vaccine to stop polio. He died in 1995.

Peace Zone Declared

His Majesty declared Nepal a Zone of Peace in _____

Nobel Peace Prize

Mother Theresa won this prize in _____ for helping the poor and dying people of Calcutta.

America's First

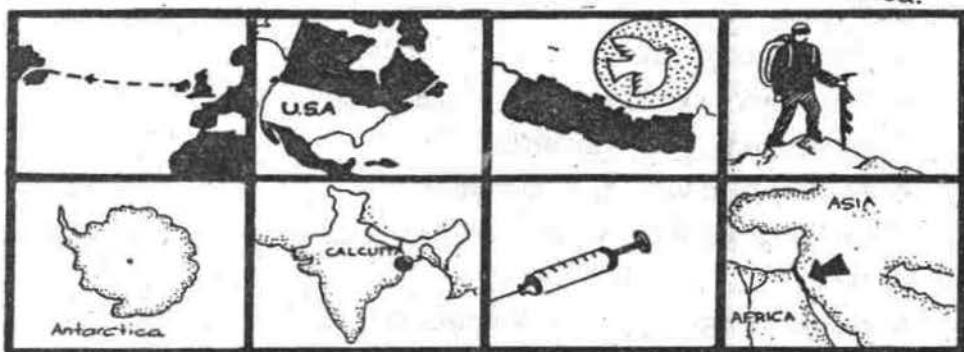
George Washington became the first president of the USA in _____

First Ascent of Annapurna

Maurice Herzog reached the summit in _____

Amazing Canal

In _____ Ferdinand de Lessepes, a French engineer, started to build the Suez Canal between Asia and Africa.



13.7 A chart .

 (a) Use the information in 13.6b to make and complete a big chart on chart paper or in your exercise book.

Date	Person	Achievement	Years ago	Map or Picture
1789		First _____		
1859				
1901				
1911	Roald Amundsen			
1950		Climbed _____		
1952				
1975	H.M.King Birendra			
1979				

 (b) Use your chart to ask and answer different kinds of questions.

When did Herzog climb Mt. Annapurna?

How many years ago did Roald Amundsen reach the South Pole?

Who invented a polio vaccine? When?

13.8 Read and discuss.

 Shambhu has noticed something very interesting.



Please Miss Nirmala,
English numbers sound a
bit like Nepali numbers,
don't they? Can you tell
us why?



Have you noticed? Think about these:

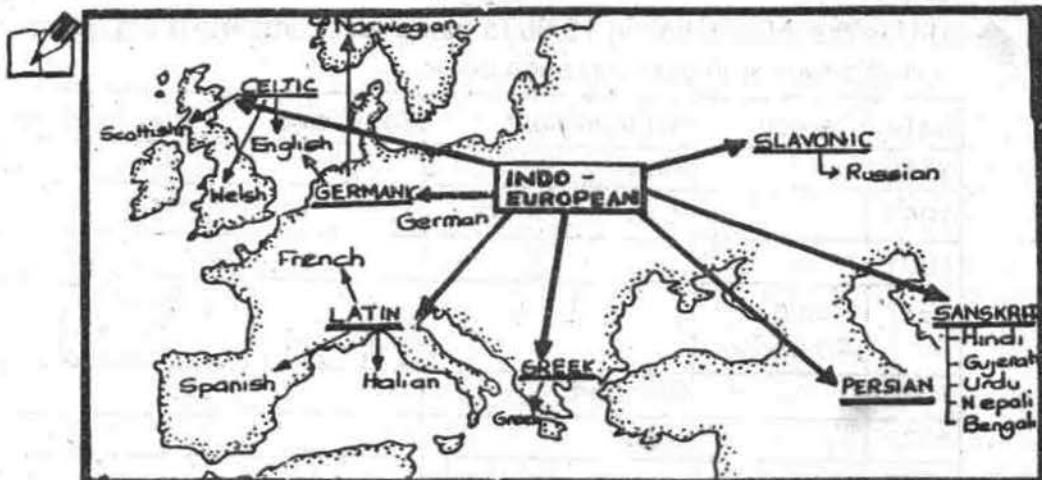
two दुई three तीन nine नौ eight आठ seven सात

A dentist looks after teeth. What are 'teeth' in Nepali?

To donate is to give. What is 'give' in Nepali?

What other Nepali and English words are similar?

13.9 Read Miss Nirmala's explanation and do the activities.



Seven thousand years ago a large group of people lived in East Europe. It says Indo-European on the map. That is where they lived. Slowly these people travelled to different parts of Asia and Europe. After hundreds of years some reached India, some reached Italy, some reached Germany, some reached Scotland. The words they used changed. They couldn't understand people from far away. They spoke new languages. We call these first languages SANSKRIT, PERSIAN, GERMANIC, GREEK, LATIN, CELTIC.

People speaking these languages moved further on to new places. Slowly the words changed again and they spoke differently. From Sanskrit came many modern languages like Hindi, Urdu, Gujarati, Panjabi, Bengali and Nepali. English words came from Greek and Latin and Germanic. But in the beginning all these languages were the same, so many words sound nearly the same.

Here are 14 Indo-European Languages and their word for '3'. They are all nearly the same.

Bulgarian	tri	Norwegian	tre
Danish	tre	Punjabi	tin
Dutch	drie	Russian	tri
English	three	Spanish	tres
Greek	tria	Welsh	tri
Nepali	tin	Italian	tre
German	drei	French	trois

Activities

1. Here are four countries. The people in these countries speak the Indo-European language. Their language is in the chart. Can you match the country and its name, and spell it correctly?



2. True or False? If 'false', make a true statement.
- a) The Indo-European people lived a thousand years ago.
 - b) Nepali and Urdu are similar: they come from Sanskrit.
 - c) Most Indo-European languages have a word for three beginning with letter 't'.
 - d) People in Spain speak Spanish.
 - e) People in Nepal speak Nepali.
 - f) Italy and Greece are near each other.
 - g) There are no English words like Latin words.
3. Many English words come from Latin. The Romans spoke Latin. It is quite similar to Sanskrit.

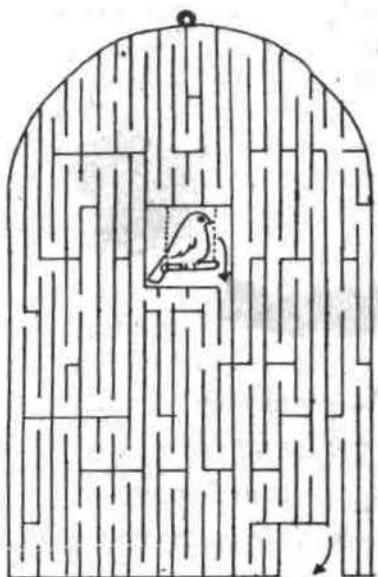
In Latin, 100 = centum. Say this word, then say the Nepali word.

Find these words in the glossary and use them to complete the sentences.

centigrade	centimetres	century	cents
centenary	centipede	centenarian	

- a) The famous cricketer scored a _____.
 - b) It was very hot in May - more than forty degrees _____.
 - c) A short ruler is 15 _____ long.
 - d) We celebrated the _____ of our school's opening.
 - e) The _____ is not an insect because all insects have only six legs.
 - f) Many countries have _____ for their small money.
4. Name all the countries whose language is given in the chart showing 'number three'.

13.10 Words: learn about mazes.



The bird is in the middle of a maze. Can it escape? Can you find a path from the middle to the way out?

You mustn't cross a black line.

This maze is only on paper. A real maze has high walls. You must walk inside the walls. You walk for many hours. You still can't get out of the maze.

13.11 Checking up.



1. Complete and write the sentences.
 - a) Shambhu started school six and a half years _____.
 - b) _____ you finished this unit _____?
 - c) Four years ago it was the year _____.
 - d) We have a holiday _____ Saturdays.
 - e) _____ ago, I was seven.
 - f) When _____ you _____ that smart shirt?

2. Make questions for these answers.

- a) Three years ago. b) On Sunday.
- c) Two days ago. d) Last night.

3. Make these sentences negative. Look at the example.

He made some mistakes.

He didn't make any mistakes.

- a) There are some extra chairs.
- b) They have some good bags in that shop.
- c) We learned some new words yesterday.
- d) There are some foreigners in our village.
- e) We've got some new stamps.

14

ASKING FOR CONFIRMATION AND ABOUT TIMES.

14.1 Read and answer.



When did Shambhu's English start to improve?

Why has it improved?



14.2 New language.



Study another way to talk about the past. Look back and compare 13.3

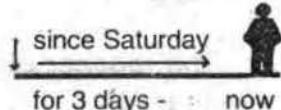
Hello Mohan. How long have you had a broken arm?



Since Saturday. For 3 days.



To answer 'How long have/has _____' questions, we can answer 'since' and give the date or time or day. Or we can say 'for' and the length of time.



14.3 Ask and answer with your friend. Give true answers.



- a) How long have you been at school today? Since _____ o'clock.
- b) How long have you lived in your house? For _____ years.
- c) How long has the Prime Minister been in office? For _____
- d) How long has your school been open? Since _____
- e) How long have you been in Grade seven? Since _____
- f) How long since you ate rice? About _____ hours.

14.4 Writing : change these sentences. Use 'since'.



- a) He's lived here for 6 years. *He's lived here since _____.*
- b) I've known my best friend for four years.
- c) I've been waiting here for half an hour.
- d) I've had my dog for three months.



"I've had him ever since" said Shambhu. "Ever since" means without any change, without stopping.

"I came to Kathmandu in 1985 and I've lived here ever since."

"I bought a new pen last year, and I've used it ever since."

- e) "I started English in Grade four and I've _____.

14.5 New language : study and practise how to ask tag question.



(a)



Shambhu, did you
clean the board?

Yes, Sir.



The teacher didn't know who cleaned the board. He asked a yes/no question.



You cleaned the board,
didn't you?



The teacher can see Shambhu near the board. He thinks Shambhu cleaned it but he is asking to check if he is correct. He is making sure. He makes a statement, and adds a question. His voice goes down twice. You cleaned the board, didn't you? The tag must be the correct tense. It is the negative of the verb in the statement. Look at these examples:

You're a teacher, aren't you? (to be)

He's working here, isn't he? (present continuous)

You've finished, haven't you? (perfect)

You live here, don't you? (simple present)

A panda eats bamboo, doesn't it? (simple present)

They'll come back, won't they? (future)

You cleaned the board, didn't you. (simple past)

c) Complete the questions with the tags in the box. Ask and answer with your friend.

isn't he haven't you didn't they didn't he won't you don't you

1. You've finished, _____ ? Yes, I have.

2. He came early, _____ ? Yes, he _____

3. They opened the door, _____ ? Yes, _____

4. He's a teacher, _____ ? Yes, _____

5. You work here, _____ ? Yes, _____

6. You'll come tomorrow, _____ ? Yes, _____

14.6 Learn to say this chant.



I. I haven't seen you, I haven't seen you.

I haven't seen you since Sunday. _____

Where have you been? What have you seen?

What have you done since Sunday? _____

II. I've killed a mouse and built a house.

I've been to France and learned to dance.

I've driven a car, and gone very far.

And all of this since Sunday, all of this since Sunday.

14.7 Listening.



- (a) Listen to a job interview.

How many tag questions do you hear?

- (b) Draw this form in your exercise book. Make it a whole page. Listen again (two times) and fill in all the details. Put ✓ or ✗ in the boxes.

NAME _____		AGE _____	
SLC	Fail _____	Pass _____	Date _____
Other Exams _____		Date _____	
Work	Company _____	From _____	
Lives in Kathmandu		Yes _____	No _____
Smokes	Yes _____ No _____		
Health	Poor _____		Fair _____ Good _____
Call for exam		Yes _____	No _____

- (c) In pairs, give each other interviews. Ask for the information on the form. The person answering can pretend to be working now.

14.8 Writing.



- (a) Study this diary and letter.

A diary can help you remember. Here is Gyani's diary, and part of the letter she wrote on Saturday to her brother.

Six days ago I lost my school bag, but I found it two days later. On Monday I played volleyball. We beat Tip-Top school. It was a very close game. I've had a bad cold since Wednesday. I'm feeling better today.

SUN	Lost school bag.
MON	Played volleyball. Beat Tip - Top Sch.
TUES	Found bag !!
WED	Bad cold
THURS	
FRI	
SAT	Feeling better Writing to B.

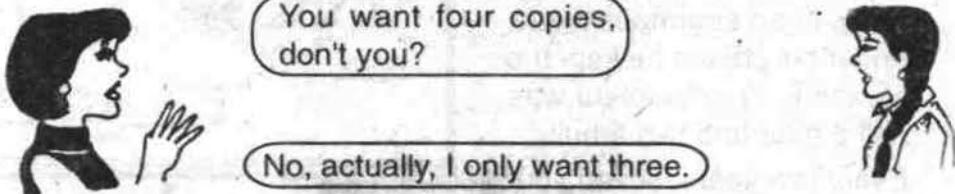
- (b) Here is another diary. Write a letter describing the week. Use the letter above as a model.

SUN	Began reading 'Star Hits'
MON	
TUES	Finished 'Star Hits'
WED	Went swimming after school.
THURS	Sore leg
FRI	
SAT	Wrote letter, leg a bit better.

14.9 New language.

-  (a) Study the example.

Shanti asked Sabitri to buy 3 copies for her. Sabitri can't remember very well. She thinks Shanti wants 4 copies. She is checking.



Shanti is polite. She doesn't say 'No, I don't.' She says,
"No, actually ____".

-  (b) Complete the dialogues, and ask and answer with your partner.

1. You think your friends are leaving at 3 o'clock but they have to go at 2 o'clock.

You are leaving _____, _____?

Actually, we _____.

2. You think your friend borrowed your book, because you can't find it. But you lent it to your brother.

You _____, _____?

No, actually you _____.

3. You think Chankhay belongs to Mohan.

Chankhay _____, _____ he?

No, actually _____.

14.10 Reading: a 3,000 years old Greek story.



(a) Look quickly through the text and match these people and descriptions.

Minotaur	King of Crete	A fierce monster, half bull half man
Ariadne Theseus	Minos' daughter	
King Aegeus King Minos	King of Athens	Aegeus' son

(b) Read and listen to the story and do the activities.

THE MINOTAUR

Long, long ago, there was a powerful king in Crete. His name was King Minos. Other kings were afraid of his strong army. In an enormous maze under his palace he kept the Minotaur. This Minotaur was half a man and half a bull.

Every few years, seven young men and seven young women had to come from Athens. Soldiers pushed them into the maze. They were the Minotaur's food.



Aegeus was the king of Athens. His son, Theseus said, "Father, I will go. Perhaps I can kill the Minotaur." Aegeus agreed. "When you come home," he said, "change the black sails to white sails on your ship."



So Theseus came to Crete. He waited his turn to go as food for the Minotaur. Minos's daughter was Ariadne. She loved the handsome Theseus. Secretly, she gave him a sword and a ball of wool.



In the maze, Theseus tied the wool to a rock. The sword was under his shirt. He took it out. He walked and walked. He heard the Minotaur roaring. At last he found the monster, and attacked.



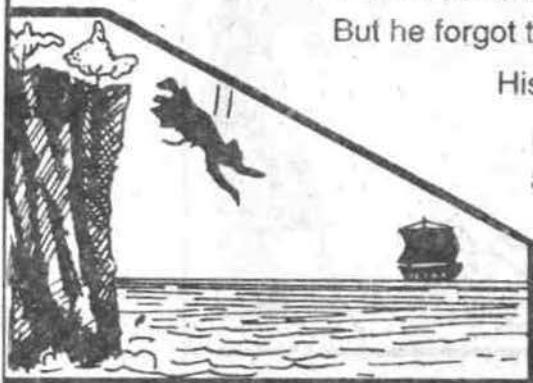
It was a long, fierce, hard battle. But Theseus killed the Minotaur,



and followed the wool to
get out of the maze.



With Ariadne he escaped in a boat.
But he forgot to change the sail.



His father saw the black sail.
He thought his son was dead,
and he jumped from a high cliff.

Theseus married Ariadne
and they became King
and Queen of Athens.

Activities

1. A paragraph is a few sentences about one thing or idea. Each paragraph starts on a new line. In this story there are six paragraphs. Their titles are given. Write these titles in the same order as the story.

Theseus leaves home.

Athens' dreadful problem.

Ariadne's love and help.

The king and his monster.

Arriving back in Athens.

Theseus in the maze and his escape.

2. With your partner, or to the whole class, say what you can see in each picture, and say something about it.

For example:

"In the first picture I can see a map. It shows Greece and the Island of Crete".

15

MAKING SUGGESTIONS AND EXPRESSING POSSESSION

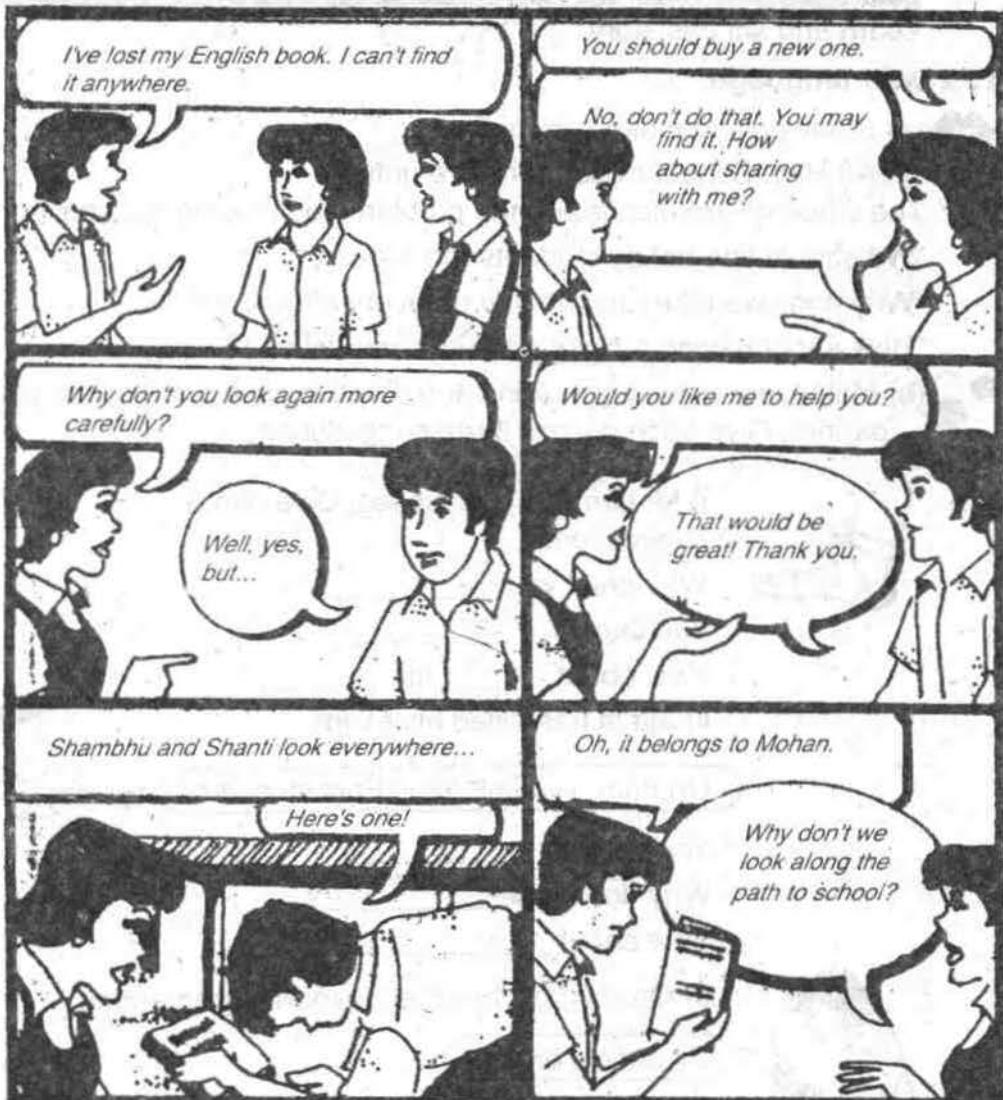
15.1 Read this page and discuss all the questions, then turn the page.



What is Shambhu's problem?

What suggestions did his friends make?

Can you make any other suggestions?



Where do you think the book is?



Learn and act this story.

15.2 New language.

(a) Study how to make suggestions.

Shakti High School classrooms are untidy.

The students are discussing the problem and making suggestions.

"We should fine untidy students ten rupees."

"Why don't we take turns to tidy up every afternoon?"

"How about having a class tidiness competition?"

(b) Make your own suggestions and practice saying them with your partner. Give each person three suggestions.



i) Mohan has hurt his leg. Give him 3 suggestions.

Why don't you _____?

You should _____

How about _____ ing _____?

ii) Ajaya has failed his exam.



Oh dear, I've failed my English exam.

You should _____

Why don't you _____?

How about _____?



iii) Meera can't hear her favourite programme.

My radio's broken.

15.3 New language.

(a) Study describing possession or owning something.

Who does the spanner belong to?

It belongs to the mechanic.

Whose is the spanner?

It's the mechanic's spanner.

It's the mechanic's.

b) Ask and answer similar questions for all these objects.



Fertilizer



spanner



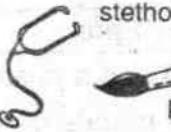
theodolite



screwdriver



wheel



stethoscope



paint brush

farmer
electrician
artist
mechanic
doctor
surveyor
potter

c) Study this example when you use pronouns.

This book belongs to me. It's my book. It's mine.

Make similar sentence using the other pronouns.

you-your-yours

us- our-ours

him-his-his

them-their-theirs

her-her-hers



d) Write sentences like these:

1. *The spanner belongs to the mechanic.*

It's the mechanic's spanner.

15.4 New language: parts of living things.



a) For people we use 's (apostrophe s), or a pronoun.

This is Ram's arm. He's broken his arm.



b) A dog is an animal. So we can say 'This is the dog's tail' or 'This is the tail of the dog.'

Answer this question in two ways.

What are the arrows pointing to?



15.5 Listening.

- (a) Here's a picture of a travel agent. Discuss what a travel agent does, using these words:

tells you tickets arranges
books prices
sells times
routes flights seats



- (b) Draw this form in your exercise book. Discuss what it means.

Name	Date
Airline	
From	To
Via	Fare

- c) Listen to a travel agent and a customer talking.

Which of these countries' names do you hear?

Nepal England Brunei India Singapore Hong Kong.

Write the names down.

- d) Listen again, and fill in the form.

- e) Listen again. How many tag questions do you hear?

15.6 Use the information to complete and practise this dialogue. You can choose which plane you go on.



A. Good morning, I'd like to book a flight to _____

on _____.

B. Certainly. Swift fly daily at _____ and cost _____ for a return fare. Speedy fly _____ at _____ and cost _____.

A. I'll go on the _____ plane on _____.

B. Right. Could I have your name please.

A. _____ B. And when would you like to return?

A. _____ B. There's your ticket.

A. And here's the _____. Thank you very much.

SWIFT	SPEEDY
Daily/ dep/KTM	10:30
	14:30
arr. Bhairawa	11:35
	15:35
Return fare Rs. 2860	Return fare Rs. 2570

15.7 New language : study and practise describing parts of objects.



a) A car is a thing. We can say "That's the door of the car" or "That's the car door." We don't say the "car's door."

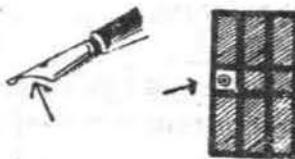


Put a word from A with a word from B to describe the pictures.



- A
- torch
 - door
 - bus
 - pen
 - television
 - school
 - radio
 - book
 - table

- B
- handle
 - screen
 - aerial
 - cover
 - bulb
 - seat
 - nib
 - office
 - leg



b) Most things have a top, bottom, sides, front and back.



This is the top
of the box.

This is the bottom
of the box.

- i) Point to the front of the box, the back of the box, and both sides of the box.
- ii) On this page in our English book,
 - which number is at the bottom of the page?
 - which sentence is at the top of the page?
 - what's in the middle of the page?
 - is there a picture at the right side of the page?
- iii) Who sits at the front of your class? and at the back?
- iv) Where is Shambhu hiding?



15.8 Read, discuss and answer the questions.



"Miss Nirmala, I know a little bit about the Greek and Roman people. They lived a long time ago, didn't they? They had beautiful cities and good governments and Romans were very powerful. They spoke Greek and Latin. These languages are like Sanskrit, aren't they? But the writing changed and became different. How long ago did all this happen?"

Miss Nirmala drew a long line on the board. Then she told Grade Sevens about Nepal. Then she told them about the Greeks and Romans. Have a look at the chart on the opposite page.

Answer the questions. You need to use the chart and also other units that you have already read.

1. How long ago did Gautama Buddha live?

About _____ years ago.

2. When was the Battle of Marathon?

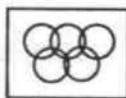
3. Who ran to Athens from Marathon?

4. The story of the Minotaur is a story from _____.

5. The _____ spoke Latin, the _____ spoke Greek. But Greek was the language everyone used for business.

6. AIHHCILV were kings of Nepal. - Arrange the letters correctly.

7. What is this the symbol of?



8. How many years ago were the first Olympic Games?

9. How many years ago did Roman power end?

10. What is the Latin word for 100?

11. Who killed the Minotaur?

12. Who gave him a ball of wool?

13. Italy is a modern country. What is its capital?

14. Here is a bicycle and bi-plane. What does bi mean?



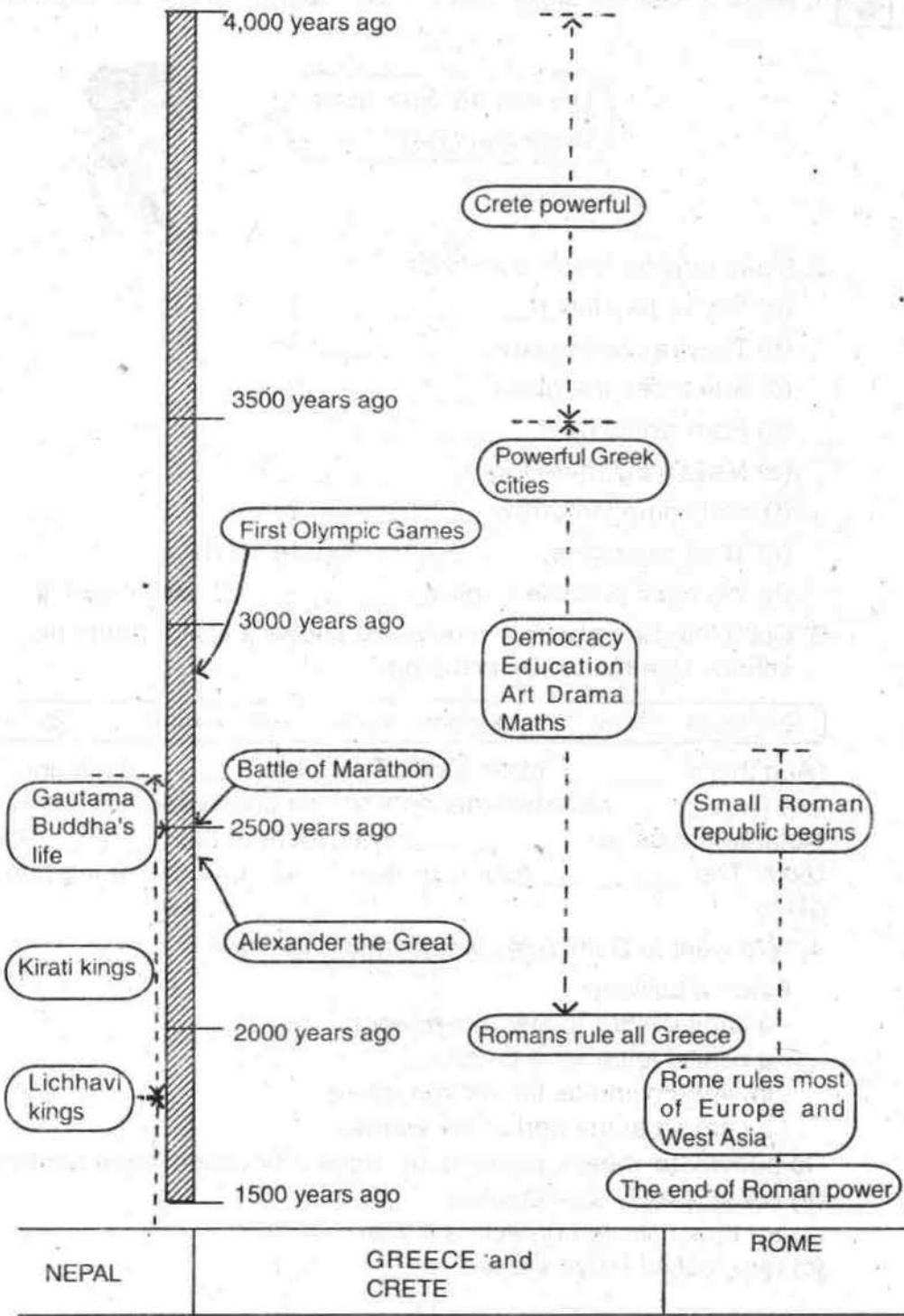
15. Which parts of the world did the Romans rule?

16. What is the German word for three?

17. How long ago did Alexander the Great live?

18. What is a republic?

19. Is Chinese an Indo-European language?



15.9 Checking up.



1. Make 3 different suggestions. Use 3 different ways of suggesting.

I've lost my little sister.
What can I do?



2. Make tags for these questions.

- (a) You've had lunch, _____?
- (b) They're coming later, _____?
- (c) She broke the glass, _____?
- (d) Ram works hard, _____?
- (e) Maya's in Grade Eight, _____?
- (f) He'll come tomorrow, _____?
- (g) They can come, _____? (Use can't)
- (h) We must practise English, _____? (Use mustn't)

3. Complete Shambhu's words as he shows a visitor round his school. Use the words in the box.

teacher's their classroom back our mine cupboard

"And this is _____ class room. That's the _____ desk and this one is _____. I've two friends who can draw very well. Look, _____ pictures are on our _____ wall, there at the _____ of the room. The _____ door is broken. I must mend it, or the rats will get in."

4. "We went to Delhi three weeks ago," she said.

Find - a full stop

- a capital letter to start a sentence.
- a capital letter for a place.
- inverted commas for spoken words.
- a comma at the end of the words.

'To punctuate' means to put in the signs. Punctuate these sentences:

- (a) come quickly she shouted
- (b) mr brown visited greece last year
- (c) ram replied i dont know

16

TAKING ABOUT SEVERAL ACTIONS IN THE PAST

- 16.1 Look at the last picture. Read the story, then explain why Chankhay is looking so happy. What did he do?



It's the monsoon. It was raining all last night.



16.2 New language: study, practise and write.

 Read these three passages:

- "I first met him in Gorkha. I was drinking tea in a small cafe, when he walked in and spoke to me."
- "We were sitting outside, listening to the radio, when suddenly the music stopped, and they announced the dreadful news."
- "While I was working for 'Overland Treks' I learned to drive."

For each passage decide:

WHAT HAPPENED?	WHEN?WHAT WAS HAPPENING?
a)	I was drinking tea.
b) The music stopped and they announced the news.	
c)	

We can use 'when' and 'while' to say what happened and when.

Look at this example:

He was painting the wall when he fell off the ladder.

While he was painting the wall, he fell off the ladder.

He fell off the ladder while he was painting the wall.

 Join these pairs of sentences, using 'when' and 'while'. Copy the example above, and make 3 different longer sentences.

- He was tidying his room. He found 100 rupees.
- He was listening to the news. The battery ran out.
- She was writing a letter. Her husband returned.
- He was running across the street. He slipped.
- He was ploughing a field. He found a very old coin.
- We were sitting in class. The fire alarm started ringing.
- They were travelling to Pokhara. The bus broke down.
- I was doing an exam. My pen broke.
- I was living in Kathmandu. I saw Miss Rockbeat's latest film.

16.3 Pair work : complete and practise these conversations.

● ○ a) "I saw an accident yesterday."

○ ● "What were you doing?"

"I was buying some books."



b) "I broke my father's radio this morning."

"What were you doing?"

"I was _____."



c) "Gopal broke his arm yesterday."

"What was he _____?"

"He _____."



d) "Head Sir was angry yesterday"

"What were _____?"

"I was _____."



e) "We found an old gun yesterday."

"What _____?"

"We were _____."



16.4 Writing.



Look at the example and write a report of what happened and when for each conversation in Exercise 16.3.

Here is the example.

*Yesterday, while I was buying some
books, I saw an accident.*

16.5 Listening.

- (a) Lainchaur Youth Club are going to give a concert. The pictures show five jobs that they must do. Discuss what you think the jobs are, then sketch the pictures in your exercise book.
- (b) Near the pictures write the names of six of the members:
Amrit, Ruku, Sarita, Vishnu, Bharat, Rohit.
- (c) Listen carefully as the members discuss their concert, and join the name to the job they will do.



16.6 Writing and talking.

- (a) While the club members were preparing, many things went wrong. Match these half sentences and write them in your exercise book.

While he was fixing the amplifier	- when the computer crashed.
He was making the invitations	- a string broke.
While she was playing the guitar	- the electricity went off.
He was writing a drama	- there was a thunderstorm.
While they were practising the songs	when he spelled a bottle of ink.

- (b) Ask and answer questions like the example.

"What happened when Bharat was fixing the amplifier?"
"The electricity went off."

16.7 Writing: a science fiction story.

- (a) Look at the pictures and the words in the box, and discuss what is happening.





flying saucers

men from the stars

chopping wood

disappeared



b) Write your own short answers to these questions.

What is the man's name?

What did he see?

Next day, what was he doing?

Who spoke to him?

What did they say?

What did they do?

How did he feel?

What is your title for this story?

c) Now write your story like this:

(Your own title)

One evening while _____, he suddenly saw
_____. Next day, while he was _____,
three _____ spoke to him. " _____," they said.

some rice, and gave it to them. While they _____,
they suddenly _____. And no one has seen them since.

Draw pictures for your story.

16.8 Read more of Miss Rockbeat's interview and do the activities.



"Good evening Miss Rockbeat. We are all waiting to hear your story."

"Good evening everybody. I was thirteen years old. I was carrying a sack of rice to the mill, when I saw a big group of people near the river. All round there were big pieces of shiny tin. I went to look. They were making a film, and asking for five or six village girls to do an easy dance.



"I'll dance," I said to the chief man. He chose me and others. First we practised. Then while the film star, Rani, was singing, we danced. When we finished, the film star, Rani, came to me. She was very beautiful.

"I've never seen such a lovely dancer. What's your name?"

"Man Maya", I told her. She asked a lot of questions. Then she came to see my parents.

"I want to take Man Maya to Kathmandu. She can work for me, and she can learn singing and dancing and acting."

So I began a new life. I worked hard cleaning and cooking and washing clothes. But I also went to singing and dancing classes.

One day, Rani was ill. "Please go to the studio and tell them," she said.

So I went.

"Oh dear, we must practise today," said the manager.

"I know all the words. I've seen Rani dancing. I've heard her talking and singing. I can do it today. Then everyone can practise," I said.

So I did. It was wonderful ! While I was dancing I felt so happy. We finished at 5 o'clock. The manager (he is called the producer) spoke to me.



"Man Maya, you are the best," he said.

"Soon I will make a new film, called 'Joy and Sadness.' I want you to be the star."

That was my first film. And I've made films ever since. But all my thanks go to Rani.



Activities

1. True or False?

- a) Miss Rockbeat has always been rich.
- b) She was in a film when she was thirteen.
- c) Rani lived in Kathmandu.
- d) Man Maya became Rani's servant.
- e) Rani asked Man Maya to go to the studio.
- f) The person making a film is called the producer.
- g) The producer thought Man Maya was not very good.
- h) Miss Rockbeat's first film was 'Pacific Heartbreak'.

2. Who said?

- a) "I'll dance."
- b) "Please go to the studio."
- c) "What's your name?"
- d) "You are the best."
- e) "I know all the words."

3. Complete these sentences.

- a) While Man Maya was carrying a sack of rice, she _____.
- b) When people are making a film, they put up _____.
- c) While she was living with Rani in Kathmandu, Man Maya cleaned and _____ and _____.
- d) While Gopal was walking to school, there was _____.
- e) While Chankhay was digging, Gopal _____.

4. Find these adjectives (describing words) and say what they describe.

nhsiy

seay

tebauitlu

lolvey

wne

16.9 Checking up.



1. Two people are talking. What does the second person say?

Practise with your friend, then write the conversations in your exercise book. Remember the inverted commas " " and start on a new line for the second person's words.

- (a) "I've got a head-ache." " _____ "
- (b) "What did you do last year?" " _____ "
- (c) "Have you finished the exercise yet?" " _____ "
- (d) "Are they both studying forestry?" " _____ "
- (e) "What were you doing when the tree fell down?" " _____ "
- (f) "When did you buy those shoes?" " _____ "
- (g) "How long have you studied English?" " _____ "
- (h) "Sanskrit, Latin, Greek and German are all languages, aren't they?" " _____ "
- (i) "Where did you put the glass?" " _____ "

2. Write this newspaper article using any suitable words.

MISS ROCKBEAT SPEAKS OUT

At last we learn the secrets of her early life.

Last _____ Miss Rockbeat spoke on _____. Now-a-days as we all know, she is a famous _____ . She lives in _____ in a 12 roomed _____. She always wears _____ clothes, and she _____ all over the world. She has made many _____. She sings and acts, and everyone wants to _____ her films. But she lived in a poor house in a _____ village in _____ Nepal. There she _____ and _____, but she didn't have good clothes or food and she often missed _____. In next week's article we will describe how her life changed.



17

DESCRIBING SIMILARITIES AND DIFFERENCES

17.1 Study, read, look at the picture, and answer.



(a) Both means two are something.

Neither means two are not something.

Neither of my two friends are teachers. They are both nurses.

Neither Shambhu nor Shanti are teachers. They are both students.



(b) Please help Chankhay. Tell him which two girls are Shambhu's cousins.

17.2 Reading talking and writing.



(a) Read about two similar countries.

Nepal and Switzerland are both very small countries with high mountains. Nepal has the Himalayas, Switzerland has the Alps. Many tourists visit both countries. They come to see the mountains. Both countries have lakes, but Switzerland has many very big lakes. Nepali lakes are small. Neither Nepal nor Switzerland are near the sea. Switzerland touches four countries, France, Germany, Austria and Italy. Nepal touches two countries.



Nepal has Mt. Everest, Switzerland has the Matterhorn.

Both Nepal and Switzerland are zones of peace. They both have well trained armies. Nepal has a king, but Switzerland is a republic. It doesn't have a king. Both countries have unusual flags. The Nepali flag is two triangles, and the Swiss flag is square. The Swiss flag is red and white like the Nepali flag. It has a white cross.

Switzerland has very many factories. Nepal has very few factories. The population of Nepal is about 23 million but the population of Switzerland is only seven million.

(b) Use these two boxes to compare the countries.



Nepal and Switzerland are similar because:

1. They are both small _____.
2. They both have high _____.
3. They are neither of them near _____.
4. They are both zones _____.
5. They both have well trained _____.
6. They both have unusual _____.
7. Both flags are _____.
8. Many tourists come to both countries to see the _____ and _____.

Nepal and Switzerland are different because:

1. Switzerland has many big _____.
2. Nepal only touches two _____.
3. Switzerland doesn't have _____.
4. There are many _____ in Switzerland.
5. Nepal has a bigger _____ than Switzerland.



c) Write these two completed boxes in your exercise book.

17.3 Writing : study the example, then make suitable sentences using the given clues.



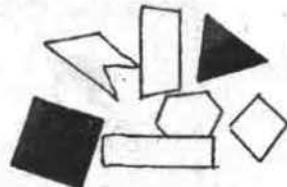
Here are some shapes.

All of them are polygons. (For several objects)

They are all polygons. (For several objects)

None of them are big. (For several objects)

Both the square and the triangle are black. (For just two things)



Neither the square nor the triangle are white. (For just two)

Both of them are black.

1. _____ of these are _____, They are all _____ . _____ of them are reptiles. _____
the _____ and the _____ are carnivores. Neither the _____ nor the _____ eat grass. _____ the _____ and the _____ are kept for milk. _____ the lion _____ the tiger have horns or tusks.

*lion
buffalo
goat
cow
tiger
elephant*

2. (a) Both elephants and rhinoceros _____ in the Terai.



_____ elephants _____ rhinoceros live in the mountains.



- (b) boys (can) girls
(c) Nepal (are) Bhutan
- (d) pilots (wear) policemen
- (e) Shambhu (go) Chankhay

17.4 Listening.

- (a) Discuss and practise using the word "like". It has 3 meanings.



I like football.

Shambhu enjoys football.



What's hockey like?

It's like football. They are both team games.
But you hit the ball with a stick.

Here 'like' means 'similar to.'



What's Kathmandu like? means

'Please tell me about it.'

It's busy and noisy and dirty with lots of new buildings and traffic.

- (b) Here are some questions. Read and practise saying them.

A What's the video 'My Fair Lady' like?

B What's a cheetah?

C What's rugby?

D What's Chankhay like?

E What game do you like playing?

F What's a helmet?

G What's a claw hammer?

H What's Helambu like?

- (c) Write letters A-H in your exercise books. Listen to the answers.

They are in a different order. By each letter write the number of the answer.

- (d) Ask your partner the questions A-H. Your partner gives short answers.

A It's very _____.

B It's like a _____ but _____.

C It's like _____.

D He's _____.

E _____.

F It's like _____ but _____.

G It's got _____ to _____.

H There are _____.

17.5 Complete and practise these conversations. Use 'All of them' 'None of them' Both of them' or 'Neither of them'.



a) "What about sparrows, swallows and penguins?"

"_____ are birds. _____ are mammals."

"What about sparrows and swallows?"

"_____ live in Nepal. _____ eat fish." 

b) "What about a bus, a train and a boat?"

"_____ take passengers. _____ fly."

"What about a bus and a train?"

"_____ have wheels. _____ go on water."

17.6 New language : study positive question tags.



A snake isn't a mammal, is it?

No, it isn't.

This is a negative statement so we use a positive tag. The answer will usually be negative.



Add tags and ask and answer with your friend.

It isn't Saturday, _____? No, it isn't.

We haven't finished this unit yet, _____? _____

Nepal hasn't got many industries, _____? _____

We mustn't steal, _____? _____

A mammal doesn't lay eggs, _____? _____

Darjeeling isn't in Nepal, _____? _____

You weren't in school yesterday, _____? _____

You didn't buy any oranges, _____? _____

You don't want to leave early, _____? _____

She doesn't live there now, _____? _____

17.7. 1. Read the story quickly and find out the answers to these questions.

- (a) What parts of body are mentioned here?
- (b) Who made a plan?



Long ago some parts of the body were unhappy. They thought that the stomach ate but didn't work. It was lazy and greedy.

The hands said, "We both work hard all day. We wash the clothes and the whole body. We collect the food and cook it. We work in the fields and write letters too. And look at the stomach! It doesn't work like us. It only eats and eats, and does nothing."

"Without us the hands can't do much", said the legs. "We both carry the whole body and can sometimes run away from danger. We can jump and kick footballs too. And look at the stomach! It doesn't work like us.

It only eats and eats, and does nothing."

Then the eyes said, "Without us the hands and legs can't do much. We open in the morning and don't rest all day. We only close at night. But look at the stomach! We think it's lazy. It only eats and sleeps."

"Without me none of you can do anything", cut in the head. "I think and make plans. I think the stomach is lazy. So I give a plan. We'll stop working. Let's not give any food to the stomach anymore."

After two days, the stomach was very hungry and unhappy. It cried out for food all day and night. But the head, hands, legs and eyes were unhappy too. The whole body was weak and sick.

"Now we're all sick and unhappy," said the head. "My plan was bad. What can we do?"

"I'll carry the body again," said the legs. I'll look for food again," said the eyes. "I'll collect the food," said the hands, and "I'll eat it," said the mouth. "I'll send the food to the stomach and the stomach will digest it."

So the stomach began to digest the food and send energy to all the parts of the body. Then they began to get strong and well again. Now they think that they all work hard.

Activities

2. Look at the picture of the human body and match the word and different parts of the body.

head
nose
cheek
throat
stomach
elbow
palm
thigh
ankle



eyes
ears
lips
chest
hands
wrist
legs
knee
toes

3. Answer the following questions

- What do hands do?
- What do legs do?
- Why did they stop giving food to the stomach?
- What happened after they stop giving food to the stomach?
- What do you think is the most important part of the body? Why?

17.8 Checking up.



1. Rewrite each group of sentences as one sentence.
 - i. They are green. They live in the jungle.
 - ii. The parachute opened. He fell slowly downwards.
 - iii. Chankhay likes bananas. Shambhu likes bananas.

[Can you put 'both' in your sentence? Be careful to change the verb.]

 - iv. Sagar bought a ball. The girls bought a ball. Sagar played volleyball. The girls played volleyball.
 - v. I did my homework every night. I practised talking English every night.
2. Write your own paragraph about the first Nepali lady to climb Mt. Everest. Change the black words to pronouns from the box.

she they her Her they she her

Some sentences are in brackets (). Don't write the brackets, but join the sentences inside the brackets with 'and'.

First Nepali lady on Top of the World

Pasang Sherpa tried three times to climb Mt. Everest but Pasang failed each time. Then in April 1993, Pasang tried again. (Two other ladies were in the team. Several men were in the team). (On April 22 Pasang reached the top. Two friends, Pemba and Sonam, reached the top). That evening Pasang, Pemba and Sonam slept in their tents near the South Summit. Next day Pemba went quickly down to fetch oxygen. (But the weather became bad. No one could help Pasang and Sonam). (On May 10 Russian climbers found Pasang's body. The Russian climbers carried Pasang's body down the mountain.) (Pasang's funeral was at Swayambhu. Everyone praised Pasang's courage.)



3. Give good answers:

- (a) What's a yak like?
- (b) How are carrots and potatoes the same?
- (c) What's your friend like?
- (d) Neither this unit nor unit one are difficult, are they?
- (e) Tell me about Humla, Jumla and Dolpa.
- (f) How are monkeys and people similar?

18

TALKING ABOUT THE FUTURE (1)

18.1 Read and answer these questions.



What did the students fly? When? What did Chankhay do?

In their science lessons, Shambhu and his friends have made a hot air balloon.



Say what you think might happen.
Then turn over.

...towards the buffalo pond. By now, the air inside the balloon is cold.



18.2 New language : study ways of talking about the future and practise the conversations.

(a) General talk, not definite: I will(I'll) and I won't.

"What jobs would you like to do for the class newspaper?"

"I'll write some puzzles."

"I won't do the art. I can't draw. But I'll type everything."

"I'll be the editor."

"Who'll take photos?" "I will."

(b) For fixed plans and things in the very near future:

I'm going to (verb,eg write) I'm not going to (verb,eg visit)

"Now you've decided, I'll write down names and jobs. Shambhu what are you going to do?"

"Mohan? Shanti?"

"I'm going to write some puzzles."

"I'm not going to do the art, but I'm going to type."

"I'm going to be the editor."

(c) Complete and practise with your partner.

What is Shambhu going to do ? He's going to _____.

What is Mohan going to do? _____.

What is Shanti going to do? _____.

And what will Chankhay do? _____.

18.3 Pair work : complete and practise these dialogues with your partner.



(a) "What do you think the government will do?" "I read in the paper they are _____ increase taxes."

(b) "What _____ you do next?" "Oh, _____ wait and see."

(c) "It's very early. What are you _____ to do?"

"I'm _____ train for the football match."

- (d) "What will you do after SLC?" "I'm _____ work for my uncle in his job. And what _____ you do?"
 I don't really know. I think _____ start Grade eleven."
- (e) "_____ clean the classroom today?" "_____ do it, sir!"
- (f) "You _____ be late, will you?" "Of course not."
- (g) "_____ come early, won't you?" "Of course, I _____."

18.4 New language.



- (a) Study and use another way of talking about the future. For very definite plans and arrangements we can also use the present continuous "I'm arriving ..." Here is Mr. Rai.



I'm leaving Kathmandu at three o'clock and I'm staying the night in Karachi.

- (b) Here is Mr. Rai's diary. He has very definite travel plans and has bought his tickets.

MON	Leave KTM 3:00 p.m.
TUES	Leave Karachi 9:00 a.m. arrive London 2:00 p.m. Ritz Hotel.
WED	Visit Prime Minister.
THUS	Drive round London.
FRI	Talk to businessmen.
SAT	Return to KTM.



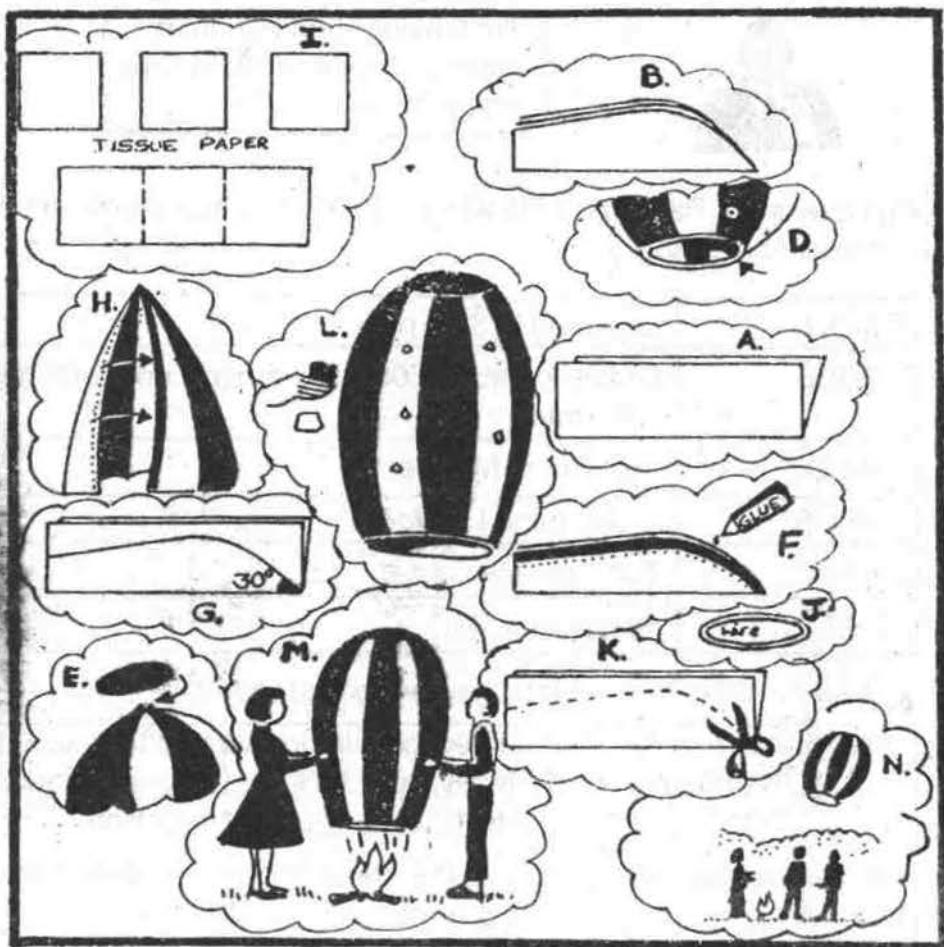
- (c) Use the diary to complete the newspaper report.

This week Mr. Vishnu Rai is making an important visit to Britain. He's _____ Kathmandu on Monday, and he's _____ in London on _____ at _____. He's _____ in the Ritz Hotel.

On Wednesday he's _____ the Prime Minister, and the following day he's _____ round London. On Friday he's _____ to businessmen and he hopes to return to Kathmandu on Saturday. We wish him a safe and successful trip.

18.5 Listening.

- (a) Look at the pictures. They show how to make a paper hot air balloon. The pictures have letters A-N, but neither the pictures nor the letters are in the correct order.
Discuss each picture and try to decide what it shows.
- (b) Listen to the instructions for making a balloon, while you look at the pictures.
- (c) Listen again, and put the pictures in order, from 1 to 13, like this
No. 1 = I, No. 2 = No. 3 = No. 4 etc.
- (d) Make your own hot air balloon and try to fly it.



18.6 Talking.

(a) Study how to give invitations.

"I'm having a party on Saturday. Can you come?" Sarada asked her friend Dil. "I'm very sorry," Dil replied. "I have to go to my Grandfather's house. Thank you for the invitation."

"Would you like to come to my party on Saturday?" Sarada asked Asta.

"Thank you very much. I'd love to," replied Asta.

(b) Make groups of three and practise Sarada, Dil and Asta's words.

18.7 Write a story exactly like 18.6, but use these pictures and phrases.



I'm having a picnic on Saturday. Can you come?



Sorry, I'm going to the bazaar.



Would you like to come to my picnic on Saturday, Naresh?

Thank you, I'd love to.

18.8 Pairwork : give your friend different invitations. Your friend can accept, or refuse and give a reason. Look at the example:



Would you like to come to the tea-shop?

Thank you I'd love to come.

Sorry, I can't come because I must finish this exercise.

Invite your friend

- to come for supper.
- to come on a picnic.
- to come to your house on Saturday.
- to come to your school cultural programme.
- to play badminton.
- to come and play carroms.

18.9. 1. Read the story quickly and answer these questions.

- What musical instrument did the spider play?
- Who were the last partners to dance?

How the Cat and the Mouse Danced Together



In the days when all the animals still lived together in one village, the spider once held a party. He invited his friends and his neighbours the cat and the mouse.

Everyone was happy to accept the invitation because the spider was known to be an excellent musician. He could play beautifully on the fiddle and sing well too. When he began to play and sing everyone wanted to dance.

And so it was at the party.

The spider played and sang and the guests danced as long as they had breath.

'Hey, hey, let us go on dancing for ever,' cried some of his guests.

'Enough, enough, let us stop now,' cried others.

But the spider did not listen to any of them and went on playing. The longer he played the livelier was his music. The longer he played the quicker was his music. At last no one could dance another step, no one except Neighbour Mouse and Neighbour Cat. They danced on and on. Suddenly, the mouse stopped dancing because his trousers had fallen down. They slipped to the ground and the poor dancing mouse tripped and fell over.

When the animals saw this they laughed.

Only the cat did not laugh. She was so angry the sparks flew from her whiskers.

'What a shameful thing to do to me!' she cried.

And she spread her claws and struck out at the mouse.

The poor mouse was frightened now as well as ashamed. When he saw the cat getting ready to attack him again, he ran into the nearest mousehole.

Ever since then cats have not danced and mice have lived in holes.

Activities

2. Answer the following questions.

- Where was the party?
- Who were the spider's neighbours?
- Why did the mouse stop dancing?
- What happened when the cat was very angry?
- What did she do to the mouse?
- Where did the mouse ran?
- What will cats do if they catch mice?

3. Read the clues and fill in the blanks with the correct words.

- An insect with 8 legs. s _ _ d _ _
- A musical instrument with strings. _ l _ _ _ e
- Quick and cheerful tune. _ l _ _ _ y
- Something that flies from fire. _ p _ _ K
- Nails on the paws of cats. c _ _ _ _

18.10 Checking up.



1. If we haven't decided about what we will do, we use "may" or "might". They both mean the same: "I haven't decided, it's possible". Fill the gaps with suitable "futures". (will, going to, may/might)

"Here I am, lying in bed, thinking about the day. I _____ get up soon, and I'm _____ do my jobs quickly, because I'm _____ volleyball at 7:30. We are training for the competition. This is _____ be held next Saturday.

After playing, I _____ eat rice and go to school. Today we _____ start a new unit in our English books. At break-time I _____ go to the library or I _____ talk to Shanti. I _____ decide when the bell goes! This evening I'm _____ finish my painting, and then I _____ listen to the radio, but I _____ read a book instead. Or I _____ go to bed early.

2. Complete these questions and answers. Use the words and phrases in the box.

already	actually	haven't they	Someone
that's right	aren't they	isn't she	What's

- (a) "They've got a new tap, _____?"
"Yes, they have. They're _____ using it."
- (b) "She's a doctor, _____?"
"No, _____ she's a radiologist."
"_____ that?"
"_____ who takes X-rays."
"Those are photographs of inside our bodies, _____?"
"Yes, _____."

3. Complete this letter with your own words and phrases.

April 1st

Dear Grade Sixes,

Grade Seven is having a New Year _____ on _____ at _____ in the _____. _____ you all like to _____? We would be very happy if you joined _____. We _____ play lots of _____ and there _____ snacks to eat.

We _____ you can _____.

Shambhu
Class Captain

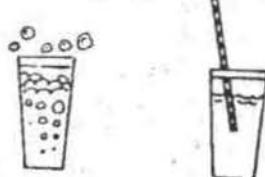
19.1 Read about Apsi.



The Muktinath Apple Company has a new drink.

They call it APSI. It can be either still or fizzy.

They have advertisements on the radio, in the newspaper, and on big notices in the streets.



The Apsi chant is on the radio. Listen to it. Learn it and practise till you can do it quickly.

APSI, APSI

We like Apsi.

Apsi Apsi.

The best drink there is.

You can have it still

Or try it with a fizz.

On schooldays and party days, holidays or workdays,

Everybody wants it, everyone agrees

Apsi, Apsi the best drink there is.

Buy a big bottle, buy it in a box.

Even in a packet, just cut the top.

Pour it in your glasses,

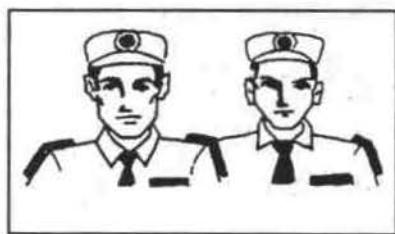
Suck it through a straw

APSI, APSI please give us more.



19.2 New language: read and discuss the activities. These will show you how to talk about different degrees of certainty.

"What have you done already?" the inspector asked the sergeant. "Well Sir, he definitely won't leave Nepal by plane. We're not watching the airport. He may try to get a passport and he'll certainly need food and clothes. He escaped from prison without anything. He'll probably try to meet his friends. Our men are watching their houses."



The inspector nodded. "Well done", he said. "But he may telephone his friends. What about his wife?"

"He probably won't see his wife now. But he'll definitely try to reach India. He'll probably go by bus. We'll check all buses."

"Well done, sergeant. We'll catch him."

Activities

1. a) Two people are talking. Who are they? What's their job?
b) Who are they talking about?
c) What are they trying to do?
d) What will they check?
e) Is the inspector pleased with the sergeant? How do you know?
2. Complete this chart about the escaped prisoner.

He will certainly	
He will probably	
He may/might	<i>try to get a passport,</i>
He probably won't	
He certainly won't	<i>leave Nepal by plane.</i>

3. Look at the chart. It shows the words we use to say how sure we are that something will happen.

100%	75%	50%	25%	0%
definitely certainly will	probably will	may might might not could	probably won't	definitely won't certainly won't

19.3 Talking.



(a) Complete and practise. Use words from the chart.

It is Monday, 15 October. Some friends in Janakpur are talking about tomorrow. Think carefully about the weather at this time.

It _____ won't snow.

It _____ won't rain.

It _____ be cloudy.

We'll _____ play volleyball after school.

I'll _____ enjoy that!

It's Tihar next week. We'll _____ have a holiday.

And I _____ go to my uncle's house.

(b) Say what you think about the future. The first one is an example.

(i) rain tomorrow (75%) *It'll probably rain tomorrow.*

(ii) letter arrive today (75%)

(iii) shop be open (25%)

(iv) be a radio holiday (75%)

(v) exams be next week (100%)

(vi) thief be caught (25%)

(vii) we arrive before 5 o'clock (0%)

(viii) we start Unit Seventeen next week (50%)

(c) Did you notice?

The order for positive and negative is different.

It will probably rain. It probably won't rain.

(d) Look at the people in the photo,

and complete this description.

Use various predicting words.

These people are heavy smokers.

They _____ live to be very old,
because they _____ get cancer.

They _____ have lots of coughs
and they _____ be good at sport.

19.4 Write sentences (i) - (viii) of 19.3b
and 19.3d in your exercise book.



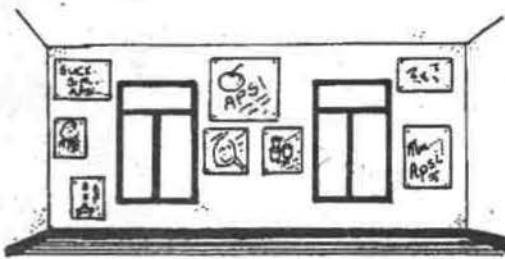
Smoking gets right
up other
people's noses.

19.5 Listening.

- (a) Talk about the radio in your home. Who listens? What do you listen to? What do you enjoy most?
- (b) Read the statements 1-13 aloud and make sure you understand them. They are all about part of a radio programme.
- (c) Write numbers 1-13 in your exercise book. Listen to the programme. Tick the numbers which are true statements. Listen several times to check your answer.
- 1) The first advertisement was for toothpaste.
 - 2) King pencils are best.
 - 3) The advertisements were for pencils, biscuits and shoes.
 - 4) There was a drama programme.
 - 5) There was Nepali and foreign news.
 - 6) The King opened a new hospital.
 - 7) There was a meeting for people growing rice.
 - 8) Two hundred people had a new water supply.
 - 9) The King opened the new water scheme.
 - 10) There was an earthquake in China.
 - 11) It was a serious, big earthquake.
 - 12) It will probably rain everywhere.
 - 13) The eye camp starts in Gorkha on Wednesday.

19.6 Writing : an advertisement.

With your friend think of something new ... something to wear, or eat, or play with, or something useful like soap, a torch, a stove, a tool. You want to sell it to as many people as possible. Make a big advertisement. Have a picture and write something short and clear. You can make an advertisement for the radio too, like the Apsi chant. Put everyone's advertisements round the class.



19.7 Reading.



- a) Look at the pictures. Who are the four musicians?
b) Read silently, answer the questions orally, and do the activities.

The Musicians of Ilam

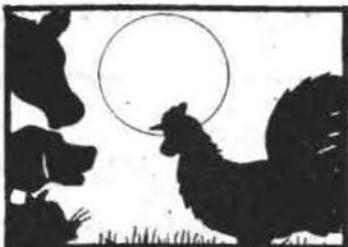
"Come on!" shouted the man.
His donkey had worked hard for
many years. Now it was old. "I
won't feed a useless old donkey
like you," the man said.

"I'll go to Ilam. I like music. I can
join a band. I can be a
musician," thought the donkey.

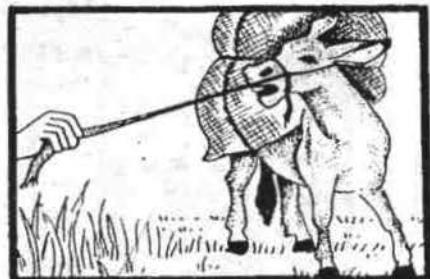


On the way they saw a cat.
"I'm too old to catch mice. My
mistress won't feed me," she
said.

"Come with us. We are going
to be musicians in Ilam", said
the donkey and the dog. So the
cat joined them.



Why are the donkey, the dog, the cat and the cock going to Ilam?
What are they going to do there?



On the road he saw an old, tired dog.
"My master is going to kill me,"
he said.
"Come with me to Ilam," said
the donkey.



Soon they saw a cock.

"Tomorrow my mistress is going to eat
me," he crowed sadly. "Don't worry"
said the donkey, the dog and the cat.
"Come with us to Ilam."

So the four friends went along the road to Ilam. When it was dark, they were in a big forest. They could see a small light. They walked towards the light. They came to a small house.

They looked inside. There was a gang of thieves sitting round a table. They were eating a big meal, and laughing and talking. "How

can we get a meal like that?" said the animals. They made a plan. Silently they climbed on each other's backs. Then they all began to make a noise. The donkey brayed. The dog barked. The cat miaowed and the cock crowed. And they jumped through the window. The thieves were terrified. They ran away into the forest.



The four friends sat down at the table and ate a wonderful meal.



Then they put out the light and went to sleep. The cock sat on a beam near the ceiling. The cat lay near the fire. The dog lay behind the door. And the donkey lay on some straw in the yard outside. The thieves were in the forest. They saw the light go out. Everything was quiet. "Why were we so frightened? Why did we run away?" they said.

"I'll go and look at the house", said one of them. He went quietly to the house and opened the door.

He saw the cat's bright eyes. He thought it was a fire. He poked his candle in the cat's eyes. He thought he could light the candle. The cat jumped up and scratched him with her claws.

The thief ran back to the door. He kicked the dog. The dog bit his leg.



The thief stumbled across the yard. The donkey kicked him. And the cock flew down, screeching,

'Cock-a-doodle-do!'

The poor thief limped back into the forest. "What happened to you?" the other thieves asked. "Oh dear" he said.



"There's a witch in the house. She scratched my face. There was a man with a knife behind the door. He stabbed me in the leg. In the yard there's a big monster. It hit me with a great stick. And near the roof there's a judge. He shouted 'Bring-the-thief-to-me.' I ran away as quickly as I could."

After this, the thieves went far away. They never came back. And the four friends? They never went to Ilam. They lived in the house in the forest, happily, good friends together.



Activities

1. Find these words in the story.

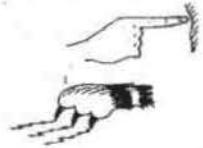
Member of a band S C



Very frightened T I D



Big piece of wood for making a M roof



To push with a stick or finger O



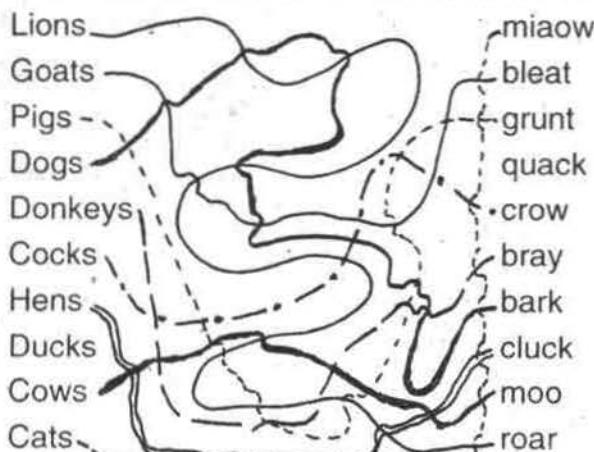
To make marks with something sharp C A C



To nearly fall over. U B

2. People talk, and some birds sing.

Find out what all these birds and animals do.



Write 10 sentences like this:

a) Lions roar.

3. Give short answers.

- a) Who was too old to catch mice?
- b) Where were the four friends going?
- c) How did they climb on each other's back?
- d) What did the thief see glowing in the dark?
- e) Why did the dog bite the thief's leg?



4. a) Who was a witch? The _____ was.

b) Who was the man with the knife? _____

c) Who was the monster? _____

d) Who was the judge? _____

5. Groups of people and things have special names. Fill in the blanks from the box below:

A g ____ of thieves.

A h ____ of cows.

A f ____ of sheep and goats. A s ____ of bees.

A c ____ of students.

swarm

herd

flock

gang

class

20

NARRATING PAST EVENTS

20.1 Read and listen. Practise the dialogue with a friend. Then turn over and answer the questions without looking back.



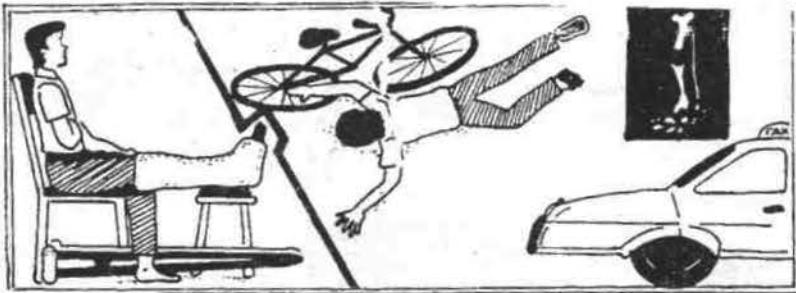
Ask and answer these questions:

- i) What had the thief done? He'd _____.
- ii) What had Chankhay done? He'd _____.
- iii) What had Chankhay seen? He'd _____.
- iv) Who went to the thief's house? _____ and _____ did.
- v) What did Chankhay do to the thief? He _____.

20.2 New language: read and discuss the text and questions and learn a new verb tense.

Yesterday I went to my cousin's house. I arrived at four o'clock. I was very surprised. He was sitting in a chair. His leg was in plaster. His face was swollen. He had a pair of crutches. He told me what had happened.

He had fallen off his bike. Someone had called a taxi and taken him to the hospital. The doctor had taken an X-ray. His leg was broken, so they had put on a plaster. And here he was, only two hours later. The plaster wasn't even dry.



YESTERDAY AT 4 O'CLOCK.

BEFORE 4 O'CLOCK

1. What did the writer see at four o'clock yesterday?
 - (a) His cousin was _____ on a chair.
 - (b) His leg _____.
 - (c) His face _____.
 - (d) The plaster _____.
- These answers use the Simple Past or the Past Continuous (was sitting). They tell us about four o'clock yesterday.
2. What had happened? (Before four o'clock yesterday)
 - (a) His cousin had _____ his bike.
 - (b) Someone _____ him to hospital.
 - (c) The doctor _____ an X-ray and _____ a plaster on his leg.

These answers tell us about things that were finished before 4 o'clock yesterday. They use a new tense, the past perfect.

I, You, We, They, He, She, It,	had	swum, run, come, walked, fallen down.
--------------------------------------	-----	---

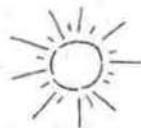
 20.3 Writing: complete and practise these sentences, using verbs from the box then write them in your exercise books.

had stopped	had opened	hadn't swept
had locked	had poured	had eaten
had turned off	had stolen	had passed
had worked	had swum	hadn't finished

- a) The window was open. Ram _____ it because he was hot.



- b) The garden was empty. The thief _____ all the vegetables.
c) It _____ raining and the sun was shining.



- d) I looked at the list. Hurray ! I _____.
e) Mr. Dhakal went to bed. He _____ all the lights, and he _____ all the doors.
f) We _____ very hard, and the garden was full of beautiful flowers.



- g) The glasses were full. Tika _____ just _____ out the tea.
h) The girl stood on the sand. She was tired and cold. She _____ just _____ across the river.
i) Where were the bananas? Chankhay _____ them all.
j) The floor was dirty. Goma _____ it.
r) When the bell rang, we _____ the exercise.



20.4 Listening.



- (a) When speaking, 'had' is usually shortened to 'd'. Practise saying these:

"When I arrived he'd finished his homework".

"I'd locked the door, but I hadn't closed the window".

"When I rang they'd already gone out".

"By 9 o'clock she'd done all her homework".

'Would' is also shortened to 'd'.

"I'd like a cup of tea".

- (b) In your exercise book write letters (a) - (h)

a__ b__ c__ d__ e__ f__ g__ h__. Listen to eight sentences. Put a tick if the sentence is an example of the Past Perfect, telling you that something happened before another past action.

- (c) Listen again and put a cross if the sentence is about the future.

- (d) As you check the answers together, try to remember and practise saying each sentence.

20.5 Writing.



- (a) Study this paragraph.

On Saturday nine of us went to Sarada's party. She had prepared a lot of games. We enjoyed playing them. Her mother had cooked sel rotis and jalebis and she had made some delicious lemon juice. It was so good! Soon it was time to go and we all said thank you for a lovely party.

- (b) Now write a similar paragraph describing Niraj's picnic.

Saturday __ ten of us __ Niraj had brought a ball __ played volleyball. His father had brought meat, rice, vegetables __ lit a fire and cooked. His mother had hidden sweets __ looked for them __ time to go __ thank you.

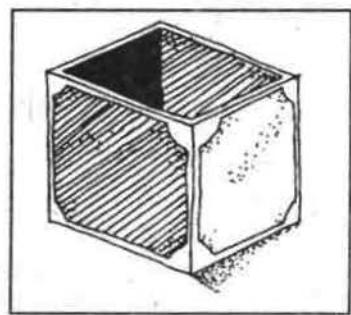
20.6 Read the beginning of a true story and do the activities.



Whirlwind



Hetty Jarvis was born in England. When she was a baby, her family had left England. They had gone to America. They had travelled for many weeks across the flat plains of America. Then Mr. Jarvis had built a small house, made of mud and grass. He had grown corn. After two or three years he had built a better house. It was made of wood. Now the family had many fields and a wind pump for water. But Hetty was often lonely. There was no school and no children lived near. One day Hetty's mother pulled a box outside. It was the box for carrying their things from England. Hetty's mother cleaned it and left it in the sun. It was very hot. Hetty looked. She could see a dark cloud. She could see her father on a horse. He was galloping towards the house.



Activities

1. Find three things Hetty's family had done, and three things her father had done before the story really begins.
2. Give your ideas about these questions.
 - (a) What is the cloud?
 - (b) What do you think might happen?



20.7 Read the rest of the story and do the activities.



The cloud became bigger. It was spinning. It was coming quickly towards the house.

"Quickly, help me! It's a whirlwind," shouted Hetty's mother. She had come out of the house. Hetty and her mother pulled the box into the house. "Get in there and stay there," said Hetty's mother and she pushed Hetty into the box and put on the lid.

What will happen to everyone?

The whirlwind came...

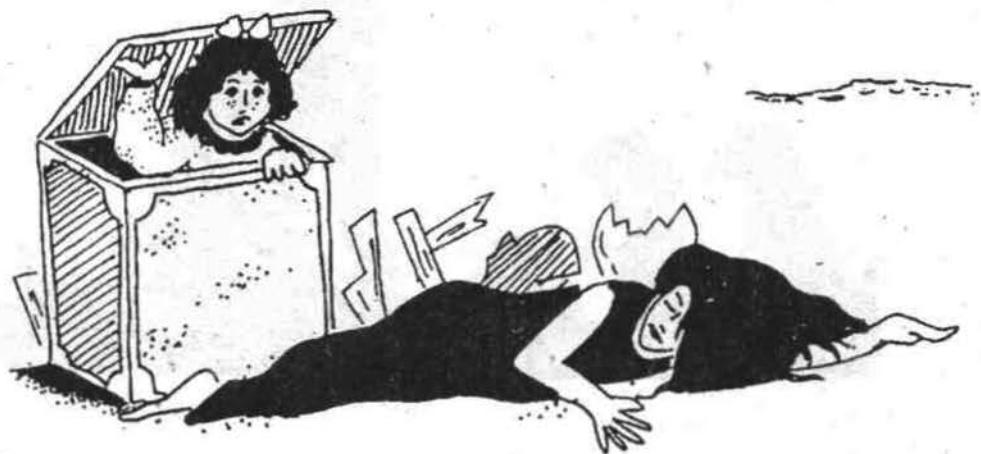


Everything went flying up into the air, the hens, the dog, the cart. It was black. There was a roaring and then the whole house went up into the air higher than a tree. It began to spin round and round. And then it exploded.

Everything broke, windows, door, furniture. They fell down and down.

CRASH

The box rolled over and over. It stopped. The lid was on top. Hetty lifted the lid. Her mother was lying nearby. They were in the middle of



broken corn and broken pieces of the house.

Hetty climbed out of the box. Her mother lay still. "I must find Father", thought Hetty.

Hetty's dog was called Grip. He came towards Hetty. He was tied to a broken stick. "Oh Grip, Grip" cried Hetty. But Grip turned and limped away.

And where was Hetty's father? He had tried to gallop away from the whirlwind. He had seen the house fly into the air. The wind had blown him off his horse, and the ladder in front of the house had fallen onto him. He couldn't move.

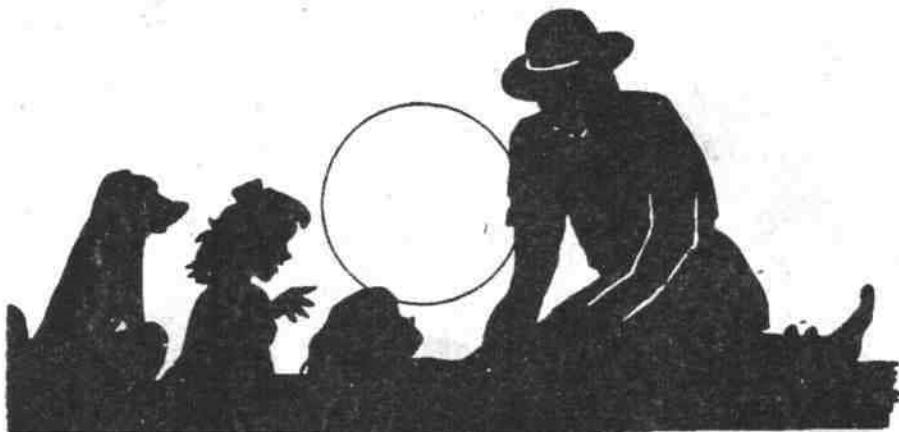
Just then Grip arrived. Mr. Jarvis saw the stick at the end of Grip's rope.

What did he do?

He used it to dig and dig. At last he escaped.

"I must find Hetty and her mother," he thought. Grip barked, "Follow me", he seemed to say.

Mr. Jarvis followed Grip through the corn. Grip took him to Hetty. How



happy they both were!

Now neighbours had arrived to help. They carried Hetty's mother to their house. Her leg was broken, but not badly.

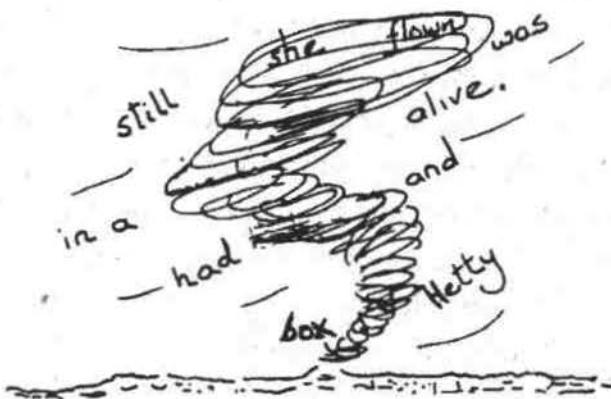
And Hetty? She must be the first girl to fly in the sky in a box!

Activities

1. Find these words:

flat land	P _____ N
going quickly	_____
round and round	_____ P _____ N _____ N _____
a horse running	_____ P _____ N _____
broken into many pieces with a big bang	_____ P _____
walked with difficulty	_____ P _____

2. The words of a sentence are in a whirlwind. Can you put them together again?



3. Write these sentences neatly in the correct order to make a paragraph about Hetty Jarvis, and draw a picture to illustrate it.

One day a whirlwind moved across their land.

They went to the west and began to grow crops.

Hetty was safe inside the box.

Hetty was born in England.

The whirlwind picked up the house, and broke it in pieces.

Hetty was pushed into a box.

When she was small, her family took her to America.

After three years her father built a wooden house.

4. Hetty had a "narrow escape".

That means she nearly died.

Have you ever had a narrow escape? Tell the class about it.

5. What had happened to Hetty's father when Grip found him?

Tell your friend. Begin "He'd

20.8 Checking up.

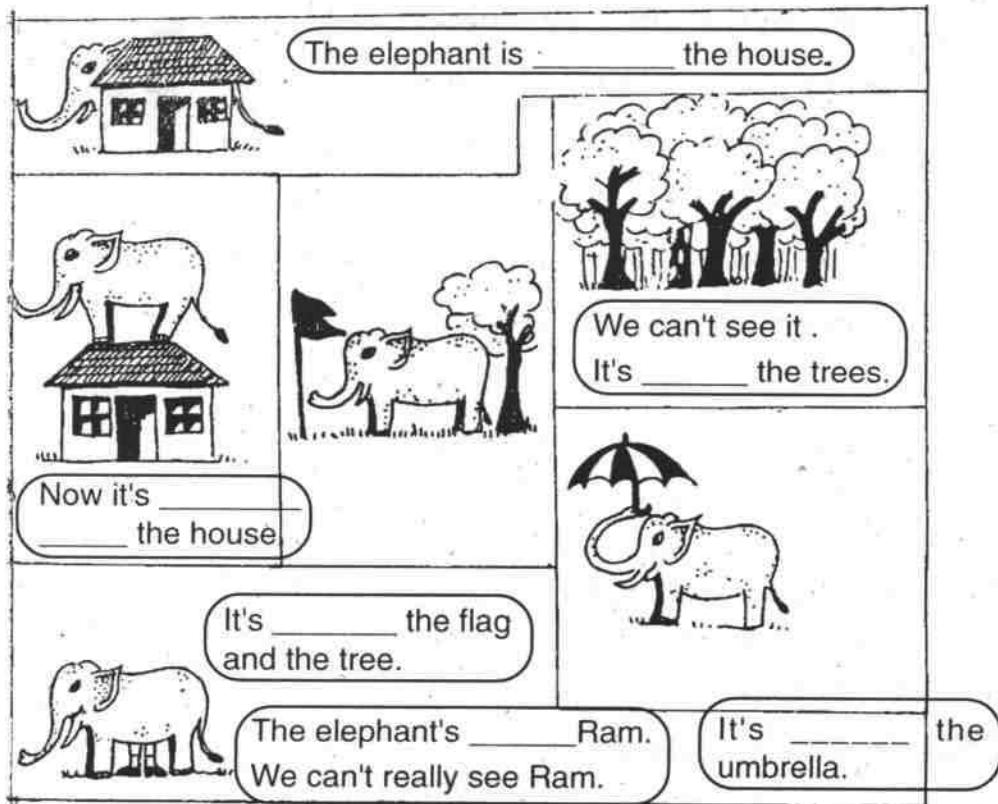
- 1 Use the verb list at the back of the book to help you write the past perfect form of the verb.

- (a) I got up. My mother (bring already) the water.
- (b) Everything was ready. We (sell) all the tickets.
- (c) We (dig) the field in the morning. Now we were planting the pototoes.
- (d) You (tell) me, but I couldn't remember.
- (e) I was surprised. He (draw) a beautiful picture and (put) it on the wall.
- (f) I went to my friend's house, but she (go) to school.
- (g) I was tired and happy. It (be) the best day of my life.

2. These words tell you where the elephant is:

behind infront of on top of between
among underneath

Draw the pictures and write the sentences.



21

ENDING THE SCHOOL YEAR

21.1 Talking and reading.



(a) Discuss these questions with a friend, or with the whole class.

It is the end of the school year. What have you learned?

What did you enjoy most?

(b) Read and find out how Shakti High School students answer.

Can you recognise the different ways of writing?

Which unit do you think Chankhay enjoyed most?



21.2 Pairwork: what are the Blobs saying? Complete the empty balloons to make separate dialogues and practise with your partner.



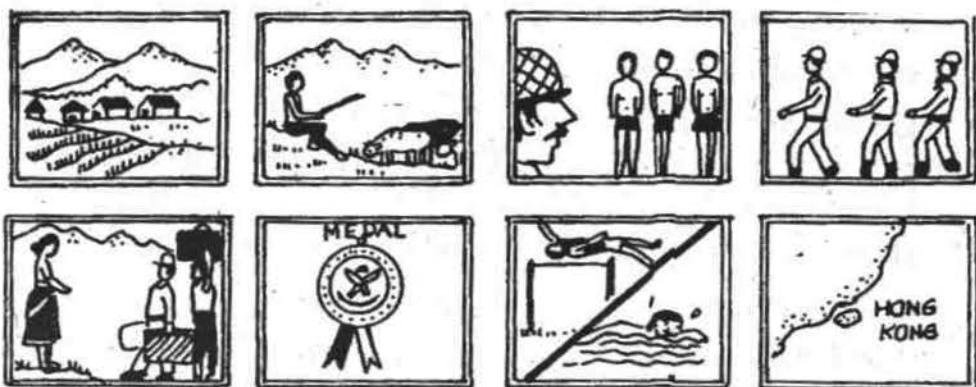
21.3 Writing : draw all the pictures of the Blobs, and write everything they are saying.



21.4 Listening.



- a) An old man is talking about his life. He did some of the things shown in the pictures. Look at each picture and discuss together what you can see.
b) Listen to the old man talking, and decide which pictures he talks about.



21.5 Writing.



(a) Your life so far is only short. Write 3 or 4 good, interesting sentences about your own life. Some phrases are given to help you.

I was born _____. I started school _____. I learned _____. I like _____. I won _____. When I was _____. I went _____.

Change with your friend and check each other's work.

Read what you've written aloud. Is it all correct?

Write it neatly on paper for putting on the classroom wall.

(b) Change these sentences to be sensible and correct.

- (i) A bike has two saddles. (ii) He went home, isn't it?
- (iii) We shouldn't be honest. (iv) The shawl is red colour.
- (v) Have you done the work already?
- (vi) I've lived there since three years. (vii) You are doctor?
- (viii) Why you not eat good food?
- (ix) Hot air always sinks, because it is heavy.

21.6 Reading.



1. Read quickly and silently and decide:

Who are the boys?

Who found the boys? (a) their father? (b) a policeman? (c) a friend?

FOUND!

The two boys walked slowly across the valley. Then suddenly Bishwa stopped and sat down on a large stone.

"It's no use," he said. "I can't go any further. I'm exhausted."

Sundar looked at him for a minute.

"Oh, come on!" he said. "It's not very far. Only two hours perhaps."

"Yes, but uphill all the way," Bishwa said.

He pointed to the path in front of them. It went straight up the hill in front of them. Sundar sat down too. They said nothing. Then Bishwa pointed to some trees about one kilometre ahead.

"There's a buffalo shed there," he said. "Why don't we sleep there?"

Sundar ran down the path to the trees. Bishwa followed more slowly.

"What's it like inside?" he asked when he reached the hut. "Not bad", replied Sundar. "And there's plenty of wood. I've got some matches."

The two boys cleaned out the hut and lit a fire. Then they cooked their rice. They were both tired and didn't talk much. They put a lot of wood on the fire. Sundar fell asleep quickly, but Bishwa lay awake for a long time, watching the flames. Then he fell asleep.

Suddenly he was awake again. The fire was out. He could hear a noise outside. It sounded like voices. He woke up Sundar.

"It's only the wind", Sundar said. "Go to sleep". But it wasn't the wind. The voices came nearer. The door opened and a light shone on their faces. "They're here," shouted a voice. A policeman was standing in the doorway. He addressed the two boys. "You've given us a lot of trouble. We've looked everywhere for you."

2. Now read the story again more slowly and find these words and match them with the correct meaning.

straight
exhausted
ahead
hut
addressed

small house
directly
very tired
in front of them
spoke to

3. Choose the correct answer.

- (a) Bishwa wanted to stop but Sundar wanted to
(i) go back (ii) go on (iii) talk
- (b) The path in front of them was
(i) easy (ii) difficult (iii) muddy
- (c) The boys lit a fire because
(i) they couldn't see (ii) the hut was wet (iii) they wanted to cook
- (d) After supper the boys
(i) went to bed (ii) sat and talked (iii) cleaned out the hut
- (e) Bishwa woke up because
(i) he heard a noise (ii) he was afraid (iii) he was cold
- (f) The policeman
(i) wanted to sleep there (ii) was looking for the boys
(iii) wanted to catch the boys

4. What do the bold words mean?

- a) **He** pointed to the path in front of them.
b) **It's** only the wind" **he** said.
c) **They're** here, shouted a voice.

5. Make six true sentences:

	was very tired.	1
	wanted to go on.	2
Bishwa	saw a hut among the trees.	3
	ran to the hut.	4
Sundar	went into the hut first.	5
	fell asleep quickly.	

6. Write these sentences in the correct order.

The boys didn't talk much.

The boys cleaned the hut out.

Bishwa watched the flames.

The boys went to bed.

Sundar fell asleep quickly.

The boys found a hut among the trees.

The boys had supper.

Bishwa fell asleep.

The boys lit a fire.

The boys put a lot of wood on the fire.

7. Use the sentences you have written in (6) to write this paragraph.

The boys _____. They _____ it out and _____. Then they _____. They _____ because they were tired. After supper _____ and _____. Sundar _____, but Bishwa _____. Then he _____ too.

8. Your own ideas ! Talk about these questions:

(a) Where were the boys going?

(b) Where had they come from?

(c) Why was the policeman looking for them?

(d) What did the policeman do next?

(e) How does the story end?

(f) Have you ever run away from home? Why? What happened?

21.7 Multiple choice revision.



Answer these questions by choosing the best words to put in the spaces. Write your answers like this: 1=b) 2=... etc.

1. I like _____ except the red one.

- a) both of them
- b) all them
- c) all of them
- d) them both

2. Oh, I wish I _____.

- a) can swim
- b) could swim
- c) can to swim
- d) could to swim

3. He came early, _____.

- a) did he?
- b) he didn't
- c) didn't he ?
- d) doesn't he

4. I stayed at school _____ my homework.
a) to finish b) finish
c) for finish d) finishing
5. I've already been here _____ two o'clock.
a) for b) ago c) before d) since
6. Prithivi Narayan Shah lived more than 200 years _____.
a) since b) before c) ago d) gone
7. She swam _____ the river.
a) across b) into c) upto d) over
8. The bell rang, but we _____ the exercise.
a) have finished b) had finished
c) finish d) have finish
9. _____ you like a cup of tea?
a) Could b) Do c) Would d) Did
10. Haven't you finished that exercise _____?
a) already b) yet c) just d) have you
11. _____ is it to Dhangadi from here.
a) How long b) How far c) What time d) How many
12. Oh, it's _____ fifty kilometres.
a) about b) many c) already d) too many
13. The _____ man in the world has just died.
a) old b) oldest c) most old d) too many
14. Neither Algeria _____ Mexico are in Asia.
a) and b) except c) nor d) or
15. I _____ go now.
a) have to b) has to c) had to d) have
16. He _____ give me a receipt. I can't go without one.
a) have to b) has to c) had to d) has
17. _____ here since 2001.
a) We are living b) We live c) We lived d) We've lived
18. They came early, _____.
a) did they b) do they c) didn't they d) don't they
19. We found our lost dog because we _____ everywhere.
a) are searching b) have searched c) had searched d) search

21.8 Read, listen, discuss, and do the activities.



WHAT A WONDERFUL DAY

Days may come and days may go,
Some bring rain and some bring snow
Some bring laughter, some bring tears,
They turn to weeks, then months, then years.
Some bring playing on the ping
Or playing Holi in the spring.
Some days are frightening with dangers unseen,
But some are the best there ever have been.
Like winning a race or a day at the zoo,
Special for someone, special for you.
These are the times when you just want to say,
Oh what a wonderful, wonderful day !



TONY BRADMAN (adapted)

Activities

1. Find words that rhyme with snow, ping, been, zoo, say.
2. Make a list of good things the poet talks about.
Then add three or four good things you like to do.
3. Have you ever had a wonderful day? What happened?
4. Learn to read the poem.
5. Here is a sadder poem, much shorter. 'By and by' means 'after some time'.

HOPE

Sometimes when I'm lonely,
Don't know why,
Keep thinking I won't be lonely,
By and by.

- LANGSTON HUGHES



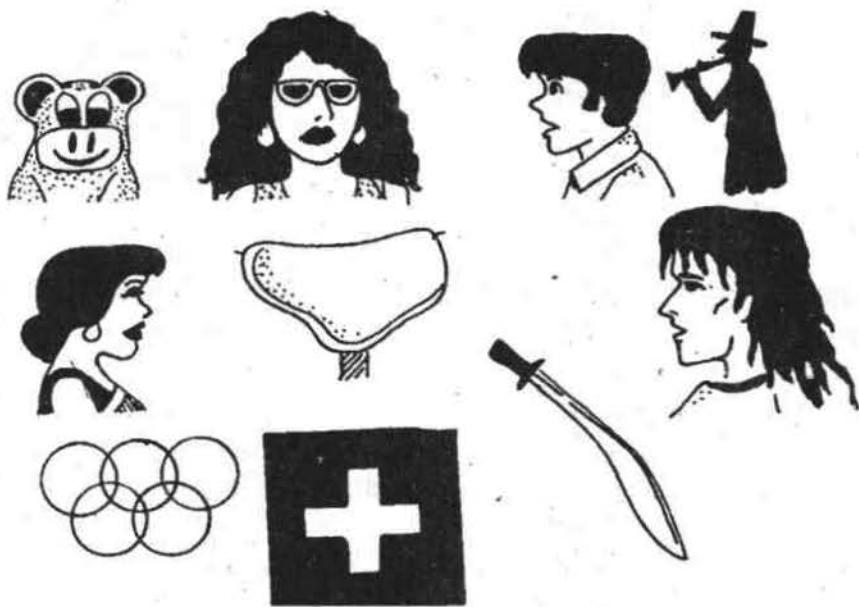
- a) Have you ever felt lonely?
- b) Why is this poem called 'Hope'?
- c) Which poem do you like better? Why?
- d) Has anyone in the stories in this book been lonely or sad? Who?

21.9 Discuss or write answers to these questions:



Look back through 'Our English Book'.

- Which story did you enjoy most?
- Give two interesting facts you have learned.
- Which Chankhay story is the funniest?
- Find a sentence with seven words in it.
- Give the names of two famous people and say what they did.
- Complete this sentence; "I like learning English because _____"
- Who or what can you see in the pictures below? How many pictures can you recognise?



Will he?

Verbs

When we use verbs we have to make clear the time about which we are talking. We do this in two different ways according to the kind of verb.

With the first kind of verbs we add -ed or -d to the verb.

I cook the dinner every day.

I cooked it yesterday.

I have cooked it already. (Mother has cooked it already.)

You will see that the "yesterday" form (cooked) and the "already" form (have /has) cooked) are the same but we put 'have' or 'has' in the "already" form.

There are many verbs like this.

Everyday	Yesterday	Already
I act	I acted	I have acted
climb	climbed	climbed
fasten	fastened	fastened
kick	kicked	kicked
listen	listened	listened
offer	offered	offered
shout	shouted	shouted
talk	talked	talked

When the "every day" forms of verbs of this kind end in e, we add only -d'.

believe	believed	believed
invite	invited	invited
praise	praised	praised
use	used	used

When verbs of this kind end with -y, we change the -y into -i and add -ed,

carry	carried	carried
copy	copied	copied
cry	cried	cried
empty	emptied	emptied
study	studied	studied
tie	tied	tied

Somethings we add another letter before we add the -ed, thus:

drop	dropped	dropped
fit	fitted	fitted
plan	planned	planned
stop	stopped	stopped

The Second Kind

To make the "yesterday" and "already" forms of a good many other verbs we change the sound and the spelling in various ways. There are several verbs which do not change in any way.

be(am, is, are)	was (were)	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have(has)	had	had
hear	heard	heard
hide	hid	hidden

hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
light	lit	lit
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read(say like "feed")	read (say like "red")	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood

wake	woke	waked, woken
wear	wore	worn
win	won	won
write	wrote	written

GLOSSARY

1. The phonetic symbols tell you how to say the word

You can say the phonetics if you know how to say the sounds in these key words.

b - <u>bed</u>	ŋ - <u>sing</u>	i: - <u>see</u>	ə - <u>table</u>
d - <u>dog</u>	p - <u>pen</u>	ɪ - <u>it</u>	eɪ - <u>make</u>
ð - <u>then</u>	r - <u>red</u>	i - <u>happy</u>	əʊ - <u>no</u>
dʒ - <u>jump</u>	s - <u>sun</u>	e - <u>egg</u>	aɪ - <u>write</u>
f - <u>flag</u>	ʃ - <u>fish</u>	æ - <u>apple</u>	əʊ - <u>now</u>
g - <u>gun</u>	t - <u>tap</u>	ɑ: - <u>arm</u>	ɔɪ - <u>boy</u>
h - <u>hot</u>	tʃ - <u>chair</u>	ɒ - <u>orange</u>	ɪə - <u>here</u>
j - <u>yes</u>	θ - <u>thing</u>	ɔ: - <u>talk</u>	eə - <u>there</u>
k - <u>king</u>	v - <u>valley</u>	ʊ - <u>put</u>	ʊə - <u>poor</u>
l - <u>ladder</u>	w - <u>we</u>	u: - <u>boot</u>	
m - <u>man</u>	z - <u>zoo</u>	ʌ - <u>cut</u>	
n - <u>net</u>	ʒ - <u>pleasure</u>	ɜ: - <u>bird</u>	

2. (n) means a noun, a person place or thing

(v) means a verb something you do. The past tense and participle are given.

- d means add d eg wriggle, wriggled, wriggled.

- ed means add ed.

(adj) means adjective, a word to describe something

(adv) means an adverb, which tells you how you do something.

3. Sometimes a word may have 1 or 2 different meanings. It may also be a verb and a noun.

4. Often there are one or two sentences. These help you to use the word correctly and understand it better.

5. The words in each unit that you should learn are given in the contents.

GLOSSARY

Aa.

- about** /ə'baʊt / 1. concerning, on a topic
I am reading a book about animals.
2. a little more or a little less
I am about 160 cms tall.
- accident** /'æksɪdənt/ (n) something not expected, sudden, that hurts people
Many people died in the bus accident.
- adjust** /ə'dʒʌst / (v -ed - ed) to make a small change so that something is better
- admission** /ad'miʃən / (n) letting some-one come in
Admission to the museum is very expensive.
- advertise** /əd'veɪtəz / (v) (- ed - ed) to make well known so that people will buy
- advertisement** /əd'veɪtɪsmənt / (n) a song or notice or picture to make something well known.
- Aegeus** /i:dʒi:əs / a king of ancient Athens, a city in Greece.
- aerial** /'eəriəl / (n) a wire or rod on a radio or TV to get the signal.
- agree** /ə'gri:/ (v) (- d - d) to think in the same way as some-one
- I agree with you, it is too expensive.
- Alexander** /'ælɪks'əndər / a very powerful, famous Greek King.
- all over** /ɔ:l əvər / everywhere, in every place.
- He looked all over the building.
- altitude** /'æltɪtju:d / (n) height of a mountain, place or aeroplane
- amazing** /'æməzɪŋ / (adj) surprising, wonderful, marvellous.
- His story was amazing, we couldn't believe it.
- Amundsen** /'æməndsn / Roald Amundsen led the first party of people to reach the south pole. He was Norwegian.

area	/'eəri:ə / (n) 1. a space of land or water I come from a hilly area. 2. the measurement of anything flat The area of the field is 100 square metres.
Ariadne	/a'ri:dni:/ The daughter of Minos, King of Crete She married Theseus .
arrange	/a'reɪndʒ / (v) (- d - d) 1. to put in order 2. to make plans.
artist	/'ɑ:tɪst / (n) a person who paints or draws.
ash	/æʃ / (n) what is left when wood has burned. It is a grey powder.
ashamed	/aʃeɪmd / (adj) feeling unhappy because you have done something wrong. She felt very ashamed because she had stolen the money.
assault course	/ə'sɔ:t cɔ:s / (n) where soldiers or athletes train
astronaut	/æstrənɔ:t / (n) a person who travels in a spaceship
atmosphere	/ætməsfɪə / (n) the air round the earth
attack	/ ə'tæk / (v.) (- ed - ed) to fight or speak against a person or people.

Bb.

back	/ bæk / (n) 1. the part that is behind, opposite of front I have ink on the back of my hand. 2. movement to the place where something was at first Place put the book back in the cupboard. 3. in the opposite direction He looked back as he walked away from his home.
backwards	/bækwɜ:ds/ shows movement towards the back without turning round. Everyone in this line must move backwards one step.
barge	/ bɑ:dʒ / (n) a big boat with a flat bottom for carrying heavy things.
bark	/ bɑ:k / (n) the outside skin of a tree. (v - ed - ed) to make

	a sound like a dog.
bat	/ bæt / (n) piece of wood for hitting a ball in cricket and table tennis.
bathing costume	/ 'beɪθɪŋ 'kɒstʃʊm / (n) dress for swimming.
Bell	/ bel / Graham Bell invented the telephone.
biology	/ 'baɪ'ɒlədʒi / (n) the study of plants and animals, living things.
bracelet	/ 'breɪsəlat / (n) a band or chain worn by ladies round the wrist.
brake	/ breɪk / (n) the part of a car or bicycle to stop it (v - ed - ed) to use the brake and slow or stop. He saw the boy run out and braked quickly.
bullet	/ 'bulɪt / n. small piece of metal fired from gun.
bury	/ 'beri : / (v) (- ied - ied) to make a hole and put under the ground We buried the body of the mad dog.
by	/ baɪ / 1. near. She is by the shop. 2. moving near The car passed by me. 3. for time I must be home by 8 o'clock. 4. to show who does something The speech was read by the teacher.
by and by	after some time. You'll feel better by and by.

Cc.

calm	/ kæ:m / (adj) not stormy, peaceful, quiet, smooth, not windy - a calm sea, - a calm voice - a calm day - a calm person. calmly (adv) - to act in a peaceful way.
canal	/ 'kænæl / (n) a river made by people, like the Suez and Panama canals.
canoe	/ kæ'nue : / (n) a long, light thin boat for one or two people canoeing - the sport of canoe races and competitions
capital	/ 'kæpɪtl / (n) 1. the main city of a country 2. a big English letter.

carnivore	/kə:nɪ'veə:/ (n) an animal that eats only meat
castle	/'Kæsal / (n) a big, strong, old building. It was used in fighting.
cavalry	/kævalri / (n) soldiers who fight or parade on horses.
cent	/sent / (n) the small money (coins) of many different countries. One hundred make the main money unit.
centenarian	/sentə'neariən/ (n) a person who is 100 years old.
centenary	/sen'ti:nari / (n) one hundred years after a special event.
centigrade	/'sentɪg'reɪd / (adj) scale for measuring temperature, eg 20°C
centimetre	/'sentɪ'mi:tə / (n) unit of length, cm.
centipede	/'sentɪpi:d / (n) insect like creature with very many legs. (an insect only has 6 legs)
century	/'sentʃəri / (n) 1. a hundred years. We are in the 21st century. 2. a hundred runs in cricket.
chain	/tʃeɪn / (n) a string made of metal rings, but also a line of mountains or lakes or people holding hands.
chalk	/tʃɔ:k / (n) 1. a very soft white rock or powder 2. for writing on a blackboard.
chat	/tʃæt / (v) (- ted - ted) to talk in a friendly way. (n) a friendly talk about ordinary things.
chew	/tʃu:/ (v - ed - ed) to break up food in your mouth with your teeth.
chin	/tʃɪn / (n) the part of your face under your bottom lip.
chop	/tʃɒp / (v) (- ped - ped) to cut with an axe.
circus	/'sɜ:kəs / (n) a show of animals, clowns, acrobats, in a big tent.
city	/'sɪti / (n) a very big town.
claw	/kləʊ:/ (n) the sharp point on the foot of a bird or animal a hammer can have one end like a bird's claw.
climate	/'klaɪmət / (n) the kind of weather a place has.
cloth	/klɒθ / (n) material made from cotton, wool, silk, nylon.

clothes	/kləʊðz/ (n) what we wear : shirt, skirt, trousers etc. Look carefully at the pronunciation. The 'e' is silent.
command	/kə'mænd/ (n) an order (v - ed - ed) 1. to tell someone to do something to give an order or command. 2. to be in charge of soldiers.
compete	/kəm'pi:t/ (v - d - d) to be in a competition to see who can run the fastest etc.
congratulate	/kən'grætʃu:leɪt/ (v - d - d) to say you are pleased when someone is happy or successful. I congratulated my friend when he passed her exam.
congratulations	/kən'grætʃu:leɪʃənz/ what you say when you congratulate. Congratulations on your new baby!
conquer	/'kɒnκə/ (v - ed - ed) to take a country with an army to win over an enemy, difficulty or bad habit. I conquered my fear of dogs.
constitution	/kənſtɪ'tju:ʃən/ (n) the laws of a country or club.
continent	/'kɒntɪnənt/ (n) one of the very large pieces of land : Africa, Asia, Australia etc.
corner	/'kɔ:nə/ (n) where two walls, or roads or lines meet.
cousin	/'kʌzən/ (n) the child of any uncle or aunt.
cover	/'kʌvə/ (v - ed - ed) to put something over something to hide it. We covered the table with a table-cloth. (n) the material put over an object. Put the cover on the radio.
crash	/kræʃ/ (v - ed - ed) to hit or break something with a big noise. The car crashed into the wall. (n) the noise of something heavy falling or breaking. I heard a crash as he dropped the picture.
crawl	/krɔ:l/ (v - ed - ed) to move slowly like a snake or a baby. (sometimes it just means to move slowly)

credit	/kredɪt / (n) 1. praise, excellence He passed with credit.
	2. buying things and paying later Our nearby shop gives us credit.
creep	/kri:p / (v. crept, crept) 1. to crawl 2. to move very quietly and slowly The thief crept into the house.
Crete	/kri:t / an island in the Mediterranean Sea.
crowd	/krəʊd / (n) a very large group of people together in one place. (v. - ed - ed) to come close together in a big group. The bus was so crowded I couldn't get on.
crown	/krəʊn / (n) a special hat worn by a king (v - ed - ed) to become king.
cupboard	/kʌbəd / (n) a box with doors at the front to keep food, books, clothes etc.

Dd.

damaged	/dæmɪdʒd / (adj) broken
danger	/'deɪndʒə / (n) something that hurts or harms us. When we crossed the river we were in great danger.
dangerous	/'deɪndʒərəs / (adj) able or likely to hurt us. The broken bridge is very dangerous.
decide	/dɪ'saɪd / (v. - d - d) to make up your mind about what to do. I've decided to study science.
delicious	/dɪ'lɪʃəs / (adj) good to smell or taste.
diameter	/dai'mɛtə / (n) the line from one side of a circle to the other side, through the middle.
diary	/'daiəri / (n) a book where we write either what we've done or what we are going to do.
dig	/dɪg / (v. dug, dug) to make a hole in the ground.
disappear	/dɪsə'pi:ə / (v. - ed - ed) to go out of sight, to leave or be lost.

	The naughty boys disappeared when the teacher came.
	My keys have disappeared.
	The sun disappeared behind a cloud.
domestic	/də'mestɪk/ (adj) to do with the home.
dreariness	/'driərɪnəs/ / (n) sadness, dullness, being boring, tiredness.
dreary	/'driəri/ / (adj) sad, gloomy, dull, uninteresting It was a dreary, dark day. Seiving sand is dreary work.
drop	/drɒp/ / (v. - ped - ped) to allow to fall, or to fall down I dropped the glass and it broke. (n) a small amount of water, milk etc. A drop of ink dropped onto my book.
drown	/drəʊn/ / (v. - ed - ed) to die by being under water.

Ee.

Einstein	/'aɪnʃtaɪn/ Albert Einstein was a very important scientist of the 20th century .
electrician	/ɪlekt्रɪʃən/ (n) a person who fits and repairs electric light, switches, wires.
end	/end/ (n) the farthest point. This is the end of the road. The bus stops here. That's the end of the story . (v. - ed - ed) to finish. We ended with a big meal. We must end this meeting now.
enormous	/ɪ'nɔ:s məs / (adj) very large.
envelope	/'envələʊp/ (n) the cover we put a letter in to post it.
equator	/ɪ'kweɪtə/ (n) a line (not real; just in our mind) round the earth, between the north and south poles.
equipment	/ɪ'kwɪpmənt/ (n) all the things needed to do a job. The soldiers carried all their equipment.
escape	/ɪ'skeɪp / (v. - d - d) to get free from prison, or from

	someone or something that would hurt us.
	Only three people escaped from the bus crash.
expedition	/ek'spɪ'dɪʃən / (n) a special journey to find things out. I went on big expedition to find snow leopards.
explore	/ek'splɔ:/ (v. - d - d) to travel to a new or strange place, often where no-one has ever been.
explorer	/ɪk'splɔ:rə/ (n) some-one who explores.
extinct	/ek'stɪŋkt/ (adj) of animals : no longer living on earth Gharial crocodiles were nearly extinct. of volcanoes : no longer exploding, inactive.

Ff.

factory	/'faektɔri/ (n) a place where things are made, usually by machines eg a cement factory .
find	/faɪnd / (v. found, found) to get something after looking for it. I found my lost pen.
find out	- to learn something new. I found out about dinosaurs.
fire	/faɪə / (v. - d - d) to shoot a gun.
fix	/fɪks / (v. - ed - ed) 1. to join firmly to something. Fix the handle to the door. 2. to mend, to make something work. He fixed the radio, so we could hear it. 3. to decide, to make arrangements. We must fix a day for our party.
fizz	/fɪz/ (n) the bubbles in a drink like Coca-cola.
fizzy	/fɪzi/ (adj) with bubbles.
flash	/flæʃ / (n) a sudden, quick, bright light. There was a flash of lightning. (v. - ed - ed) 1. to make a sudden bright light. The camera flashed and I shut my eyes. 2. to go very quickly.

	The car flashed by me.
float	/fləʊt/ (v. - ed - ed) to stay on the top of water, not to sink.
fog	/fɒg/ (n) low clouds on the land. There is a lot of fog in Kathmandu in the winter.
follow	/'fɒləʊ/ (v. - ed - ed) to go or come after or behind some-one.
forester	/'fɔ:rɪstə/ n. a person who plants and cares for trees.
forget	/fə'get/ (v. forgot, forgotten) not to remember. I have forgotten that English word.
frame	/freɪm/ (n) four pieces of wood in the shape of a rectangle. We put the photo in a picture frame.
free	/fri:/ (adj) 1. able to do what you like. In a democracy everyone is free to speak. 2. not in prison. 3. not costing any money. 4. not working. I am free on Saturday afternoon.
frighten	/'fraɪtən/ (v. - ed - ed) to make someone afraid.
frightened	/'fraɪtənd/ (adj) to be very afraid I was frightened of the big dog. Don't be frightened, it won't bite.
frightening	/'fraɪtənɪŋ/ (adj) making you afraid I had a frightening dream.
frost	/frɒst/ (n) cold weather, ice on everything.
funeral	/'fju:nərəl/ (n) the ceremony for a dead person.
fur	/fɜ:/ (n) thick soft hair of animals like cats.

Gg.

gallop	/'gæləp/ (v. - ped - ped) a horse running as fast as it can.
geology	/dʒɪ'ɒlədʒi/ (n) the study of rocks, fossils and the structure of the earth.
germ	/dʒɜ:m/ (n) the very, very small living thing that can cause illness.

grape	/greɪp/ / (n) a green or black berry, growing in bunches.
guilder	/'gɪldə/ / (n) old German or Dutch money.

Hh.

Hamelin	/haemlin/ / a town in Germany.
handsome	/'haensəm/ / (adj) good looking (used to describe men).
healthy	/'helθi/ / (adj) fit, not ill.
helmet	/helmat/ / (n) hard hat for soldiers, motor cyclists etc.
hemisphere	/hemisfɪə/ / (n) half a sphere. A sphere is like a ball.
hero	/hɪərəʊ/ / (n) (feminine = heroine) 1. a very brave person 2. the main person in a story or film.
hole	/həʊl/ / (n) an opening, a space, nothing there. I dug a hole in the ground. There's a hole in my shirt.
hoof	/hu:f/ / (n) (plural = hoofs or hooves) the hard feet of horses, cows etc.
horn	/hɔ:n/ / (n) 1. the pointed bone on the head of a goat, cow etc. 2. a musical instrument which we blow. 3. the thing in a car or bus to make a noise.
horror	/'hɒrə/ / (n) feeling of great fear, shock, hate. The sight of the plane crash filled me with horror.
horrified	/'hɒrifɪd/ / (adj) filled with horror I was horrified by the news of his death.
hub	/hʌb/ / (n) the centre of a wheel.
hydrogen	/haɪdrədʒən/ / (n) the lightest gas. It has no colour or smell. It can be put into balloons.

ii.

immediately	/'i:midiətlɪ/ / (adv) without delay, nothing in between, not waiting, as soon as possible. I came immediately I heard the news.
improve	/ɪm'pru:v/ / v - d - d) 1. to make better You must improve your writing

	2. to become better My health has improved.
Insect	/'ɪnsekt/ (n) a small creature like a fly with six legs.
inspector	/ɪn'spektə / (n) 1. a police officer 2. some one who inspects, or looks carefully to see if something is good or bad.
interview	/'ɪntəvju:/ (n) a meeting with some one to find out if they can have a job.
invent	/ɪn'vent/ (v - ed - ed) to make something completely new that was not there before Edison invented the electric light. He was an <u>inventor</u> .
invite	/ɪn'veɪt/ (v - d - d) to ask somebody to do something nice.
invitation	/ɪnvɪ'teɪʃən / (n) what we say or write when we invite some-one. We had an invitation to the wedding. I invited my friend to come with me.
island	/'aɪlənd / (n) a piece of land with water all round it. Sri Lanka is an island.
Jj.	
job	/dʒɒb / (n) 1. a piece of work 2. the way you earn your money. I have a job in an office. Sorry I've a job to do tomorrow.
join	/dʒɔɪn / (v - ed - ed) 1. to fasten two things together. 2. to start belonging. I joined the youth club.
journey	/'dʒɜːni / (n) travel from one place to another. I arrived after a 3 days journey.
judge	/dʒʌdʒ / (n) 1. the person in charge of a law court. 2. the person deciding the winner in a competition. (v - d - d) to make a decision.
kid	/kɪd / (n) 1. a young, baby goat. 2. sometimes used for children. (v - ded - ed) to pretend.

LI.

lame	/ leɪm / (adj) not able to walk properly, usually because your leg is hurt.
landslide	/ laendslɔɪd / (n) a fall of rocks and earth from the hillside.
lane	/ lein / (n) 1. a narrow road 2. the path marked by lines or ropes for each person in a running or swimming race 3. the parts of a road for each line of traffic.
lap	/ laep / (n) 1. when you sit, the flat part of your legs. 2. one time round the field in a race.
layer	/ leiə / (n) strips of the same material. A thin layer of cloud covered the valley. You need another layer of paint.
lead	/ li:d / (v. led, led) to be in the front, with other people following. He led us through the forest to safety. (n) being in the front. The Nepali runner is in the lead.
leader	/ li:də / (n) the person that other people follow.
lend	/ lend / (v - lent, lent) to give something to someone for a short time, after that they must give it back to you. I lent my bicycle to my friend for an afternoon.
lens	/ lenz / (n) a piece of shaped glass in cameras, binoculars, microscopes and glasses etc.
life	/ laɪf / (n) being not dead, being alive; everything you do (plural = lives) / laɪvz / (see also: live) My life is very busy. They have difficult lives. She nearly died, but was brought back to life.
limp	/ lɪmp / (v. - ped - ped) to walk with a hurt leg. (adj) not stiff or firm.
list	/ list / (n) a number of names written one under another. I have a list of all our students. We made a list of important jobs.
live	/ laɪv / (v. - d - d) to have life, to not be dead, to stay in a place. I live in Pokhara.

	Is your father still living? (= Is he still alive?)
	They lived there all their lives. (NB pronunciation)
	The sitting-room is often called the living room.
	Living creatures are divided into different group.
N.B lives	/ lɪvz / = He lives next door. lives / laɪvz / = plural of life.
	Farmers' lives are very hard.
London	/ ləndən / the capital city of England.
lonely	/'ləʊnlɪ / (adj) 1. unhappy because no one is with you. 2. a place where there are no people.

Mm.

mark	/ mɑ:k / n. a small dot or sign to show something. a small piece of dirt on clothes, books etc. There's a dirty mark on my copy. (v -ed -ed) to put a mark, dot or sign on something. We marked the path with arrows. Mark every 2 cm. with a small dot.
mayor	/ məʊər / (n) the person chosen to be the chief person in a town or a city.
mechanic	/'mɪkænɪk/ (n) a person trained to work with engines and machines.
microphone	/'mʌkrəfɔ:n / (n) an instrument used in radio and TV and making tapes. You speak into it. It is also used to make our voice louder in a big hall, or for singers.
microscope	/'mʌkrɒskəʊp / (n) an instrument with lenses to look at very, very small things.
Minos	/'maɪnəs / the king of Crete.
Minotaur	/'maɪnətɔ:r / a monster half man, half bull living in the maze under king Minos' palace.
moment	/'maʊmənt / (n) a very short length of time. Please wait a moment. It was the happiest moment of my life.

He'll come in a moment.

- move** /muv/ (v. - d - d) 1. to take something from one place to another place. Move your book off the table.
2. to change the position of your body Stand still: don't move.
3. to go and live in another place.
We moved to Kathmandu.

Nn.

- nearby** /'nɪə'bɪ^r/ near, close by.
nervous /'nɜ:vəs/ (adj) rather frightened, worried about the future.
nib /nɪb/ (n) the metal tip of a pen for writing with.
normal /'nɔ:ml/ (adj) usual, not special.
normally /'nɔ:ml^ɪ/ (adv.) What is our habit. What we usually do.
I normally leave home at 9 o'clock.
Tomorrow will be a normal day at school.
nowadays /naʊədeɪz/ (adv) at the present (modern) time, not in the past.
Nowadays many people use e-mail.
number-plate /nʌmbəplæt/ the number on a car or bus.

Oo.

- oar** /ɔ:/ (n) long piece of wood for moving a boat by rowing.
oasis /əʊeɪsɪs/ (n) a place in desert where people live because there is water.
obey /əʊ'bey/ (v - ed - ed) to do what we are told to do.
oxygen /'ɒksɪdʒən/ a gas, 20% of atmosphere, needed for life.

Pp.

- Pacific Ocean** /pə'sifik əʊʃən/ the big sea between America and Asia.
parallel bars /pærəlel ba:z/ (n) 2 pieces of horizontal wood for gymnastics.
park /pɑ:k/ (n) a big garden or grassy space for everyone in a town sometimes there are swings for children.
(v - ed - ed) to leave a car.

Louis Pasteur /lu:is pa:s̩tɔ:/ / a French scientist who studies germs, diseases and medicine.

We have pasteurised milk with no germs.

path /pa:θ/ / (n) 1. a track to walk on

2. the way the earth and planets move.

paw /pɔ:/ / (n) the soft foot of a dog, cat, lion etc. Animals with paws have long, sharp claws.

P.E /pi: ɛ:/ physical education, sports, games, exercises.

pedal /'pedəl/ / (n) the part of a bicycle or car we move with our foot.

penguin /'pɛŋgwɪn/ / (n) a black and white bird living near the South Pole.

It can't fly: it stands up tall, it swims and catches fish.

people /pɪ:pl/ / more than one person.

There were two people waiting.

The prime minister will speak to the people.

People say there will be an election soon.

People is a singular word.

"Peoples" is only used to mean people from different countries.

The Olympic Games unites the peoples of the world.

perhaps /pə'hæps/ / it may be, I am not sure.

person /'pɜ:sən/ / (n) a man, woman or child.

The Prime Minister is an important person.

Note The plural is people: one person, two people.

pied /paɪd/ / something with two colours usually black and white.

The magpie, and wagtail are pied birds.

pipe /paɪp/ (n) 1. a long piece of plastic for bringing water, a tube.

2. a short tube for smoking tobacco.

3. a short tube with holes to blow and make music.

pleasant /'plezənt/ / (adj) nice, enjoyable, the sort of person we like to be with.

pleasure /'pleʒə/ / (n) feeling of happiness, something we enjoy.

		It gives me pleasure to be here.
		My greatest pleasure is helping people.
plume	/ plu:m / (n)	feathers worn on a helmet, or crown or by an animal.
poke	/ pɔ:k / (v - d - d)	to push with finger or a stick.
polygon	/'polɪgən / (n)	a shape with straight sides.
pony	/'paʊni / (n)	a small horse.
population	/'pɒpjʊ:lɪʃən / (n)	all the people of a town or country. The population of Nepal is nearly 24 million.
power	/'paʊə / (n)	strength, force. Kings had a lot of power many years ago.
powerful	/'paʊəfəl / (adj)	having strength and power He is a very powerful runner.
president	/'prezɪdənt / (n)	the leader of a republic or club or society
prize	/praɪz / (n)	something given to a winner.
problem	/'prɒbləm / (n)	something difficult, a difficult question. We have a problem with drinking water. The maths teacher gave us a problem to solve. (Solve = find an answer).
produce	/prə'dju:s / (v & - d - d)	to make or cause to grow. Cement, batteries, rice and tobacco are all produced near Hetauda.
producer	/prə'dju:sə / (n)	1. some-one who produces something. 2. the person in charge of a programme, drama or film.
pull	/ pʊl / (v - ed - ed)	to make something come towards you. The buffalo pulled the cart. The dentist pulled out the bad tooth. We pulled up the weeds. Pull the rope everyone.
pump	/ pʌmp / (n)	a machine for moving air or water. My tyre is flat. I need a bicycle pump. We have an electric pump to pump water onto our land.

(v - ed - ed) to use a pump.

I pumped up my bicycle tyres.

Pump the water every day.

push /pʊʃ/ (v - ed - ed) to move something away from you, to press.

We pushed the car as it was broken.

Push the button to start the engine.

The door is stuck, we must all push hard.

puss or pussy (cat) /pʊs/, pʊsɪ, kæs/ a friendly name for a cat.

Rr.

race /reɪs/ (n) a competition to see who is the fastest
(v - d - d) to be in a race

rail /reɪl/ (n) 1. the metal tracks for trains.
2. bars to keep people safe. (also railings)

We put a rail to stop the little children falling off.

reach /ri:tʃ/ (v - ed - ed) 1. to arrive at.
We reached Kathmandu at 4 o'clock.

When I reach 25 I will get married.

You letter reached me yesterday.

2. to stretch out, to just be able to touch.

I can just reach the ceiling.

Please reach me that bag.

recognise /rekənaɪz/ (v - d - d) to know someone or something again.
He hadn't seen Ram for three years, but he recognised him immediately.

rein /reɪn/ (n, usually reins) the piece of leather from a horse's mouth to the rider's hands, to control it.

reliable /rɪ'læzəbl/ (adj) can be trusted, won't break, will do what is promised.

I need a reliable radio as I must use it every day.

He'll do the job well, he is a very reliable student.

reliability /rɪ'læzə'bɪlɪtɪ/ (n) the quality of being reliable.
He's very clever, but what about his reliability?

remember	/rɪ'membə / (v - ed - ed) to keep in mind, not to forget. Did you remember to bring the money? I can't remember the past tense.
represent	/'repræzent / (v - ed - ed) to be a few people doing something for a school or country. He represented Nepal at the Asian games.
reptile	/'reptɪl / (n) a cold-blooded animal, that lays eggs. Snakes, lizards, crocodiles and tortoises are reptiles.
republic	/rɪ'publɪk / (n) a country with no King, but they elect a president. India is a republic, but Nepal is a Kingdom.
rescue	/'reskju:/ (v - d - d) to save when in danger. The villagers rescued the children from the burning house.
rest	/rest / (n) a time away from work or other activity. (v - ed - ed) to take time not working. We rested on the chautara for five minutes. Let's have a rest now, I'm tired. the rest (n) the things or people left behind or remaining. Some of the class played football, but the rest played volleyball. I've done most of my homework, I'll do the rest tomorrow. Where are the rest of the copies?
return	/rɪ'tɜ:n/ (v - ed - ed) 1. to go back to where you came from. I went to the bazaar and returned home at 4 o'clock. My father has returned from service in India. 2. to give back. You can use my pen, but please return it tomorrow.
rifle	/raɪfəl / (n) soldiers or sportsperson's gun
roar	/rɔ:/ (n) a deep sound like thunder or a lion. (v - ed - ed) to make a deep sound or to speak angrily. roaring (n) the sound of roars going on for sometime.
rough	/rʌf / (adj) 1. not smooth. This piece of wood is very rough.

2. not gentle, wild, full of force, not pleasant, unkind.
The lake was very rough and two people drowned.
He shouted in a rough voice.

rule

/ r^u:l / (n) 1. the things we must do.
We should obey the school rules.
(v - d - d) to govern, be in charge.
The King ruled for fifteen years.
2. to draw a straight line with a ruler.

As a rule

- usually.
As a rule we get home at 5 o'clock.

rumble

/ r^ʌmbl / (n) a deep low sound like thunder far away.
(v - d - d) to make a rumbling sound.

The guns rumbled in the distance.

My stomach rumbles when I'm hungry.

rush

/ r^ʌʃ / (v - ed - ed) to go or move suddenly and very quickly.

The crowd rushed onto the football pitch.

Walk in line: don't rush.

It's late so we must rush.

Ss.

sack

/ sæk / (n) a large bag made of plastic or cloth for rice etc.

saddle

/ 'sæd^l / (n) the seat for the rider on a horse or bicycle.

safe

/ seɪf / (adj) not in danger, not dangerous.

save

/ seɪv / (v - d - d) 1. to take out of danger.

He saved the child from the burning house.

2. to protect (keep safe) from danger.

The rope saved them from falling.

3. to stop waste.

We must save all the old text-books.

4. to keep for later.

I am saving my money to buy a football.

scale

/ skeɪl / (n) 1. the marks on a ruler, thermometer etc.

	2. maps are <u>drawn to scale</u> : each cm. on the map is definite length on the ground.
scientist	/saɪəntɪst/ (n) somebody who studies the natural world, in physics, chemistry, biology, geology etc.
scales (plural)	1. small shiny, bony pieces covering a fish. 2. a <u>pair of scales</u> is used for weighing.
scratch	/skrætʃ/ (v - ed - ed) to make marks with something with a point. The cat scratched the door. I scratched my name on the ruler with a compass point.
screech	/skri:tʃ/ (v - ed - ed) to make a very high, loud, unpleasant sound. (n) the sound made. The car stopped with a screech of brakes. I heard the screech of an owl. He screeched with fear and pain when the bullet hit him.
screen	/skri:n/ (n) the white sheet in a cinema where the picture is. (v - ed - ed) to show a film.
search	/sɜ:ʃ/ (v - ed - ed) to look for something or some-one. (n) looking hard I've lost my puppy. We are searching for him. A search party went to look for the missing climbers.
secret	/'si:kret/ (n) something one or a few people know but will not tell other. (adj) known to only one or a few people. I have a secret wish that I've never told anyone. The exam questions are kept secret. (adv) He didn't want to worry his wife so he went secretly to see the doctor.
secretly	
sergeant	/sə:dʒənt/ a rank of a soldier or policeman. They wear three arrows on their uniform.
shadow	/ʃædəʊ/ (n) the dark shape made by stopping the light.
Shakespeare, William	/wɪlʃəm ſəkſpiə/ a very famous writer of English dramas (plays). He lived 500 years ago.

share	/ʃeə / (v. - d - d) to divide between different people. We shared out the packet of biscuits among the little children. (n) the divided part one person gets. I had a share of the cake.
shine	/ʃaɪn / (v. shone, shone) to give out light. The sun was shining.
shiny	/'ʃaɪni / (adj) bright, like metal, very smooth, polished. I have a shiny, new rupee coin. Our shoes should always look shiny.
shoot	/ʃu:t / (v. shot, shot) 1. to fire a gun or send off an arrow. 2. to make a film. Miss R went to Fiji to shoot her new film. William Tell shot the apple on his son's head.
shutter	/'ʃʌtə / (n) 1. the wooden covering we close over a window. At night, or when it is cold, we close the shutters. 2. The piece of metal that moves when we press camera button. It keeps the light out, then opens to let the light in.
signature	/'signatʃə / (n) your name written yourself by hand. We need your signature on this form.
size	/saɪz / (n) the bigness or smallness of something. These oranges are the same size. What size shoes do you need? What size is your school?
skates	/skateɪts / (n) pieces of metal under boots for running on ice
skeleton	/skelɪtən / (n) the arrangement of bones inside a body. The vultures only left the tiger's skeleton.
skillful	/skɪlfʊl / (adj) very clever at making or doing something.
snow	/snəʊ / (n) water in the air (like rain) that freezes and falls like pieces of white paper. The white covering on the highest Himalayas. Humla has just had a metre of snow.

South	/saʊθ/ (n, adj) the direction of the noon-day sun, opposite of north.
	Facing south, east is on the left, west is on the right.
South Pole	/saʊθ pəʊl/ / The most south place in the whole world. It is near the centre of Antarctica. The earth spins round the line from the north to south pole.
space	/speɪs/ (n) 1. the open place between solid things. There is not much space between the benches. 2. volume that can be filled. How much space do we need for the cupboard? 3. What is outside the earth's air. Yuri Gagarin was the first person in space.
special	/'speʃəl/ / (adj) not the usual kind, not ordinary or day-to-day. We had a special holiday because we won. This is special tea with lots of spices.
speed	/spi:d/ / (n) slowness or quickness, how fast something moves. The speed of the car was 60 kilometres an hour. I was walking at top speed (as fast as I could).
sphere	/sfɪ:d/ / (n) a shape like a ball. The earth is a sphere.
spill	/spɪl/ / (v. spilt, spilt) to make a liquid come out of a container. I slipped and spilt the tea.
spin	/spɪn/ / (v. spun, spun) 1. to turn round very quickly. He spun the bicycle wheel to check the brakes. 2. to make wool or cotton threads.
square	/skwɛə/ / (n, adj) 1. a shape with 4 equal sides, 4 right angles. 2. an open place with buildings on every side. Tourists must pay to go in Durbar Square.
squeak	/skwi:k/ / (v. -ed - ed) to make a short sharp noise like a

	mouse.
	(n) a short, high, sharp noise.
	The mice were squeaking all night.
squid	/skwɪd/ (n) a kind of fish with 8 arms, which swims very fast.
stab	/stæb/ (v. - bed - bed) to push in a pointed object. The man stabbed his enemy with a knife. Don't stab the bench with your compasses.
stomach	/stʌmək/ (n) the part of our body where our food goes when we swallow.
strange	/streɪndʒ/ (adj) unusual, uncommon, not ordinary. I got lost in the strange town. I've just seen a strange animal. That's strange ! I thought I had my pen.
stranger	/'streɪndʒə/ (n) a person you don't know. There's a stranger in our village.
stuff	/stʌf/ (n) a word which you use for any materials, liquids, solids, things. How much stuff is there in the bottle? What a lot of stuff in my bag! We must throw all that stuff away. I'll just collect all my stuff and then we'll go.
stumble	/stʌmbəl/ (v - d - d) to hit something with your foot and nearly fall over. I wasn't looking so I stumbled over a big stone.
suck	/sʌk/ (v - ed - ed) 1. to draw into your mouth with the breath. He sucked the coke through a straw. 2. to keep something moving in the mouth. I sucked a sweet.
summit	/sʌmɪt/ (n) the top of a mountain
sunrise	/sʌnraɪz/ (n) the time when the sun comes up in the morning. We get up at sunrise.

sunset	/sʌnset/ (n) the time the sun goes down in the evening.
supervisor	/su:pəvɪzə/ (n) a person in charge.
surveyor	/sə'veɪzə/ (n) a person who looks at the ground and makes maps and plans.
sword	/sɔ:d/ (n) a sharp weapon like a very long knife.
symbol	/sɪmbəl/ (n) a sign or mark to mean something. Is the symbol for dollars.

Tt.

tablet	/'taeblat/ (n) 1. a bar or tablet of soap. 2. a small, hard, round piece of medicine. You can swallow a tablet easily.
taste	/teɪst/ (n) the feeling in our mouth so we know what food we are eating. I love the taste of mangoes. (v - d - d) to eat something to see if it is good or not. We tasted the cake and decided we liked it very much.
tear	/tɪə/ (v tore, torn) to pull into two or more pieces. Oh dear, I have torn my shirt on the nail. Tear up the paper and burn it.
tear	/tɪə/ (n) drops of liquid in our eyes when we are unhappy. When we are crying there are tears falling from our eyes.
telephone	/'telɪfəʊn/ (n) an instrument to carry our voice along wires to another instrument: It is often called <u>a phone</u> . (v - d - d) to use a telephone. When Ram was in Kathmandu he phoned home every evening. Don't forget to phone me!
telescope	/telɪskɔ:p/ (n) a long tube with lenses for looking at stars and planets. An <u>astronomer</u> uses a telescope to study stars.
theology	/θɪ'ɒlədʒi/ (n) the study of god and religions.

Theseus	/θi:s i:əs / the son of the king of Athens who killed the Minotaur and married Ariadne.
thief	/θi:f / (n) plural: thieves / θi:vz / a person who steals. Two thieves broke into our house and took our money.
tidy	/taɪdi / (adj) in good order, neat, arranged. We keep our classroom tidy and put everything in our desks or cupboard. What excellent, tidy writing!
tight	Tomorrow you must all look clean and tidy for our visitor. /taɪt / (adj) fitting closely, not loose, pulled together. Tie the knot tightly. This shirt is very tight: it's too small.
tighten	These bangles are very tight and I can't take them off. Hold tight! The bus is going now. /taɪtən / (v - ed - ed) to make tight. I tightened all the screws.
tourist	The tap is very loose. We must tighten it. /tʊərist / (n) a person travelling for pleasure and interest, on holiday. Many tourists visit Nepal to see the mountains.
tram	/træm / (n) it is like a bus, but it runs on rails like a train.
trapeze	/træpi:z / (n) a swing used in gymnastics
treasure	/'treʒə / (n) 1. a collection of precious, valuable things. Many treasures were found in the old caves. The Ranas had gold treasures in their palaces. 2. the things we value most. Good health is my only treasure. (v - d - d) to value, to think a lot about something.
trot	I treasure the memory of my friend. /trɒpt / (v - ted - ted) a horse's fast walk, nearly a run. The soldiers made the horses trot steadily along the path.
tumble	/tʌmbəl / (v - d - d) to fall heavily.

tumble	/tʌmbl/ (v.) to fall down suddenly, especially from a height.
	I tumbled down the hill and hurt my leg. I hit a stone and tumbled off my bike.
tundhikhet	/tʌndhɪkʰet/ (n) a large piece of grass for soldiers to march on, or for games.

Uu.

unseen	/ʌn'si:n/ (adj) not seen before. In the English exam we have an unseen reading question.
untrained	/ʌn'treɪnd/ (adj) not trained, wild That ox can't plough, it is untrained.
unusual	/ʌn'ju:lʒuəl/ (adj) different, not ordinary, not <u>usual</u> . I've just seen an unusual bird. What an unusual day!
useful	/'ju:sfəl/ (adj) good to do something, right for a job. It will be useful to have a cart to carry the stones. Your help in the library was very useful.
useless	/'ju:sles/ (adj) not of any value (use) for a job. I bought a bucket but it is useless because it has a hole in it.
usual	/'ju:ʒuəl/ (adj) almost always done, by habit. I went to school at the usual time. Using latrines is usual in our village.
usually	/'ju:ʒuəli/ (adv) almost always done. I usually get home at 5 o'clock but today I was late.

Vv.

vaccinate	/væk'si:nət/ (v. - ed - ed) to give vaccine to protect from illness.
vaccine	/væk'si:n/ (n) the medicine given with a needle or on sugar to stop children becoming ill. Has everyone had their polio vaccine?
vase	/væz/ (n) a small pot or glass to put flowers in.
Jules Verne	/dʒu:l vɜ:n/ a French writer of exciting stories.

He wrote 'Around the world in 80 days' and 'Journey to the centre of the earth.'

view /vju:/ / (n) what we can see.

We looked at the view from the top of the hill.

viewfinder /'vju:faində/ / the small window we look through on a camera. We see a small picture.

Ww.

George Washington /dʒɔ:dʒ'wɔʃɪŋtən/ / the first president of USA.

weariness /'wiərɪnəs/ / (n) tiredness, being fed up.

weary /'wiəri/ / (adj) very, very tired.

I was weary after a 15 hour journey.

widow /'widəʊə/ / (n) a lady whose husband has died.

wink /wɪnk/ / (v - ed - ed) to shut then quickly open one eye.

wish /wɪʃ/ / (v -ed -ed) to want something that is now impossible, to want very much.

I wish I was back home.

I wish you would stop making a noise.

I wish we had a new ball.

He wished to be a teacher, but he had to leave school after Grade 8.

(n) you can have one wish.

Ram sent good wishes to his teacher.

It was our wish to live in the village.

witch /wɪtʃ/ / (n) a woman in a story with magic power.

wonder /'wʌndə/ / (v - ed - ed) 1. to want to learn about.

I wonder where my book is.

I wondered who the stranger was.

I wonder why Gopal is so late.

(n) surprise

We looked in wonder at the waterfall.

It's no wonder he failed, he never listens in class.

wonderful /'wʌndəfəl/ / (adj) unusual, very good or surprising, giving great pleasure or interest.

We are having a wonderful time in Pokhara.

Look at this wonderful new camera.

There's a wonderful view from here.

worth /wɜːθ/ having value.

This ring is worth a lakh of rupees.

It is worth trying hard, as you might win.

My family are worth everything to me.

It isn't worth locking the door, the room's empty.

wriggle /'rɪɡəl/ (v - d - d) to move from side to side like a snake or worm.

The snake wriggled into the long grass.

The soldier wriggled carefully nearer to the tower.

In the race we had to wriggle through a tyre.

Wright, Wilbur and Orville /raɪt, wɪlba, ɔːvɪl/ two brothers who made the first plane.