

# **ENGLISH**

**GRADE- 9**



Government of Nepal  
Ministry of Education  
**Curriculum Development Centre**  
Sanothimi, Bhaktpur

# **ENGLISH**

**Grade 9**

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## Preface

The curriculum and curricular materials have been developed and revised on a regular basis with the aim of making education objective-oriented, practical, relevant and job oriented. It is necessary to instill the feelings of nationalism, national integrity and democratic spirit in students and equip them with morality, discipline and self reliance, creativity and thoughtfulness. It is essential to develop in them the linguistic and mathematical skills, knowledge of science, information and communication technology, environment, health and population and life skills. It is also necessary to bring in them the feeling of preserving and promoting arts and aesthetics, humanistic norms, values and ideals. It has become the need of the present time to make them aware of respect for ethnicity, gender, disabilities, languages, religions, cultures, regional diversity, human rights and social values so as to make them capable of playing the role of responsible citizens. This textbook has been developed in line with the Secondary Level English Curriculum, 2071 (2014) by incorporating the recommendations of various education commissions and the feedback obtained from various schools, workshops and seminars, interaction programs attended by teachers, students and parents.

In bringing out the textbook in this form, the contribution of the Executive Director of CDC Mr. Diwakar Dhungel, Prof. Dr. Chandreshor Mishra, Dr. Bal Mukunda Bhandari, Dr. Rishi Ram Rijal, Ganga Dhar Hada, Sita Sharma, Homnath Amgain and Arun Kumar Rai is highly acknowledged. The subject matter of this book was edited by Chandra Kanta Bhusal and Kunti Adhikari and the language of this book was edited by Ramesh Prasad Ghimire. The layout and illustrations of the book were done by Jayram Kuikel. CDC extends sincere thanks to all those who have contributed to developing this textbook.

This book contains a variety of materials and exercises which will help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practice various language learning activities. There is uniformity in the presentation of the activities which will certainly make it convenient for the students. The teachers, students and other stakeholders are expected to make constructive comments and suggestions to make it a more useful learning material.

2016

Government of Nepal  
Ministry of Education  
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## **UNIT**

# **1**

## **MAKING PLANS AND EXPRESSING INTENTIONS**

### **Reading**

#### **Think and Act**

**Do you play any games and sports? Are games and sports important ? How are they important for an individual and for the nation? List any three points of importance you know. Are you planning to play any game this weekend?**

#### **Study Time**

#### **A DAY OFF**

- a. Lunibha, Preeti, Laxmikant and Raphi are young badminton players. They are in a closed camp practising for a tournament. But today they are free. They are together and making plans for today. Read and note what plan each one of them has.

Thank god, for the rest !  
I think I will visit my mother today.

Luniva



I don't think I will go anywhere. I'll sleep for the whole day.

Laxmi Kant



Perhaps I will go shopping. I need to buy some clothes.



Preeti

I will be watching a movie on TV. I think I'll wash my clothes in the afternoon.

Raphi



- b. Now their coach is asking them about their plans. They are telling him what they intend to do.

Good morning!  
What are you going  
to do today?



I'm going to visit my  
mother today, sir.



I'm thinking of sleeping  
throughout the day. I won't  
go anywhere.



I'm planning to go shopping.



I intend to watch TV for  
some time. I am going to  
wash my clothes in the  
afternoon.



### 1. Enrich Your Vocabulary

We can talk about some activities using *go.....ing*. For others we may use *do*.

Group these activities under 'go' or 'do'.

swimming, a lot of swimming, yoga, dancing, knitting, a lot of reading, homework, cycling, exercise, fishing

Go	Do
-----	-----
-----	-----
-----	-----

## 2. Make Sentences

Use the table below and make sentences that match what you have read in the speech bubbles.

One of the girls		preparing for	
None of the players		going to visit	
The coach	is	planning to go	
One of the boys	are	mountain climbing.	
All of the players		asking the players	
Neither of the female players		playing badminton	
		going shopping	
			watch T.V. today. about their plans. the upcoming tournament. her mother.

## 3. Read and Answer

Go through the speech bubbles again, and answer the following questions.

- Why have the players gone to the closed camp?
- What game do these players play?
- What are the two girls going to do today?
- Who intends to watch TV?
- Who seems to be too tired of the practice? How can you say so?
- Why do you think the players use 'I'll -----in the first set of bubbles and 'I'm /going to/ intending to/planning to', etc. in the second ?

## 4. Look at the pictures given and guess the answers to these questions.

- What is happening in the first picture?
- What can you see in the second picture?



## ***The Wind and the Leaves***

"Come, little leaves," said the wind one day,  
" Come over the meadows with me and play.

Put on your dresses of red and gold;  
For summer is gone, and the days grow cold."

Soon as the leaves heard the wind's loud call,  
Down they came fluttering, one and all.

O'er the brown field then they danced and flew,  
Singing the soft little songs they knew.

Dancing and whirling, the little leaves went,  
Winter had called them, and they were content.

Soon, fast asleep on their earthy beds,  
The snow laid a coverlet over their heads.

- George Cooper

*George Cooper (1840-1927) was an American poet and song writer best known for his lyrics. He also translated the lyrics of German, Russian, Italian, Spanish and French musical work into English.*

### 5. Read and Match

Read the poem and match the words under column A with their meanings under column B.

A	B
meadow	bedspread
fluttering	grassland
content	moving lightly and quickly
coverlet	satisfied

### 6. Read and Answer

Read the poem again and answer the following questions.

- What did the wind ask the leaves to do?
- How do the leaves look when they are old and ready to drop?
- Why were the leaves so satisfied to come down?
- When did the snow lay the bedspread over them?

### 7. Find the words that rhyme with the following words.

day -----, cold-----, all-----, flew-----, beds-----

### Put into Practice

Write your name at the top of the page of your exercise book. Then think of your plans for: tomorrow morning/ afternoon/ evening/ after your final examination/ after you pass SLC. Use the structures:

I think I will, Perhaps I will, Maybe I will, I don't think I will, Perhaps

I won't, etc. Exchange the paper with one of your friends. Read what he/she has written and re-express their plans in the form of intentions using the structures: is going to/planning to/intending to/ thinking of, etc. You can begin the paragraph as:

-----is my class friend. He/she is going to-----tomorrow morning. Tomorrow evening he/she-----.

## Grammar

### Think and Act

'Is', 'am' and 'are' are all the present forms of the verb 'to be'. All other verbs have two present forms. Complete the following table with the missing present forms of the verbs.

Am/ are	is
have	-----
-----	does
change	-----
-----	goes

### Study Time

- a. A head teacher is saying something here. Read the paragraph, and see how the verb forms change with the difference in the number and person of the nouns/pronouns.

*One of our students is very good at sports. Everyone has good relations with her. All the teachers encourage her to do even better. She doesn't waste her time sitting and doing nothing. Most children in her small village take her as a role model.*

Did you notice? Verb forms like has, does, makes, etc. can be used with the nouns/pronouns that take 'is' and have, do, make with those that take am or are.

- b. Complete the following sentences choosing one of the correct forms of the verbs in the brackets.
- Two and two (make, makes, making, made) four.
  - Your sheep (is, are, have, has) healthy .Where did you buy them?

- iii. Either of the two boys (are, has, have, having) broken that.
- iv. Ten tonnes of cement (has, have, are, is) been used so far.
- v. Today's news (is, are, do, does) interesting.
- vi. The cost of the articles (is are, have, has) risen sharply.
- vii. Slow and steady (will win, won, win, wins) the race.
- viii. The actor and producer (is, are, do, does) making a new film.
- ix. My scissors (have, has, is, are) been stolen.
- x. Measles (have, has, is, are) broken out. So the government is concerned.

### Put into Practice

Here is the picture of a room with different things in it. Describe the room using :

(There ) is/are, (It/They) has/have.

Begin like this: This is a medium sized room. There is-----.



### Listening

#### Think and Act

Look at the picture, and write what you think is happening.



- a. Who are these people? -----.
- b. How are they communicating? -----.
- c. What are they talking about? -----.

### Study Time

- a. Listen to the conversation and match the expressions under A with the right ones under B.

A	B
a) Amrit	i) is going to prepare dinner for all.
b) Ankita	ii) is at home.
c) The party	iii) are best friends.
d) Ankita's mother	iv) has birthday.
e) Ankita and Amrit	v) gives a call.

- b. Listen to the conversation again, and fill in the blanks with suitable words or phrases.

- i. Amrit wants to know how Ankita is going to----- her birthday.
- ii. -----other friends are attending the party.
- iii. Ankita wants Amrit to come-----than others.
- iv. They will-----after the dinner.
- v. The birthday is-----days later.

### Put into Practice

Listen to the conversation once again, and summarise the dialogue for your friends in class.

Begin: Amrit and Ankita are best friends. Ankita-----.

## Speaking

### Think and Act

Look at the picture below and write down what the girl is planning to do.



### Study Time

#### a. Study the following examples.

- i. (will + V): I think/don't think I will watch TV tonight.
- ii. (will be + V-ing): Perhaps she will/won't be borrowing a book from the library.
- iii. (be going to/planning to/intending to + V) : We are going to have a picnic soon.
- iv. (be thinking of): Fulmati is thinking of inviting us to her birth day party.

- b. Look at the example and practice the conversation with your partner.**

*Example:*

**A:** What/ during school holidays?

**B:** Kathmandu/ my uncle/visit historical places / take photos



- c. Work in pairs. One of you ask questions and the other answers them. Use the clues below.**

1

**Q:** What/on Saturday?

**A:** stay home/ wash clothes/ help my parents in the field

2

**Q:** Where/summer break?

**A:** Mamaghār/ play with cousins/stay for a week/make new friends

3

**Q:** What/on your friend's birthday?

**A:** visit her/buy her gift/ wish her happy birthday

4

**Q:** What/on New year eve?

**A:** wear new dress/go to club/sing and dance/enjoy with friends

### Put into Practice

- a. Go round the class and ask five of your friends about their plans and intentions. You may ask them about: after school, coming Saturday, after the final exam or other times. If you are asked, give true answers to your friend.**
- b. In turns come to the front of the class, and share the detailed plans of any one of the friends.**

Begin : ----- (Name of friend) is-----.

He/she will----- He/she plans to-----.

He/she is thinking of-----.

## Writing

### Think and Act

**Do you like going on a picnic, an excursion, a study tour etc? Plan a study tour and write down the important points about the proposed tour.**

When? ----- For how many days? -----  
where? ----- How will you go? ----- What things to see/do? -----

### Study Time

**Here is a part of a written request that class IX students of Ashigram Secondary School gave to their head teacher. Read what they said to their head teacher.**

The match will be played among the four houses in the school. It will start after school on Friday. We have requested Mr. Chulgen Chaudhary, our sports teacher to help us conduct the match. Mr. Chaudhary is planning to ask three of our senior students to help him. We are thinking of doing the preliminary round of the match on Friday. We plan to do the quarter final and semi final on Monday as it is a public holiday. The final will take place next Friday. The house captains are thinking of forming volunteer team of students to maintain discipline and help the match run smoothly. As Mr. Chaudhary has allowed us, we will be using the school playground and the ball as well as the net. We have also requested Ms. Manmaya. She is thinking of being the umpire for us. Besides, she is planning to appoint two of the students to keep the score. We hope the play will be great.

We, the students in Ashigram Nature Club, would like to ask you to be the chief guest at the programme and encourage the students for better play in a sporting manner.

Thanking you-----

### **Put into Practice**

- a. Refer to the points you have thought about your study tour. Use the same language as you used in the plan above and develop the points into a couple of paragraphs. You can include: what time you plan to leave, how many of you, the teachers going with you and the money you are raising for the tour and the different arrangements you will make.
- b. Write an application to your head teacher informing him/her about your study tour. Include all your plans in it. Also ask for the help you would like to have from the school. You can invite him/her to join your study tour, too.

### *Creative Task*



Visit any professional (farmer/doctor/teacher/shopkeeper/social worker) in your locality. Ask him/her about their future plans and intentions. Make a note of the main points and later develop the information into a paragraph. Write using big letters so that it can be pasted on the wall or board and read.

### **Fun Corner**

#### **Step 1-Write down the names of any five of your friends.**

Guess what they might be planning for the weekend. Write your ideas of their plans/intentions just below the names as shown.

#### **Step-2 Stand up turn by turn and read out loudly.**

*Example:*

Birbhan, you are going to work in the field this weekend, are you?

The student concerned says: yes or no. If you get a yes put a tick next to the person. At last count your ticks and compare to see how good you are at guessing.

## **UNIT**

# **2**

## **SUGGESTING, ADVISING AND PERSUADING**

### **Reading**

#### **Think and Act**

The English language is one of the most widely used languages. It is equally popular round the world regardless of geographical differences. Why do you think the English language is so popular?

List any five reasons behind the popularity of this language.

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

.....  
.....

#### **Study Time**

### **Nima's Letter to Her Brother**

**Read the letter written to Lhakpa by his sister, Nima and find out the advice and suggestions she has given to him.**

The River Dee Field

Chester , UK

21 April,2015

Dear Lhakpa,

I got your letter yesterday. Thank you for telling me all about our parents and yourself. I am doing well here and thinking of returning home during Lhosar. I am excited to know that you want to improve your English. I think you are very conscious about the importance of English as an international language.

As you have asked me, I am giving you some suggestions on how you can have better performance in the English language both verbally and in the written form.

You should always try to communicate in English with your English teacher and friends. Listening to radio programmes in English could be an interesting way. Why don't you buy a radio for yourself and listen to such programmes? For better pronunciation, copying people could be effective. As you listen to any new word you ought to repeat it. Using an English dictionary is another effective way to learn the language. You had better buy a good English dictionary and use it. You know my English was not that good when I was in Nepal. But now I feel it's great. I have to speak it all the time. I picked up pronunciation and expressions one by one. How about talking to the foreign tourists who come to visit our area? They will be happy to know about our village and its beauty from a student and you would benefit with new English words and expressions. I have heard that the education related offices in Nepal have been developing and distributing different audio visual materials on learning English. If I were you, I would talk to teachers about them too. These materials, I guess, must have been developed considering the average performance level of the Nepalese students. Wouldn't it be better if you got some of them for your practice?

Going through your letter, I can understand that you have a lot of knowledge on the importance of the English language. I'd like to add here that as a lingua franca , English has much more significance than what you have written. You know, people can have better understanding and respect for each other only when they are able to communicate. Since the English language has been serving as an effective tool for communication worldwide, it helps people of different nationalities to understand each other's culture,values and sentiments. This way it serves as a powerful means to promote fraternity that results in better relations among individuals, societies and countries. These attributes definitely contribute to world peace.

Hope I have been able to suggest on the ways you could improve your English language. As I come home, I will bring you some audio visual materials on how the native speakers use English. That's all for now. Looking forward to your next letter,

Best regards,  
Nima



## **1. Enrich Your Vocabulary**

**From the letter find the words which are similar in meaning to these words.**

aware

act performed

interact

common language

qualities

companionship

## **2. Read and Match**

**Match the expressions under column ‘A’ with their correct continuations under ‘B’.**

A	B
(a) Nima advises	(i) could be an effective way to learn the language.
(b) Lhakpa lives	(ii) Lhakpa to use English while talking to friends and his English teacher.
(c) The English language	(iii) produce and distribute audio visual materials for Nepalese students.
(d) Some Education related offices in Nepal	(iv) could help promote better relations in the world.
(e) Using a dictionary of the target language	(v) somewhere in Nepal.

## **3. True or False**

**Read the letter again, and decide whether the following sentences are true or false.**

- a. Sister is advising as asked for by her brother.
- b. Lhakpa is planning to visit Nima during Lhosar.
- c. The English language is the only international language.
- d. Nima suggests her brother that he should never use his native language.
- e. Communicating in the target language helps build up mastery over it.
- f. Love, fraternity and respect for others are some of the qualities of humanity.

#### **4. Read and Answer**

**Read the letter once again, and answer these questions.**

- a. Where and when was this letter written?
- b. As suggested in the letter, what are some of the ways to improve English? Do you apply any of the ways personally?
- c. According to Nima what is an interesting way of learning English?
- d. How does the writer feel about her own performance in the English language?
- e. When will Nima come home and what will she bring for her brother?
- f. Which of the ways suggested by Nima do you prefer? Why do you think so?

#### **Put into Practice**

**Nima has advised her brother to do different things to help him improve his English language. Some people may like to learn your native language. Prepare a list of any five activities that will help them to learn your language better and read them out in the forms of suggestions.**

You may begin: My native language is----- . If you want to learn it you should----- . You had better----- .

#### **Grammar**

##### **Think and Act**

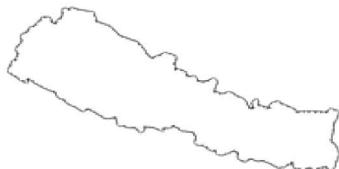
- a. **Read these concluding lines of the letter and pick out the prepositions used.**

Hope I have been able to suggest you on the ways you could improve your English language. As I come home, I will bring you some audio visual materials on how the native speakers use English. That's all for now. Looking forward to your next letter,

Prepositions: ----- ----- ----- ----- ----- -----

- b. **Fill in the blanks with one of the prepositions you have picked up .**

- i. I was born----- Monday.
- ii. We don't go ----- school on Saturdays.
- iii. It is a small map ----- Nepal.

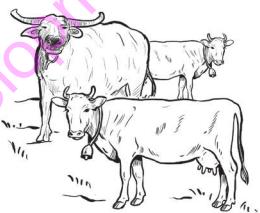
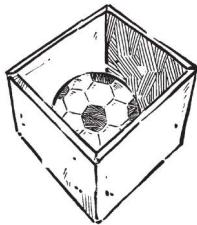


## Study Time

Prepositions are single words or group of words such as at, on, in, in front of, out of, etc. used before a noun/pronoun to show place, position, time or method.

### a. Study the pictures and the use of prepositions.

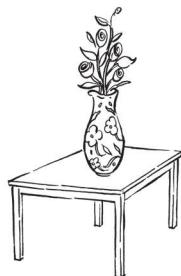
- i. **In:** to show something completely inside something or in an area of boundaries:



(1) The ball is in the box.

(2) The cattle are in the field

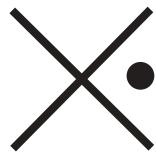
- ii. **On:** to show something on the surface of something or to show something on a line:



(1) The vase has been put on the table.

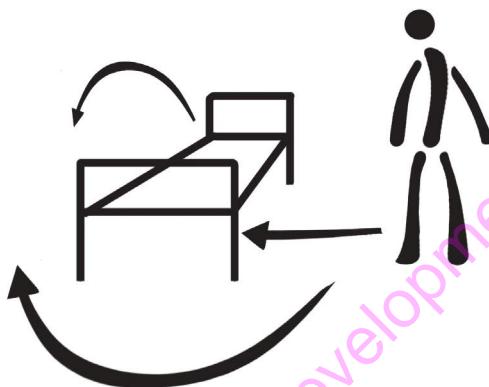
(2) Butwal is on the East West Highway.

- iii. **At:** to show the location of something at or near a point or a point on the map:



(1) I met him at the airport. (2) She is at school now.

- iv. Look at the arrows and see how off, onto, round and under are used.



- b. Complete the following sentences choosing one of the prepositions from the box below:

on, at, in, off, through, between, into, under, round, across, towards, over

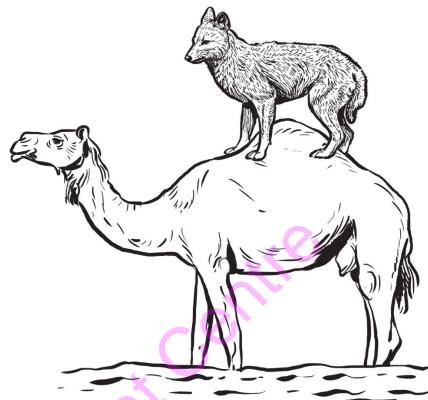
1. The children are playing-----the ground -----the back of the house.
2. -----my classroom I always sit-----Fulmati and Ruhi.
3. The prisoners escaped-----the narrow opening ----- the boundary wall.
4. As the students were getting -----the room, the head teacher told them to come-----him.
5. Going -----the field will take much shorter time than going -----it. But you may fall-----because the ground is rather slippery ----- the middle of the field.

## Put into Practice

Here is a story of a Camel and a Jackal. Supply the missing prepositions in it and copy it out under the title “*The Camel and the Jackal*”.

A camel and a jackal lived together ---- a jungle. On the other side ---- the river flowing ----- that jungle, there were fields of ripe sugar- canes.

One day the jackal came ---- the camel ---- a plan ---- cross the river and enjoy the sugarcanes. As he did not know how to swim, he requested the camel ---- carry him---- his back.



The camel agreed ---- the jackal’s request. They set out --- the river and soon reached its bank. The camel carried the jackal --- his back and crossed the river. ----- reaching the other side, they began to eat the sugarcanes. The jackal was soon satisfied but the camel was still hungry. The jackal began to howl loudly. The camel asked him not to do so but the jackal said that it was his habit to howl ----- meals.

His howling attracted the attention ----- the farmers. They all reached the spot ---- long sticks. The jackal disappeared ---- a bush but the camel was badly beaten. Now they were to cross the river. The jackal requested the camel to take him ----- the river.

The camel agreed to do so but he wanted to retaliate ---- him. When the camel reached the middle ---- the water, he began to roll ----the water. The jackal told him not to do so. But the camel said that it was his habit to do so ----being beaten.

As a result, the jackal slipped ---- the camel’s back and fell----the deep water. Catching hold -----the Camel’s tail, the Jackal was able to get to the next bank. He was full of water inward and outward. He learnt a good lesson that one should never be wily and sly and begged -----his friend, the Camel’s apology.

Moral: As you sow, so shall you reap.

## Listening

### Think and Act



Different holy books and prophets have stressed on fraternity, love and understanding among human beings. Have you ever heard their sayings? List the sayings you have heard below.

S.No.	Statements	Epics/prophets

### Study Time

#### a. Listen to the conversation, and choose the best answers.

- i. The world will be a better place if there is...  
(a) hatred (b) conflict (c) peace
- ii. Sodality is highlighted by-----.  
(a) Tshring (b) Eqbal (c) Christina

- iii. The Rig-Veda stresses on-----.
- (a) common intention    (b) sisterhood    (c) righteousness
- iv. ----- emphasizes on loving each other.
- (a) The Rig-veda    (b) The Quaran    (c) The Buddhist Prophet.
- v. According to-----education is an important means to peaceful living.
- (a) Tshring    (b) Swostika    (c) Eqbal
- b. Listen to the conversation again and decide whether the following sentences are true or false.
- Living together means knowing each other.
  - The Rig-veda believes in harmony among human beings.
  - Eqbal seems to be a Christian.
  - We belong to different religions but we need to live in harmony.
  - Unity is strength.

### C. Put into Practice

Listen to a religious programme on the radio or television. Note down a few ideas of the prophets or the speeches and convey them to your friends.

## Speaking

### Think and Act

- Have you ever heard anyone persuading others to do/ not to do something? What type of language did they use?
- Refer back to Nima's letter and mark how she advises her brother. Do you think we can use the same structures to persuade people to do something?

## Study Time

- a. Observe the following structures. We use them while suggesting or persuading people.

If I were you, I'd + verb

Why don't you + verb-----?

You should/ought to + verb

You'd better + verb

How about + v-ing/noun ----?

- b. Work in pairs and play the role of A and B and C and D respectively. You can swap your roles for further practice.

A: I have had stomachache for one hour.

B: Why don't you take some hot water?

A: I have taken it but there is not any progress.

B: You had better tell the teacher and go home.



C: I'm looking for a wrist watch. Can you show me one?

D: Of course! This is Sharp Time Quartz. It's an original one.

C: Is it durable? How much is it?

D: No doubt. There's a year warranty on it. It's cheap as well. If I were you, I'd buy it.

## Put into Practice

- a. Use the clues given and have similar conversations as above in pairs.

1	2
A: my mathematics/not so good. B: more/practice A: practice/not help much B: take/special tuition	A: want to buy a pair of shoes B: Star Shoes/ comfortable and durable A: how much? B: reasonable price/ buy them
3	4
A: go to hospital/during interval B: ask/class teacher A: doesn't/allow B: ask/head teacher	A: is this/plot of land? B: yes/ square piece/very suitable for making house A: what facilities/ there are? B: every facility/ road access, electricity, telephone, grab/join

- b. You have the following problems and your friend gives you suggestions. Work in pairs and have true conversation.
- Your pronunciation is not so good.
  - You are putting on weight
  - You have forgotten your homework
  - You have no pen to write with
  - You lost your note copy in the school
  - You want to learn to dance
- c. Your friend wants to do these things and you persuade him/her to do/not to do the particular things.
- |                            |                      |
|----------------------------|----------------------|
| i. want to learn Japanese  | ii. buy a jacket     |
| iii. join one of the clubs | iv. buy a mobile set |

## Writing

### Think and Act

- a. Have you ever written or received emails? What is your email ID?
- b. Do you think writing an email is similar to writing a letter? If not, in what ways are they different?

### Study Time

Read the following email, and compare it with Nima's letter on the basis of the following points.

Layout	salutation	language used	closing
To: learningeng@edunet.com			
Cc: cdcbktpur@edunet.com			
<b>Subject: Query about audio materials</b>			
Dear Ms. Adhikari,			
I am a student of grade IX at Shree Bhageswor Secondary School in Shirsa VDC of Dadeldhura district. I am contacting you to ask about the audio materials your Co. develops. I am interested to know whether the materials come in DVDs/CDs or if we have to download them.			
Could you please send me some more information regarding the materials as I am not sure which would be the most useful for a student like me studying in a remote village school in Nepal?			
I would also be thankful if you could tell me whether the materials have to be bought or are available free of charge.			
Looking forward to your reply.			
Best regards,			
Kiran Thapa Magar			
Shree Bhageswor Secondary School			
Shirsa -1, Gwanni, Basauti			

Note: Use a short but informative subject line of two or more words. Don't forget to acknowledge the emails you have received. Use very formal, personal and very polite tone for formal emails. Some abbreviations can be used for less formal emails.

## Put into Practice

- Imagine that you are Ms. Adhikari. Write a reply email to Kiran Thapa Magar giving him all the information he has asked for. Use the format as in the model email.
- Imagine that you are living away from home. Your sister at home is rather carefree about food, work and rest and is spoiling her health. Write her a persuasive letter telling her how she can improve her health

## Creative Task



There are several ways of circulating the messages. Letters, emails, social networks, post cards, SMS and MMS are some of them. Interview any three of your friends and complete the table below.

S.N.	Names of the interviewees	Preferred way of message circulation	Reason behind their preference	Remark
1.				
2.				
3.				

## Fun Corner

- Look at the following ways to circulate the message, and write the correct numbers of the names in the blanks below them.
  - Personal letter
  - Email
  - Application letter
  - Invitation card
  - Chat box
  - Post card



Subject: (Leave blank)

To: (Leave blank)

From: (Leave blank)

Date: (Leave blank)

Message:

I know at this point in time most you are working hard and will have a lot to do to get ready and your schedule. I am writing to you because I am one of those people who need me as small, and I will try to help or just listen...and...and...and...



Dear Emily

I hope little Julie has been  
enjoying kindergarten.  
I can't believe she's gotten so  
big!



27th December, 2008  
Date: \_\_\_\_\_

The Quality Director,  
The Quality Institute,  
LONDON,  
UK  
Email: [redacted]  
Re: Application For Admissions  
I am writing to you in response to the advertisement which was advertised in the Quality Management News on 27th February, 2008. I would very much like to use the experience I have gained over the last few years to further my career in the field of Quality Management.  
I recently graduated from the Department of Marketing with a degree in Marketing, having obtained a First Class Honours. I am currently working as a Quality Control Manager for a company based in London, UK. I have been working in this field for the past two years, and I have a good understanding of the industry and its requirements. I am a highly motivated individual, and I am always looking for opportunities to learn and grow.  
I am a very hard worker and my cheerful disposition has made it easy for me to make a positive impact on the team. I am also a team player, and I am always willing to help others. I am a natural leader and a motivator. Many of my responsibilities are in the areas of Quality Control, Quality Assurance, and Quality Management. I am also involved in the development of new products and services. This may result in me having to travel extensively or work late hours.  
Yours faithfully,  
[Signature]

Prepare any one of the above and send it to one of your friends.

## **UNIT**

# **3**

## **MAKING REQUESTS AND RESPONDING TO THEM**

### **Reading**

#### **An Interview with a Doctor**

##### **Think and Act**

**There are many fatal diseases. Taking precautions and safety measures may help us to keep ourselves safe.**

- a. Write down the names of any four fatal diseases you have heard of.

----- ----- ----- -----

- b. Write down any four important healthy habits you adopt personally.

----- ----- ----- -----

##### **Study Time**

Here is an interview with Dr. Imran Ansari, a senior pediatrician and Associate Professor at Patan Academy of Health Sciences, Patan Hospital, Lalitpur. Read the interview and learn about the pandemic of avian influenza.



**Reporter :** The term ‘bird flu’ is heard quite frequently these days. Could you please tell us what exactly bird flu is, doctor?

**Dr. Imran** : Bird flu is the commonly used term for avian influenza which is a viral infection transmitted from bird to bird. Particularly, a deadly strain of bird flu-H5N1 continues to spread among poultry in different parts of Asia and Europe.

**Reporter** : What exactly is H5N1? Would you mind telling us how it affects humans?

**Dr. Imran** : Not at all. Technically, H5N1 is a highly pathogenic avian influenza (HPAI) virus. It's as deadly to most birds as to humans and other mammals that catch the virus from birds. Although the virus is not easily transmitted in the same ways as most human flu bugs, H5N1 has killed nearly 60% of those infected since the first human case in the late 90s. It is seen transmitted among people like butchers and poultry farm workers who have had exceptionally close contact with the infected poultry. Besides, no effective medicine has so far been discovered.

**Reporter** : The spread of this flu seems to be so fast it is. Is it transferred by air? I wonder if you could tell us how it spreads so fast.

**Dr. Imran** : Yes, certainly. Actually the flu virus is not transmitted through respiration. Most notably the natural carriers of bird flu viruses are migratory water fowls like the wild ducks. The infection can later spread from wild fowls to domestic ones. During 2011, the disease got widely spread in Asia. Nepal too could not remain away from its dark shadow as its carriers are the birds that may fly hundreds of miles in a single day.

**Reporter** : Could you possibly tell us how humans get bird flu, doctor?

**Dr. Imran** : As I told you earlier, humans catch the flu by close contact with birds or bird droppings. Some have been reported to have caught the virus from cleaning or plucking infected birds. Let me make it clear this way. Think a person with an open wound or cut on their hand handles the infected poultry; he/ she can get infected by the virus that gets in their blood through the wound or cut. Others have been infected after swimming or bathing in water contaminated with the droppings of infected birds. People don't catch

the virus from eating fully cooked chicken or eggs. So far there hasn't been sustained type of human-to-human spread cases.

**Reporter** : I see. Would you possibly let us know the common symptoms of the flu in humans, doctor?

**Dr. Imran** : Good question! Since the commonly seen symptoms of the influenza are similar to those of seasonal influenza, people seem to be rather suspicious and worried. Fever, cough, sore throat and muscle aches are the major symptoms yet sometimes there could be diarrhoea, eye infections and even serious respiratory diseases. If these symptoms persist for longer than expected, people need to consult a doctor.

**Reporter** : Finally, I'd appreciate it if you could tell us what precautions we should take against this fatal pandemic.

**Dr. Imran** : Sure. We should wash hands thoroughly and frequently, for 15-20 seconds, preferably with soap and water. Contact with possibly infected poultry ought to be avoided. If exposed, appropriate Personal Protective Equipment (PPE) like disposable gloves, protective clothing, shoes that can be disinfected and safety goggles should strictly be used.

**Reporter** : Thank you, indeed, doctor for your time.

**Dr. Imran** : Thank you, Mr. Joshi.

*The interview was taken at Patan Hospital , Lalitpur on 24 March ,2015*

## **1. Enrich Your Vocabulary**

**What do these words used in the text mean?**

- a. frequently (Reporter -1)
  - i. often
  - ii. regularly
  - iii. occasionally
- b. deadly (Dr. - 1)
  - i. related to the dead
  - ii. likely to cause death
  - iii. as of the dead ones
- c. migratory (Dr. - 3)
  - i. having the habit of migration
  - ii. having migraine
  - iii. having the habit of immigration
- d. plucking (Dr. - 4)
  - i. picking
  - ii. Pulling the feathers off
  - iii. picking someone from danger
- e. droppings (Dr. - 4)
  - i. things dropped
  - ii. solid waste matter of birds
  - iii. falling of something
- f. pandemic (Reporter - 6)
  - i. disease that spreads over a whole area
  - ii. disease that causes pain
  - iii. disease that is regularly found in a particular area

## **2. Read and Match**

**Match the expressions under column A with those under B so that they match the ideas as expressed in the interview.**

### **A**

- a. H5N1
- b. bird flu
- c. no effective medicine
- d. fever
- e. avoiding contact with infected poultry

### **B**

- i. is one of the precautions against the influenza.
- ii. is available for the flu.
- iii. is one of the symptoms of bird flu.
- iv. is a strain of the virus.
- v. is the common name of avian influenza.

### **3. True or False**

**Read the interview again, and decide whether the following sentences are true or false.**

- a. Bird flu is not as lethal to humans as to the birds.
- b. Nearly 60% of the total deaths in the world have been caused by bird flu.
- c. During 2011 Nepal had only the shadows of infected flying birds.
- d. Consumption of well cooked chicken does not transmit H5N1 virus to humans.
- e. All kinds of fever blended with sore throat are not the symptoms of bird flu.
- f. PPE as mentioned in the interview should be used while consuming poultry.

### **4. Read and Answer**

**Read the interview once again, and answer the questions below.**

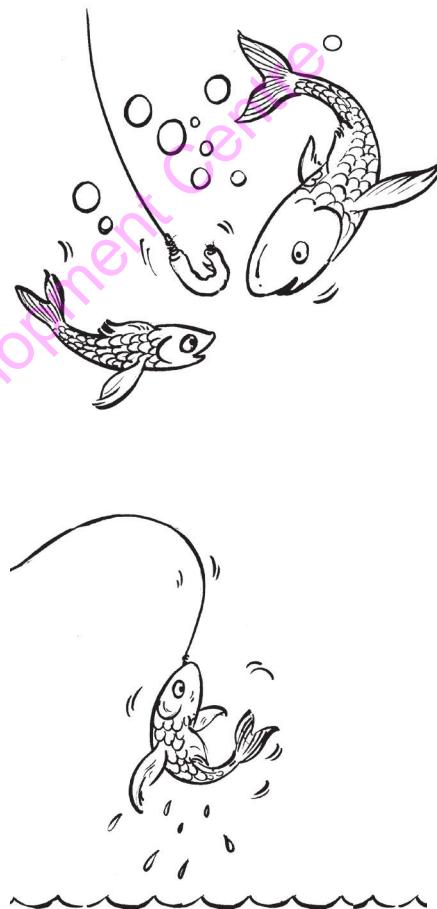
- a. What is bird flu? When was it first detected among humans?
- b. Who are most prone to get bird flu virus, according to the doctor?
- c. Mention any two possible ways humans can get infected by the avian influenza?
- d. What are some of the indications that one is infected with the bird flu?
- e. Which of the precautions, as mentioned by the doctor, do you usually adopt? Why?

## Look at the Pictures and Guess

- a. What is this poem about?
- b. Did the mother fish allow the little fish to take a bite?

### **The Foolish Fish**

“Dear mother,” said a little fish,  
“Is that a worm I see?  
I’m very hungry, and I wish  
You’d get the worm for me.”  
“Sweet innocent,” the mother cried,  
And started from her nook,  
“That worm you see is there to hide  
The sharpness of a hook.”  
As I have heard, the little trout  
Was young and foolish too,  
And presently he ventured out  
To learn what might be true.  
Around about the worm he played,  
With many a longing look,  
And “Dear me!” to himself he said,  
“I’m sure there is no hook.”  
“I think I’ll give one little bite,”  
And that was what he did,  
And thus he died in hapless plight  
By not doing as he was bid.



- Ann and Jane Taylor

Ann Taylor (1782-1866) best remembered as the elder sister and collaborator of Jane Taylor was an English poet and literary critic. **Twinkle Twinkle Little Star** and other verses for children brought them long-lasting popularity.

## **1. Enrich your Vocabulary**

The meanings of some of the words in the poem are given below. Find the words and fill in the crossword puzzle.

1								2
						4		
		3						
5								
6								

### **Down**

1. Showing the want for something very much (7)
2. A common fresh water fish (5)
3. Dared (8)
4. Conceal (4)

### **Across**

5. Having little experience of the world (8)
6. Unfortunate (7)

## **2. Read and Answer**

**Read the poem again, and answer these questions.**

- a. What does the baby fish want the mother fish to do?
- b. Why does the baby fish want to get the worm?
- c. Does the mother fish get the worm for her young one? Why ? Why not?
- d. Why was the young trout foolish?
- e. What lesson does the poem teach us?

## Grammar

### Think and Act

What changes can you see in your locality? Think of the houses, schools, offices, shops or other development work and write them down as in the example.

Example:

A new bridge has been built.

---

Now think of the things different people have done in your locality.

Example:

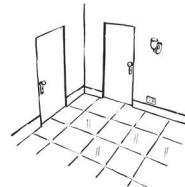
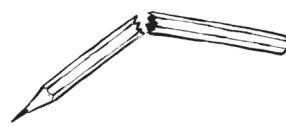
My uncle has made a new house.

---

### Study Time

The sentences in the first set above emphasise the work done whereas the ones in the second set emphasise the doer. In other words we use the passive voice (passive subject) if we want to emphasise the work. But if we want to give emphasis to the doer, we use the active voice (with active subject).

- Study the interview once again and underline all the sentences that are in the passive voice.
- Look at the pictures and say what is being done/ has been done.



c. What is done in the following places? Write a sentence for each.

in a school      in a hospital      in a sugar mill      in a cinema

d. Look at the information given on the page of the book below and write some sentences as in the example.

### The Globe

By Carys Morgan

Editor: Lucinda Lea

Printed at Oxford University Press

Designer: Roger Johnes

Illustrator: Kate Lewis

First print: 1999

Publisher: Global Books Ltd.

Example: This book was written by Carys Morgan. It -----

### Put into Practice

Look at the following table about the important events in the history of Nepal and supply the missing information. After that, write a paragraph in the passive voice using the information.

Important years	Events that took place
2007 BS	Abolition of Rana Regime
	Banning of political parties
2017 BS	
	Referendum carried out
2046 BS	Promulgation of democratic constitution by the King
2051 BS	Midterm elections held
	Massacre of different members of Royal family
2063BS	
	First CA elections held
2070BS	

You may begin like this: Nepal has had a turbulent political history. In 2007 B.S. Rana Regime was abolished from the country. Political parties -----

## **Listening**

### **Think and Act**

“Health is wealth” is a well-accepted saying. Think of the factors affecting our health and list them below.

---

---

### **Study Time**

- a. Listen to the description about nutrition and answer the following questions.
  - i. What is called the cornerstone of good health?
  - ii. How is the energy we get from food measured?
  - iii. Why does our body need calories?
  - iv. How many calories does an average person require every day?
  - v. Name any three factors that our calorie intake should be based on.
- b. Listen to the description again and match the information in the table below.

Poor nutrition	lead to	a cornerstone of health.
Good nutrition	leads to	reduced immunity.
Good nutrition and regular physical activity	works as	balanced nutrition.
Men generally	need	increased productivity.
Fresh fruit and vegetables	work as	more calories than women.

### **Put into Practice**

Listen to the description once again. Note down the important points in it and develop the points into a paragraph under the topic “Good Nutrition for Good Health”.

## ***Speaking***

### **Think and Act**

Go through at the interview under reading section once again, and mark the questions asked by the reporter. All the questions are polite requests. What words does the reporter use to make the requests? List the expressions he uses. One has been listed for you.

a. Could you please tell us what exactly bird flue is doctor?

(b) -----

### **Study Time**

For making requests, we use:

Could/Would you (please/possibly)+ verb-----?

Would you mind+ verb - ing -----?

I wonder if you could+ verb-----?

I would appreciate it if you could+ verb-----.

Requesting for permission, we may use:

Is it Ok if I+verb-----?

Do you mind if I+ verb-----?

Look at the examples and repeat the dialogues in pairs.

*Example:* Maghu wants Dhansara to lend him her pen.



*Example:* Menuka wants permission to speak in Nepali in English class.



### Put into Practice

Work in pairs. One of you make requests and the other responds to the requests. You can swap your roles in order to have further practice.

A wants B to:

Pass the book.

Allow him/her to use her/his pencil.

Give permission to close the window.

Switch on the light.

Lend him her note copy.

Get permission to ask a question.

B responds

positively

negatively

positively

positively

negatively

positively

### Writing

#### Think and Act

Awareness can be created in different ways depending on the level of people's intellect. Think of any three ways to create awareness and write them down.

#### Study Time

Pamphlets are one of the effective sources of raising public awareness. Study the following pamphlet on breast feeding and retrieve the message it is conveying.

# BREAST FEEDING

## GOOD FOR MOTHER GOOD FOR BABY

BENEFITS THE BABY GETS		BENEFITS THE MOTHER GETS
Stops diarrhoea, ear infection, pneumonia and asthma		Lessened risk of breast and ovarian cancer
Reduces the risk of sudden infant death		Reduces stress
Lowers risk for developing allergies and obtains emotional security		Stops postpartum depression
Breast-feed your baby because you are a Mother.		

### Put into Practice

**Make a beautiful poster depicting the importance of healthy habits. Include the following things in your poster.**

*Picture showing any healthy habit (like hand washing, brushing teeth, taking shower, etc)*

*Picture showing unhealthy habit*

*Picture showing good health (the result of healthy habit)*

*Picture showing illness (the result of unhealthy habit)*

*Just below the picture write messages about both habits.*

*Lastly, write a slogan that you have thought of yourself.*

*Creative Task* \_\_\_\_\_



### Things required:

pen/ pencil, loose sheets of paper, a chart paper and a photograph of the interviewee.

**Tense in focus:** all tenses

### Process:

Prepare a questionnaire to get the views on the topic “(name of the interviewee)’s Views on Reforms in our Society”. Include some questions

that deal with the introduction to the interviewee and his/her belief of reform. The rest of the questions should focus on the main topic. You can choose any local activist/social worker or an honourable person in your locality and interview him/her. Note down his/her points and develop them into paragraphs. Write the paragraph on a chart paper, paste the photo of the interviewee onto it and get it pasted in your class room or notice board.

### **Fun Corner**

**What specialisation do these doctors have? (you can look them up in a dictionary if you need to)**

a pediatrician = diseases of children

a dermatologist = an orthopedist =

a cardiologist = a gynecologist =

a dentist = a neurologist =

a psychiatrist = a nephrologist =

**4****EXPRESSING CONDOLENCE  
AND SYMPATHY****I. Reading****Think and Act**

- a. Look at the picture, and read the conversation below.



**Dolma** : Why do you look so upset, Sarita?

**Sarita** : My grandma passed away yesterday.

**Dolma** : I am sorry to hear that. How old was she?

**Sarita** : She was eighty-four.

- b. Death is inevitable and natural. Many people might have died in your neighborhood in the last few years. List out the names of deceased ones you remember.

S.N.	Name	Age	Cause of death	Way of cremation
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....

## Study Time

- a. Read the following message of condolence published by Suprim and his class friends. It was published in their school magazine, The Orion.

### CONDOLENCE



#### ***Late Bir Bahadur Shahi***

We are deeply saddened to learn about the sudden, premature and untimely demise of

#### **Mr. Bir Bahadur Shahi**

an English teacher at Patan Secondary School, Lalitpur. Late Shahi suffered a massive brain haemorrhage. He was helpful as well as popular among the students and his colleagues.

We extend our heartfelt condolence to his bereaved family and friends grieving the irreparable loss.

May the departed soul be at eternal peace with our Heavenly Father!

**Class IX students**

**Patan Secondary School, Lalitpur**

- b. Read the sympathy letter by Hamid who was unable to attend Bir Bahadur's funeral. He had gone to Mecca as a pilgrim. No sooner had he returned home then he sent a letter to Bir Bahadur's wife.

Damak -9

Jhapa,

October 14

Dear Sarita,

I was shocked to learn about the premature passing away of your husband. He was a wonderful person and was always ready to help others. His death has caused an immeasurable loss not only to your family but to all of us. I express my sincerest sympathy to you in your profound bereavement. May God grant you enough courage to withstand this shock!

Hamid

### 1. Enrich Your Vocabulary

From the message of condolence and the sympathy letter, find the words which are similar in meaning to these words.

liked by many (a)	death (a)	before time (a)
people working together (a)		lasting forever (a)
very deep/serious (b)		that can't be measured (b)
resist/endure (b)		

### 2. Read and Match

Match the expressions under column 'A' with their suitable continuations under 'B'.

A

- a. Bir Bahadur
- b. Sarita
- c. Bir Bahadur's death
- d. The students
- e. Hamid

B

- i. extend condolence to the family.
- ii. was untimely.
- iii. writes a letter to Bir Bahadur's wife.
- iv. was a teacher in a school.
- v. is Bir Bahadur's wife.

### 3. True or False

Read the message of condolence and sympathy once again, and decide whether the following sentences are true or false.

- a. Bir Bahadur passed away in his old age.
- b. The message of condolence is for his friends and family.
- c. Hamid didn't attend the funeral because he didn't like it.
- d. Bir Bahadur's colleagues liked him very much.
- e. Hamid is perhaps one of his colleagues.
- f. The loss of life is reparable or regained.

### 4. Read and Answer

Read the texts again and answer these questions.

- a. What was the name of the school where Bir Bahadur worked?
- b. What was the cause of his death?
- c. According to the texts, what was Bir Bahadur like?
- d. How are the texts in the first and the second box different?
- e. Who is the message of condolence for and who will receive the letter?

## Reading II

Look at the pictures below and guess the answers to these questions.



- a. What do the first two pictures show?
- b. What are people doing in the third picture? Why do you think they are doing this?
- c. Who are the people in the last picture? What are they doing there?

**Now read the one act play “A Disaster” and attempt the questions that follow.**

## **A Disaster**

### **Characters:**

Pratik: 18 year old boy

Kumar: Pratik’s father      Paru: Pratik’s mother

Gayatri: Pratik’s grandmother

Dharmendar: neighbour      Rajamati: neighbour

*Setting: at 11:55, Saturday morning, Baishak 12, 2072 BS, Pratik, Kumar and Paru are on the top floor of the three storey building enjoying the weekend. Suddenly they are hit by a powerful earthquake.*

### **SCENE I**

**Pratik :** Baba, earthquake! (*He screams! He tries to run but can’t.*)

**Kumar :** Yes!

**Paru :** Oh my god! (*She goes to Pratik and Kumar. They hold each other.*) It’s very big. Oh God! What is going to happen? Where is mother? She must be frightened. Let’s go down.

*(All struggle down to second storey and find Gayatri yelling and trembling.)*

**Kumar :** Let’s go down! Hurry up! (*All run down to an open field nearby*)

### **SCENE II**

*(People trying hard to make calls, running towards the open fields, children crying, elderly people praying. Again they feel an aftershock. All scream)*

**Pratik :** (*Tries to make a call but network is busy. Meanwhile he receives a call*) Hello! Yes, don’t worry, we all are safe here. I can’t believe, it’s ... (*Line disconnected*)

**Gayatri:** Who’s that?

**Pratik :** My friend, Norbu from Australia. (*Keeps trying to get updates from FM. radio. As he gets some he informs people around him.*) It’s 7.8 on the Richter scale and its epicentre is

Gorkha.(All look shocked and scared Pratik keeps listening to radio.)

**Gayatri:** Oh God! Have mercy upon us? Is this the end of our life? What shall I do?

**Pratik :** Everyone listen! Do you know what this massive earthquake did? Dharahara, Basantapur Durbar Square, Patan Durbar Square, temples and many houses have collapsed.

**Paru :** Oh! Dear. What a pity. Today is Saturday and there must have been so many people on the tower. What is going to happen? What's next?

**Kumar :** That's too bad. Any human casualty? Perhaps a lot!

(All shocked. Other people also join the crowd.)

### **SCENE III**

*(In the evening, people are sitting talking about whatever they have heard during the day. Some are moaning and sobbing. Young people are pitching tents and fetching mats and blankets to stay overnight in the field. Tremors keep continuing)*

**Dharmendar:** I don't think we can get into our houses tonight. It's better to stay under the open sky.

**Rajamati :** I'm not going anywhere from here. There is always chance of tremors similar to that. Every tremor will definitely make us run out of our houses. (*She unfolds her mattress and blanket.*)

**Paru :** Pratik, have you got any further updates?

**Pratik :** Aama, you can't hear this all. The updates will make you burst into tears. Anyway we should stay strong. Many houses, public buildings and monuments in Kathmandu, Bhaktapur and Lalitpur have been brought down. So far some 150 deaths have been confirmed in the valley itself. It is feared that the death toll would be much higher than what we recon.

**Kumar :** I'm really sorry. But the reports say there must have been much more devastation in Sindhupalchok and Gorkha.

*(Everyone is silent. All of them spend the night in the field with their family.)*

#### **SCENE IV**

(Baishak 13, people gather and share their views on postearthquake situations. Most look dumbfounded because of the frequent aftershocks)

**Dharmendar:** I have heard that almost all the houses in Sindhupalchok have been destroyed.

**Rajamati :** Gorkha is another more seriously hit district. Death toll is on the rise. Reports say tremors are felt further west too; however, damage is not as serious as in the central region and Gorkha in the western region.

**Kumar :** Are skyscrapers in the valley safe? I doubt. Old and poorly constructed buildings must have crumbled. Why do people neglect basic things at the time of construction? It's a pity that our own houses are turned into our own graveyards.

(Children are playing hide and seek. They look care free. The fear is high in grown-ups.)

**Paru :** If people were aware to go in the safe places at the time of earthquake, human causalities would not be so high. At the time of emergency we should either be under safe construction or we should reach safe places like parks or open fields. Another important thing I have learnt now is we should always have an emergency bag ready. At least we could feel a little secure.

**Gayatri :** I'm terribly sorry about the deaths .It's nothing other than sin of sinful people in this world. The very sin is now having us all cry and lament.(A truck of army passes by.)

**Dharmendar:** They must be going for rescue operations. Poor quality of land might be the reason of some destruction. So many houses have been illegally erected. They get permission for two or three storey construction but they go beyond that. So this was sure!

(Old citizens are sitting together in the sun.)

**Pratik :** Nepal's earthquake is the top story in the world. Our government has already sent rescue and relief teams. We are

getting national and international level help and support for rescue, relief and resettlement. People have started raising donations, goods, food, clothes and other materials through local clubs, institutions and organizations.

*(The siren of an ambulance is heard.)*

- Gayatri** : This ambulance takes my breath.  
**Paru** : We should all co-operate from our quarters to help the nation carry out the rescue, relief and resettlement of the needy ones. Hope these skilled rescue teams, relief materials and donations arrive on time to the real victims.

*(They feel another tremor. All keep silence in fear.)*

## 1. Read and Group the Words

Read the play again and put the following word in the right groups.

tremors	praying	rescue	shocks	donations
yelling	aftershocks	relief	shocked	dumbfounded
tensed	screaming	resettlement	Richter scale	ambulance

Words related to the earthquake -----.

Words showing people's reaction -----.

Words related to helping the needy-----.

## 2. Read and Answer

- How would you describe Pratik. Sketch his character in some sentences.
- What two things does Paru seem to have learnt?
- According to Dharmendar, what are the major reasons behind the heavy loss of life and property?
- What does Gayatri think of the earthquake? Why does she think that way?

- e. If you were one of the youths there, how would you help the people?

### 3. Read and Mark

**Read the play once again and underline the expressions that show the condolence and/or sympathy expressed by the characters.**

#### Put into Practice

1. Bir Bahadur's students have published a message of condolence mentioning that Bir Bahadur was a helpful and popular teacher. Look at the list of the dead ones you have prepared in the beginning and write a paragraph about one of them describing their contributions in the society/in the country.

You may begin: The neighbor who died two years ago was .... .

He/she was.....

OR

The person who died one year ago in my neighbourhood was  
.....

He was.....

2. Act out the play 'A Disaster' in your class.

#### Grammar Practice

##### Think and Act

If your friend asks you these questions, how do you answer?

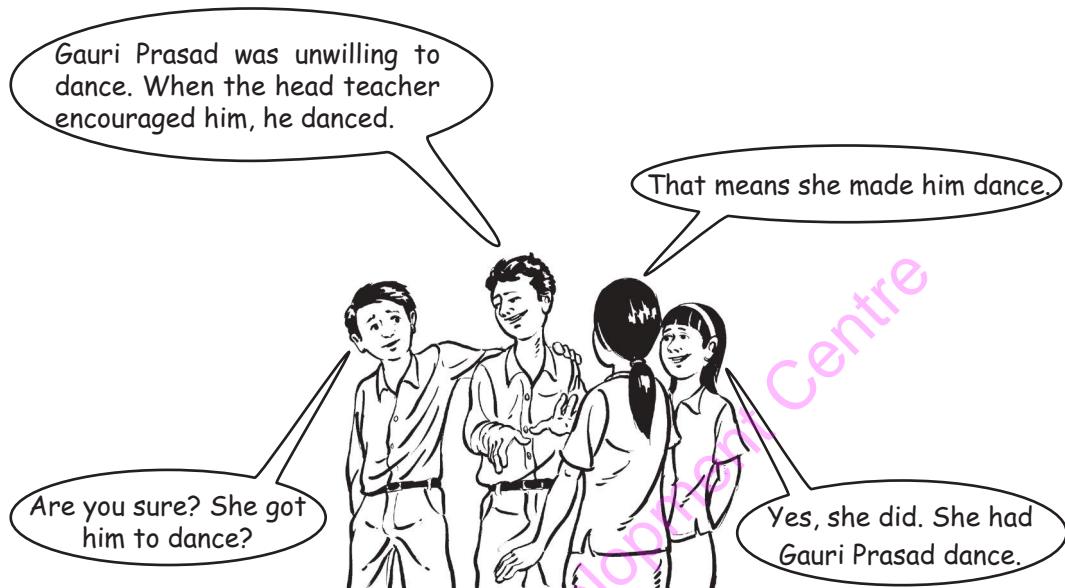
##### Your friend

##### You

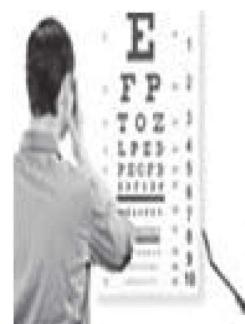
- |  |                               |
|--|-------------------------------|
| a. Do you cut your hair yourself?        | No, I get it cut by a barber. |
| b. Do you check your homework yourself?  | No, I have-----.              |
| c. Did you cook food this morning?       | No, I made----- cook it.      |
| d. What can we have done at a dentist's? | We can have -----.            |

## Study Time

- a. Look at the pictures and read the sentences in the speech bubbles.



- b.** Complete these sentences in such a way that they convey the same meaning as in the completed sentences.
- i. Chirikaji told Dhauli to sing and she sang.  
Chirikaji made -----.
  - ii. Mom tells me to work hard and I do that.  
Mom has me -----.
  - iii. The engineer ordered the workmen to work fast.  
The engineer got -----.
  - iv. Who will ask her to dance?  
Who will get her -----?
  - v. She told someone to iron her skirt.  
She got her skirt -----.
- c.** Look and identify the following places. What can we have done at each of them? Write a sentence for each of them.



**Example:** We can have our teeth scaled at a dentist's.

## B. Put into Practice

Ask some of your friends and teacher to do something for you. After they have done what you said, write a paragraph using the past forms of make, have or get.

### ***Listening***

#### **Think and Act**

Look at the pictures below, and guess the answers to these questions.

- a. Why are these people so sad?
- b. Who do you think they are?
- c. What is the boy talking about?



#### **Study Time**

- a. Listen to the audio material and answer the following questions.

Who is talking?-----

Who has died?-----

What did he die of?-----

Where did he die?-----

- b. Listen once again and state whether the following statements are true or false.
- Birbhan phones Fulmaya.
  - His grandfather died three days ago.
  - The cause of his death was old age.
  - The old man died after being at hospital for three days.
  - Fulmaya wishes for courage to bear the death of Birbhan's Grandfather.

### Put into Practice

Imagine that one of your friend's grandmother has died lately. You are going to send your condolence message over the local radio. Prepare the condolence message to be aired.

### *Speaking*

#### Think and Act

Remember: A condolence is always a form of sympathy, but expressing sympathy is not always an example of a condolence. Condolence is expressed to someone who has lost their relatives or friends whereas sympathy can be expressed to anyone who has had bad luck, misfortune or loss of something.

#### Study Time

**Divide the roles and act the dialogues in pairs.**

*Example:* lost job/ so sad

A : Hello friend! How is everything?

B : Not that good. I lost my job.

A : Oh! That's so sad.

*Example:* Grandfather passed away/extremely sorry

A : Hey, Sandeep. Why haven't you been coming to school?

B : I lost my grandfather last week.

A : Gosh! I'm so sorry to hear that.

## Put into Practice

Work in pairs. Use the clues given in the box below and express condolence or sympathy.

look sad/ failed the exam/what a pity

absent from school/ grandmother died/ ever so sorry

didn't come to picnic/ fever/ too bad

missed a paper/ close relative passed away/ heart broken by that news

## Writing

### Think and Act

Go back to the message of condolence and the sympathy letter. Write a difference between them.

### Study Time

- Imagine that one of your class friends slipped down, had a fracture in the leg and is admitted in the hospital. Write a sympathy letter to him/her. Include why you couldn't see him/her.
- Imagine that one of the well wishers of your school has died. He was killed in the earthquake. Write a condolence message to be published in the local newspaper on behalf of your school. Include the points in the box below.

Name and age	position in the school or elsewhere
his/her special qualities	how he/she was killed
your wishes for the departed soul	your school name

## Put into Practice

One of your friends has been absent for some days. He/she has been lying sick. Imagine that you have had a telephone conversation with him/her. Write down the two way conversation.

### *Creative Task* \_\_\_\_\_



**Language in focus:** expressing condolence

**Things needed:** chart paper, colour pens and a pencil

**Process:** Make a group of three or five. Imagine that you are in your school as the school started after the massive earthquake. You know a lot about the loss of life in the country. Write a message of condolence on behalf of your class on chart paper and display it.

### **Fun Corner**

What is the place where we can have:

our sheets washed?-----

vehicles serviced?-----

teeth filled? -----

hair dyed ?-----

letters typed?-----

Curriculum Development Centre

**5****CRITICIZING AND EXPRESSING  
DEGREES OF PROBABILITY****Reading I****A Debate****Think and Act**

- a. Think of an issue or topic where your views differ from your friend.

Issue:-----

What you think

What your friend thinks

- b. Look at the pictures and guess:

- i. Who are these people? ii. What are they debating over?  
iii. Whose point of view do you like?

**Study Time**

- I. Go through the views in the boxes below and find the answers to these questions.

**Ajmera :** Oh ! Uttar, a new mobile set? The previous week I saw another one and today it's another. Aren't you troubling your family like this? Doesn't satisfaction have any space in you? You should learn to be satisfied with what you have. You shouldn't .....

**Uttar :** Excuse me!! I'm not troubling my family and, self satisfaction is not everything. We should try to keep up with the changing world. We should strive for success. If people believe in what you say then the world will come to a standstill,-----

<p><b>Chandra:</b> Ymm...!! You are right but it's not that we should always long for progress and forget to cherish what we have. One should always have self satisfaction, for every progress is made to achieve satisfaction. Both satisfaction and progress are equally important. However, it's our progress that introduces us to the world, not our self acceptance. Do we make progress for satisfaction or-----</p>	<p><b>Bhim:</b> Hey guys! All of you are trying to be Aristotle. It seems to be a chicken and egg situation to me but I think self satisfaction and progress should go hand in hand. I will give you an example of a great man, Abraham Lincoln who had the quality of self acceptance along with a strong flare for progress. He failed in business at the age of 21; was defeated in a legislative election at the age of 22; failed again in business at age 24; lost a congressional race when he was 34; lost a senatorial election at 45; failed in an effort to become vice-president at age 47; lost a senatorial race when he was 49; and was elected president of the United States at the age of 52.</p>
<p><b>Uttar:</b> Humans are by-instinct never satisfied and always inquisitive for progress. Our minds should always be striving for new inventions. The development of the world to this stage from the Stone Age has been possible only due to our need for progress. Our self acceptance as advocated by Ajmera, can turn us into self satisfied ambitionless mammals. What do ----- ----</p>	<p><b>Ajmera:</b> I beg your pardon. If you only go for success and progress then a day will come when you will stand alone without friends and families because you will have lost them all in the never ending race to prosperity and success. That's the reason why I think satisfaction is far more valuable than progress. You should be satisfied with what you have because the things which you possess now were once part of your progress and now you don't value them. I strongly suggest you not to--</p>
<p><b>Chandra:</b> This will never end. Let's go. We're getting late.</p>	

## **1. Enrich Your Vocabulary**

**Some of the words and phrases used by the speakers have the following meanings. Read the views of the different speakers above and write the words/ phrases next to the meanings.**

- a. contentment (Ajmera) -----
- b. make progress at the same rate(Uttar) -----
- c. a situation in which every activity has stopped( Uttar) -----
- d. love, appreciate and protect something (Chandra) -----
- e. connectedly and simultaneously (Bhim)-----
- f. far more eager to know or explore (Uttar 2) -----

## **2. Read, Match and Add**

**Read the following views and compare them with what the speakers say. After this match the views with the speakers and add a view of your own.**

**A**

- a. Uttar is of the opinion that
- b. Ajmera strongly believes that
- c. Chandra opines that
- d. Bhim stresses that
- e. I think

**B**

- progress should be made for the cause of satisfaction.
- both satisfaction and progress should go ahead side by side.
- success is not the ultimate goal of our life.
- satisfaction eventually leads us to aimlessness.
- .

## **3. Read and Complete**

**Read the debate once again and complete the sentences with appropriate words.**

- a. Uttar keeps changing-----.
- b. Ajmera-----self-acceptance.
- c. Abraham Lincoln possessed both self acceptance and a flare for -----.

- d. Our activities for progress should be heading towards ----- .
- e. Bhim doesn't know whether self-satisfaction or ----- comes first.

#### 4. Read and Answer

**Read the debate once again and answer the questions given below.**

- a. Why does Uttar always try to possess new things? Why does he suggest that we should not be self-satisfied?
- b. What is a never ending race according to Ajmera? How is it so?
- c. What does Bhim mean by saying "It seems to be a chicken and egg situation".
- d. How is Chandra's point of view different from that of Uttar or Ajmera?
- e. If you were one of the speakers, how would you express your thoughts?

#### Reading II

**Read the people's views about building a cinema hall.**

#### **Opening a Cinema- Local People's Views**

An entertainment related company plans to open a cinema in a newly developed town in the far western part of Nepal. The company sent some of their surveyors to take the people's views. The views collected express the likely results of the cinema.

**Harina Ramjali, Parigaun:** Surely the cinema will spoil our children. They are bound to take money from home and go to the cinema instead of school. The schools are unlikely to be able to control the children. The proposed cinema may be a big nuisance for parents with low income.

**Jaimati Parki, Laldhunga:** I am delighted to know about the new proposal. The cinema is certain to generate jobs in our area. People are likely to learn modern trends through entertainment. The cinema may bring new and suitable films for our locality. People might get to know lots of things about cleanliness, education, human rights , safe mother hood and women empowerment.

**Bhandev Bhatta, Chudeli,Rupal:** Only the FM radio kills

half of our working time. The cinema is certain to consume the whole. All are likely to be crazy about the films once they see one. Where to get the money for them all? Single bread earners like me are sure to have very hard times. Besides, people might turn disinterested in their local cultures and ‘melas’. The new generations may forget our age long traditions and culture. Does anybody want to buy my land and house? ----I will migrate somewhere else.

**Jagannath Bohara, Katal:** The cinema is likely to bring both good and bad changes in the society. Our children may not give much time to their studies. Young people will probably adopt the bad culture of selfishness, wiliness and violence as found in the movies. But at the same time they will get to know lots of new and good things. The local authorities might not be able to systematize how often one can go to the cinema. Anyway you can't prevent something that is taken as the sign of development.

## 5. Enrich Your Vocabulary

Read the texts above, and choose the best alternative.

- a. The word ‘spoil’ as used in the sentence means -----.
  - i. spend much time
  - ii. form bad effect on character/behaviour
  - iii. improve
- b. To generate jobs also means to-----jobs.
  - i. give
  - ii. create
  - iii. simplify
- c. Something that causes troubles is described as a-----.
  - i. violence
  - ii. disinterested
  - iii. nuisance
- d. A proposal is -----plan.
  - i. new
  - ii. proposed
  - iii. progressive
- e. Wiliness is the cleverness at-----.
  - i. getting the correct answer
  - ii. getting what one wants
  - iii. cheating others

## 6. Find and List Out

The people's views above mainly convey the following four degrees of probability. Find the sentences, and put them under the correct headings.

Degrees of probability	Sentences expressing probability
Something will certainly happen.	Children are bound to take money and go to cinema instead of school.
Something may/might happen.	
Something may/might not happen.	
Something certainly won't happen.	

### Grammar

#### Think and Act

In the debate above different people criticise others by using should/should not. Read the debate again, and write down the sentences with should/should not.

Example: You should learn to be satisfied.

.....  
.....

#### Study Time

Study the following dialogue.

Silviya : I don't seem to be able to lose weight.

Gauri : It's your own fault. You should do some physical exercise in the morning. You shouldn't sleep so much.

Rajbar : I got only third division in the final examination.

Girdhari Lal : You should have practised more. You should not have wasted your time.

**a. Develop similar short dialogues for the following situations.**

- i. 'A' always fails his exam.
- ii. 'B' can't sleep well at night.
- iii. 'C' never gets good marks in English.
- iv. 'D' feels very hungry.
- v. 'E' is always late for school.

**b. Look at the situations below and say what the person should have/should not have done( been doing).**

- i. The baby picked up the burning candle. Mother wasn't watching the baby. The baby's hand was burnt.
- ii. Paliska closed her eyes and ran down the steps. She fell down and sprained her leg.
- iii. Chirikaji drove very fast. He collided with a stationary truck.
- iv. Tembachhiri lost his glove. His hand was frost bitten.
- v. Ruhi switched on the light with a wet hand. She got a bad shock.

**Put into Practice**

1. Take any one of the topics (skill or knowledge, wealth or wisdom, peace or development) for debate and ask for the opinion of any two of your friends. Tell them how you feel about it and how you are different from them. You can use: ---- is of the opinion, -----believes, -----thinks, ----- supports, etc.
2. Think of the conditions you are not satisfied with in your school or in the locality. Find out the responsible persons for the same and criticise them. Use should/should not (be) should have/should not have (been).

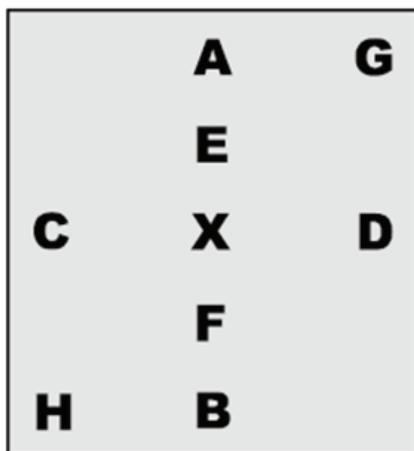
*Example:* People should not be throwing plastic bags everywhere. They should have learnt about the adverse effects of plastic.

***Listening***

**Think and Act**

**Look at the following diagram and see where the letters A, B, C, D,**

**E, F, G, H, and X are in relation to one another. Read the sentences beside the diagram and compare your sentences with them.**



X is in the middle

A is at the top

B is at the bottom

X is between C and D

C and D are on either side of X

E is above X

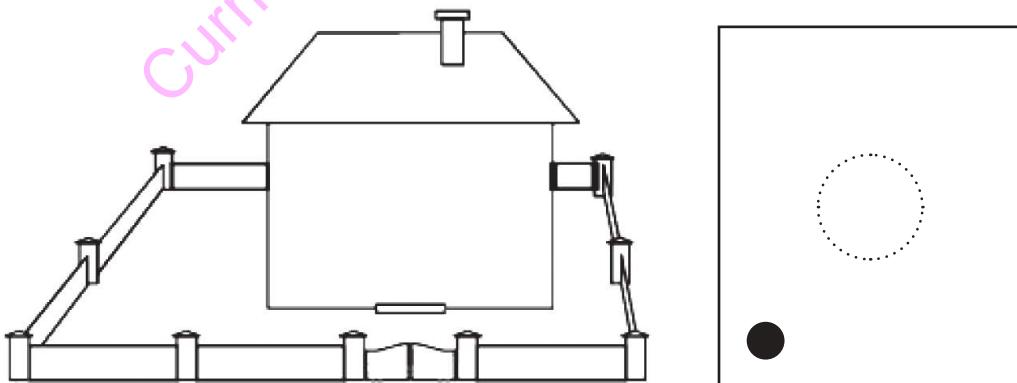
F is under X

G is in the right-hand top corner

H is in the left-hand bottom corner

**2. Look at the pictures below, and answer the following questions.**

- Have you ever tried to draw and complete the picture after listening to the description?
- Is picture - 1 complete? What's missing?
- What different shapes does the second picture have?



## Study Time

1. Listen to the description of the two pictures and complete them drawing what is missing.
2. Answer the following questions briefly.
  - a. Where is the house?
  - b. What is behind the house?
  - c. Where are the flowers?
  - d. How many windows are there?
  - e. What do the arrows point to?

## Put into Practice

Work in pairs. Draw a picture of your choice. Write a description below it. Then read it to your partner so that he/she can draw a similar picture. After completion, compare your friend's picture with your own.

## Speaking

### Think and Act

Look at your friends in the class. Write down any two things they are doing that you think are not good.

Now criticize them using should/should not be + v-ing.

## Study Time

Work in pairs. Take turns as in the example to criticise what's happening in the picture.



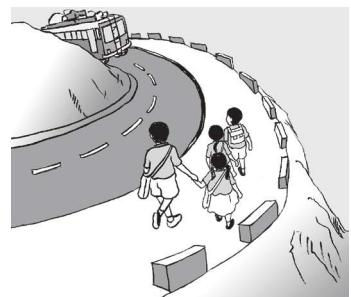
A: They should not be littering the park.

B: You are right. They should be disposing the garbage in a proper place.

*Picture: assembly bhai raheko ek jana bidhyarthi dhilo vayer gate bahir ubhi raheko.*

A: Gaurab should not have been late for the assembly.

B: Yes, he should have left for school on time.



### **Put into Practice**

Look at this little boy and read what he is saying sobbingly. Criticise him using: You should/should not: you should have/should not have



I have lost the money mother gave me for buying tiffin. I put it in my shirt pocket and came to school playing with my friends on the way. Now it's not there. I am hungry.

### **Writing**

#### **Think and Act**

The topic of the debate is called the motion. Have you ever participated in a debate?

- a. What was the motion for the debate?
- b. Did you speak for the motion or against it?
- c. Think of the points you put forward.

### **Study Time**

Choose any one of the motions you have practiced above or any other you have spoken on. Write a debate on the topic with your own ideas followed by two other speakers.

### **Put into Practice**

Take your teacher's help to decide a motion. Organise a debate in the class and put forward your point of view. You can use: I think,-----, I strongly believe, It is as clear as day that,----- There is no doubt that---- ---, etc. to make your points strong.

### **Creative Task**

Talking about the activities in your area:

**Language in focus:** criticising

**Things needed:** chart paper, pencils and a pen.

**Procedure:** Individual work. Draw the picture of your locality including all the bad activities that have happened or are happening. ( cutting down trees, using pesticides and chemicals in the fields, children not going to school, people wasting time playing cards, quarrelling, dried water resources , landslides in many places, etc.)

Now write a couple of paragraphs just below the picture using should/should not and should have/should not have.

You may Begin: Our area has lost its old identity. People should not have destroyed its old atmosphere. They should-----

### Fun Corner

Prefixes like il, im, ab, un and dis generally make the meanings of the word opposite. Here are some words for you to make them sound opposite. Add the prefix that you think sounds correct. Check your work in a dictionary.

balance	mortal	literate	educated	satisfied
normal	original	qualify	possible	done
decided	patient	legitimate	continue	easy
fair	logical	legible		

## ***Assess yourself 1***

### ***Reading Test***

**Read the poem carefully and attempt the questions given.**

#### **The Rivals**

I heard a bird at dawn  
Singing sweetly on a tree,  
That the dew was on the lawn,  
And the wind was on the lea;  
But I didn't listen to him,  
For he didn't sing for me!

I didn't listen to him,  
For he didn't sing for to me  
That the dew was on the lawn

And the wind was on the lea!  
I was singing at the time,  
Just as prettily as he!  
I was singing at the time,  
Just as prettily as he!  
I was singing at the time,

As prettily as he,  
About the dew upon the lawn,  
And the wind upon the lea!  
So I didn't listen to him,  
As he sang upon the tree!

-      *James Stephens*

**A. Match the phrases in column 'A' with the correct continuations in column 'B':**

**Column 'A'**

- a) The speaker and the bird were
- b) The song was
- c) The speaker was
- d) There was wind
- e) The dew was
- f) The speaker

**Column 'B'**

- i. didn't listen to the bird.
- ii. on the lea
- iii. on the lawn.
- iv. both singing at the same time.
- v. about the dew and the wind.
- vi. competing with the bird.

**B. From the poem, find the words as suggested in the brackets.**

- a. dusk (antonym)
- b. breeze (synonym)
- c. horribly (antonym)
- d. on (synonym)

**C. Find the rhyming words for the following words:**

- i. tree
- ii. dawn
- iii. me

**D. Write 'True' for the true statements and 'False' for the false ones.**

- a. The competition took place in the morning time.
- b. The speaker was singing much more beautifully than the bird.
- c. Both of them were singing the same song.
- d. The birds sing for us but the bird in the poem was not singing for the speaker.
- e. The speaker didn't listen to the bird but the bird listened to him.

**E. Answer the following questions.**

- a. What were the bird and the speaker singing about?
- b. Give two reasons why the speaker didn't listen to the bird?
- c. When did the competition take place?
- d. Where was the bird singing from?
- e. According to the poem, where was the wind?
- f. Who was singing more sweetly, the poet or the bird?

## **Grammar Test**

- A. Complete the following story filling in the gaps with one of the words from the box. You may need to use some words several times.**

on    under    make    at    to    got    in    of    go    made

It was a cold and freezing evening. A group of monkeys were ----- a tree. The cold-----them huddle together. One ----- the monkeys said, "I wish we could find some fire. It would ----- us feel warm.

Suddenly they noticed a flock of fireflies. One of the young monkeys thought it was fire.

He caught a firefly and put it ----- a dry leaf and started blowing ----- it. The other monkeys also joined ----- his effort.

Soon a sparrow came flying ----- its nest. The monkeys were sitting on the same tree. She noticed what they were doing. The silly task of the monkeys -----the sparrow to laugh -----them. She told them that was a firefly, not real fire. She advised them to shelter -----a cave but the silly monkeys did not listen -----the sparrow and continued blowing. As they were tired-----blowing , they realized the sparrow had been correct. This made them -----to a nearby cave where they got some warmth.

- B. Choose the correct option, and complete the sentences given below.**

- i. The colour of these shirts ( is, are, have) so unique that it ( has, has been, being) appreciated by everyone.
- ii. The village (is being, has been, will be) developed fast these days. The people in the village (pay, are paid, pays) much attention to its development.
- iii. If this move ( is not worked, does not work, is not being worked) another trick (will have use, will have to be used, will have been using).

## **C. Listening Test**

**Listen to the audio material and correct the following paragraph replacing the underlined items with the suitable ones.**

The girl asks the boy what he has been doing. Shristy has been

writing a novel. She has written quite a lot. She has not thought of a name yet. She has included all the listed items. She thinks it will not take a long time to complete. Shristy wishes to help Gangadas with his work at last.

#### D. Speaking Test

- a. Tell your plan for the weekend to your friend in at least five correct sentences.
- b. Your friends have the following problems. Give them appropriate suggestions in one sentence.
  - i. Has had stomachache for a long time
  - ii. Wants to improve his/her English
  - iii. Has to do homework but has no book
  - iv. Feels very hungry

#### E. Writing Test

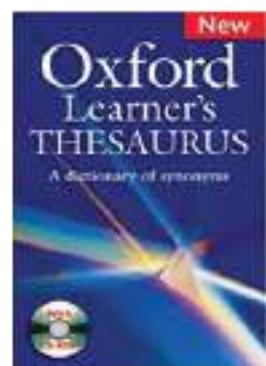
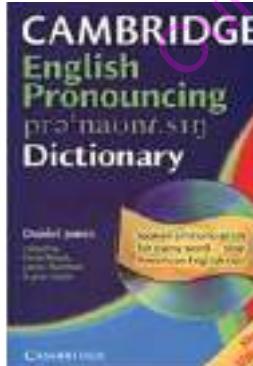
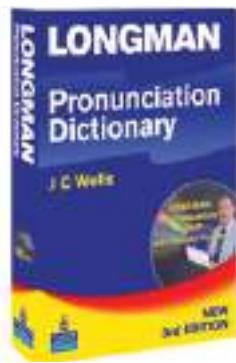
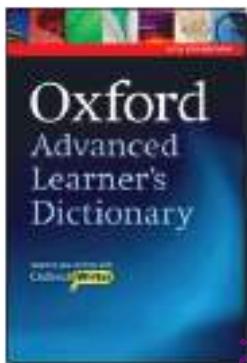
A new style shop called ‘Paicho Pasal’ is working somewhere in Gulmi district. Imagine the same is going to be opened in your area. The ‘Paicho Pasal’ plans to barter all the products of the local people with their daily needs like sugar, soap, garments, etc. Write a paragraph describing the probable effects (negative/positive) of the Paicho Pasal.

**Use:** likely to, unlikely to, certain /sure to, may/might(not),etc.

**6****MAKING OFFERS AND  
RESPONDING TO THEM****Reading****Using a Dictionary****Think and Act**

Look at the pictures below, and answer the following questions

1. What do you see in the pictures?
2. How do they help you?
3. Do you have any of them?



Source: [www.google.com](http://www.google.com)

## Study Time

Read the dictionary entries below and do the activities.

### **guru**

BrE /'guru:/

NAmE /'guru:/

#### **noun**

**1** a Hindu or Sikh religious teacher or leader

**2** (informal) a person who is an expert on a particular subject or who is very good at doing sth

*a management/health/fashion, etc. guru*

*Jean-Paul Sartre was the guru of post-war French philosophy.*

### **mastery**

BrE /'ma:stəri/

NAmE /mæstəri/

#### **noun**

**1** [ uncountable, singular ] ~ (of sth) great knowledge about or understanding of a particular thing

#### **command**

*She has mastery of several languages.*

*The orchestra is unrivalled in terms of technical mastery and sheer vitality.*

**2** [ uncountable ] ~ (of/over sb/sth) control or power

human mastery of the natural world

He struggled for mastery over his emotions.

### **thirsty**

BrE /θɜːsti/

NAmE /θɜːrsti/

adjective

(**thirstier**, **thirstiest**)

**1** needing or wanting to drink

*We were hungry and thirsty.*

*Digging is thirsty work* (= makes you thirsty) .

**2 ~ for sth** having a strong desire for sth

**hungry** ( 5 )

*He is thirsty for power.*

**3 ( of plants, fields, etc. )** dry; in need of water

**thirst • ily** / BrE / θɜːstɪlɪ /; NAmE / θɜːrstɪlɪ / / adverb

*Paul drank thirstily.*

*Source: Oxford Advanced Learner's Dictionary(Electronic Form), 2010*

## 1. Enrich Your Vocabulary

- Find out the head words in the dictionary entry above and write their phonemic transcriptions.**
- Find out the synonyms for the following words from the entry.**
  - Command
  - Guru
  - Hungry
- Where does stress fall in the words thirsty, guru and mastery?**
- Form a sentence each using the words thirsty, guru and mastery.**

## 2. Read and Answer

- Read the dictionary entries again, and tick the correct answer.**

- Which word class does the word thirsty fall in?  
(a) Noun      (b) Verb      (c) Adverb      (d) Adjective
- Which of the following is an adverb?  
(a) Thirstily      (b) Guru      (c) Thirsty      (d) Mastery
- What does the word guru mean in the sentence ‘*Most management gurus base their appeal on one big theme.*’?  
(a) a Hindu religious teacher  
(b) an expert on a particular subject  
(c) a Christian religious teacher  
(d) a Buddhist religious teacher

- iv. Which of the following is the superlative form of the word *thirsty*?
- Thirsty*
  - Thirstier*
  - Thirstiest*
  - Most thirsty*
- v. Which of the following is true in dictionary entry?
- The word mastery comes before the word thirsty.
  - The word guru comes after the word thirsty.
  - The word thirsty comes before the word mastery.
  - The word thirsty comes before the word guru.

**b. Read the entries again, and answer these questions.**

- What do *NAmE* and *BrE* stand for?
- How many meanings does the word *guru* have?
- Write down any two meanings of the word *thirsty*.
- What do *sb* and *sth* stand for?

**Put into Practice**

Copy any ten words from an English newspaper. Locate them in an Oxford Advanced Learner's Dictionary. Write their meanings in your exercise book.

**Grammar**

**Think and Act**

Look at the following sentences and see how if (unless) is used.

If you see him, give him this note.

I won't work with you unless you offer me more money.

If necessary, I can come at once.

You can stay for the weekend if you like.

If anyone calls, tell them I'm not at home.

If he improved his IT skills, he'd easily get a job.

You would know what was going on if you listened.

They would have been here by now if they'd caught the early train.

If I was/were in charge, I'd do things differently.

If metal gets hot, it expands.

*Adapted from: Oxford Advanced Learner's Dictionary (Electronic Form) 2010*

### **Study Time**

- i. **What would you do if you were elected as the executive president of your country?**

You may begin like this : If I were the president of my country, I would ...

- ii. **What would you have done if you had not joined your present school?**

You may begin like this : If I had not joined my present school, I would (not) have.....

### **Put into Practice**

**Complete the following sentences with appropriate information.**

- a. If she goes to hospital, ...
- b. If he works hard, ...
- c. Water changes into steam if ...
- d. She wouldn't be angry if ...
- e. Unless I invite you, ...
- f. If I were in charge of the school, ...
- g. I will come if ...

### **Listening**

#### **Think and Act**

**List out the Nepali consonant sounds and identify the similar sounds found in English.**

### **Study Time**

1. **How many consonant sounds are there in English? Complete the following table listening to the audio material.**

/P/	/b/	/t/	/d/			/θ/	/ð/
pin	bad	tin	dog			thin	that
/m/	/n/	/b/	/h/		/dʒ/	/k/	/g/
man	nose	thing	hat		Jam	cat	goat

/s/	/z/		/ʒ/	/l/	/r/	/w/	
say	zoo		mea-sure	leg	Run	work	

2. Try to pronounce the sounds above. Can you find similar sounds in Nepali?

### Put into Practice

Work in groups. Prepare a list of words consisting of English consonants /f/, /v/, /k/, and /p/. Then, list out the Nepali words which begin with similar sounds.

### *Speaking*

#### Think and Act

##### 1. Can you guess when we use the following forms?

Shall I...?    That's very kind of you.

Would you like me to...?                          Thank you.

I'll... if you like.    Yes.

Do you want me to + V...?                          If it's no trouble for you.

I'm sorry, I can't.

I'd love to, but....

Thanks but no thanks.

**2. Observe the following offers.**

Would you like to have a cup of coffee?

Would you like me to close the door?

I'll bring it for you if you like.

Please have a cup of tea.

Here, have a seat.

**Study Time**

**1. Observe how Shreeja and Shilpa are talking in a restaurant. Shreeja is a guest and Shilpa is a waitress.**

**Shilpa :** (*Showing restaurant menu*) Excuse me, may I take your order, madam?

**Shreeja :** (*Looking at the menu*) Yes, please. May I have a Chinese Chopsuey with a glass of coke?

**Shilpa :** Sure, madam. You'll be served within a short time.

**2. Work in pairs. Let's have similar conversations for the following situations.**

- a. Your friend is drawing a picture. His/her pencil gets blunt. He/she needs a sharpener. You are ready to help him/her.

You: offer him/her your sharpener

Friend: Thank you

- b. Your friend has just bought a smart phone but he/she could not take a photograph with it. You want to help your friend.

You: offer him/her help

Friend: That's very kind of you

- c. Your friend wants to call his/her friend but his/her cell phone is dead. You want to give him/her your mobile phone.

You: offer him/her your cell phone

Friend: That's very kind of you

- 3. Work in pairs. One of you makes offers and the other responds to the offers. You can swap your roles and have further practice.**

**A offers:**

a seat on a bus  
a job  
to post B's letter  
to drive B back home

**B responds:**

positively  
positively  
negatively  
negatively

### **Put into Practice**

Make any five offers to your friends. Then write them down in your exercise book.

## **Writing**

### **Think and Act**

**Go through the following CV and note down its main components.**

Er. Nabin Subedi

Phedikhola, Syanjya

+977 9800000000

nabin\_subedip@gmail.com

#### **PROFILE**

I am an Engineering graduate with a background in civil engineering and some valuable experience of designing maps. I'm looking for a rewarding position that will allow me to build on my knowledge and qualifications.

#### **EDUCATION**

2009 – 2013      Western Regional College, Tribhuvan University,  
                         Bachelor in Civil Engineering

2006- 2008      Bhairab Higher Secondary School, HSEB, 10+2 in  
                         Science

1995 - 2005      Manohar Higher Secondary School, class Nursery to  
                         SLC

## **EMPLOYMENT**

**Feb 2014 – Jan 2015:** Engineer, B & B Construction Company, Nepal (Major Responsibilities: Designing Maps and Survey construction sites)

## **SKILLS AND QUALIFICATIONS**

- Fluent English, Nepali and Hindi.
- Good at graphic design and other basic software, e.g. MS Word; Ms Excel; Adobe PageMaker 7.0; MS PowerPoint; Adobe Photoshop; Freehand Mx; Tally; Nepali and English Typing; and Email and Internet.

## **REFERENCES**

Er. Bachan Joshi

President

Public Engineering Council, Nepal

+977 9800000000

### **Study Time**

**Write a similar CV for yourself. When you are satisfied with the format, present it to the class.**

### **Put into Practice**

**Work in pairs. Compare each other's CVs and suggest the areas to be improved to your partner.**



### **Creative Task** \_\_\_\_\_

**Use the Internet or other sources to collect different formats of CV. Choose the best one and present it to the class.**

### **Fun Corner**

**How do you pronounce these words? Look them up in a good dictionary or get help from your teacher, and pronounce them correctly.**

leopard , tortoise, kangaroo, adjective, southern, solar, plumber, subtle

**UNIT****7****GIVING INSTRUCTIONS AND  
DESCRIBING PURPOSE****Reading****Think and Act**

1. List the words that occur frequently while sending and receiving emails.
2. Share your list to the class and prepare a final list of words.

**Study Time**

Read the text below, and answer the following questions.

- i. What is the text about?
- ii. What does email stand for?
- iii. What kinds of messages are distributed electronically via email?

**I. Email**

Electronic mail is most commonly referred to as email or e-mail. Email generally refers to a method of exchanging digital messages from a sender to one or more recipients. It is distributed by electronic means from one computer user to one or more recipients via a network. It is claimed that people started sending and receiving email from 1993. However, it has recently been popular in our country. Today's email systems are based on a store-and-forward model. Email servers accept, forward, deliver, and store messages. Neither the users nor their computers are required to be online simultaneously. They need to connect to a server for as long as it takes to send or receive messages. Thus, email is an information and communication technology. In this technology, users use email differently, based on how they think about it. There are many software platforms available to send and receive messages. Popular email platforms include Gmail, Hotmail, Yahoo! Mail, Outlook, and many others.

*Adapted from: <http://en.wikipedia.org/wiki>Email>*

## **Creating an email ID**

Let us learn about creating a new email ID or email address using Gmail. You have to follow the following instructions:

First open a Web browser (Internet explorer or Google Chrome or Mozilla, etc.). Write in the address bar *www.gmail.com*.

Now, click on “Create an account”. After clicking on “Create an account” button, you will get a window image with ‘Create your Google Account?

Fill in all the details. Here, the user name is the desired user ID which you want to create. After filling in all the details, click on “Next step” button. After next step, it will ask for phone number for verification. Enter your cell phone number and click on “Continue” button. Now your ID is almost created. There is an option for uploading your image. Upload your image. Finally, click on the “Next step” button and you will get your inbox on the screen.

Congratulations! You have created your new Gmail ID. Use it to exchange messages, documents, images, etc.

### **1. Enrich Your Vocabulary**

- a. Put the phonemic transcription of the following words as they occur in a dictionary. The first one is done for you.

exchange /ɪk'stʃeɪndʒ/	digital	recipient
distribute	means	simultaneously
platforms	Email	image
ID	desire	verification
Upload	inbox	

- b. Put the numbers 1 to 14 against the words above to show their order as they occur in a dictionary.
- c. Find out the number of syllable (s) each word has. Put a stress mark where necessary.
- d. Check the meanings of the words above in the dictionary and write them next to each word.

## **2. Read and Order**

**Read the text again, and rearrange the following instructions as they actually happen while creating a new Gmail account.**

- ... Click on “Create an account”.
- ... Open a Web browser. Write in the address bar *www.gmail.com*.
- ... Fill in all the details.
- ... After filling in all the details, click on “Next step” button.
- ... Your ID is almost created. There is an option for uploading your image.
- ... Now, you will get a window to fill up your details.
- ... After the **next step**, it will ask for **phone number** for verification. Enter your cell phone number and click on “Next step” button and you will get your inbox
- ... Click on next.

## **3. Read and Answer**

**Read the text again, and answer these questions.**

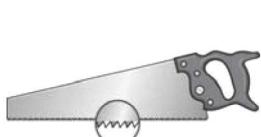
- i. What is email?
- ii. When did people start using email?
- iii. Write down the role of email in communication.
- iv. List all the software platforms mentioned in the text.
- v. What is needed to send and receive email?

### **Put into Practice**

Facebook is social media which is widely used to join people electronically. It has many advantages when we use it properly. Some people are misusing it and violating the legal provision of the country. They are punished as per the degree of their criminal activity. So, we should use Facebook as a means of communication without violating social and legal norms. To use Facebook, we need to create our Facebook account. Now, create your Facebook account and present the instructions to create it.

## II. Some Useful Gadgets and Implements

Look at the pictures. Read the descriptions below and number the pictures matching them with the correct ones.



1. A microwave oven, commonly known as a microwave, is a kitchen appliance. This machine is for heating and cooking food by exposing it to electromagnetic radiation inside the microwave spectrum.
2. Pliers are pincers with parallel, flat, and typically serrated surfaces. A pair of pliers is used chiefly for gripping small objects.
3. A screwdriver is a manual or powered tool. It is used for turning screws. A typical screwdriver has a handle and a shaft, and a tip that the user inserts into the screw head to turn it.
4. A mobile phone, also known as a cellular phone or cell phone, is a phone that is meant for making and receiving telephone calls over a radio link while moving around a wide geographic area. It works by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network.
5. A saw is a tool used to cut wood or other items. It can be of various shapes and sizes and worked by hand or machinery, consisting essentially of a thin blade or disk of metal, usually steel, the edge of which is a series of sharp teeth.
6. A dishwasher is a mechanical device for cleaning dishes and utensils. Dishwashers can be found in restaurants and private kitchens. Unlike manual dishwashing, the mechanical dishwashers clean the loaded dishes by spraying hot water over them.
7. Scissors are hand-operated shearing tools. They consist of a pair of

metal blades pivoted so that the sharpened edges slide against each other when the handles opposite to the pivot are closed. A pair of scissors is meant for cutting anything like cloth, paper, hair, etc.

8. A flash drive, also known under a variety of other names like pen drive or jump drive is a data storage device that includes flash memory with an integrated Universal Serial Bus (USB) interface. Flash drives are typically removable and rewritable. USB flash drives are for storage, data back-up and transfer of computer files. They are small, portable, durable and reliable because they have no moving parts.

### 1. Read and Match

**Match the words under column A with their definitions under column B.**

<b>A</b>	<b>B</b>
a. radiation	(i) done, operated, worked, etc., by the hand or hands
b. serrated	(ii) cutting off
c. manual	(iii) the right or permission to approach or use
d. access	(iv) notched or toothed on the edge
e. essentially	(v) that is easy to carry or to move
f. device	(vi) most certainly, indispensably
g. shearing	(vii) energy from a source that travels through some material or space
h. portable	(viii) a thing made for a particular purpose

### 2. Look at the examples and complete the sentences below.

*Example:* I have got a dishwasher so that I can wash my dishes without much labour.

Father brought a set of pliers in order to pull out the nails in the wall.

- a. We purchased a-----so that we could cook continental dishes.
- b. A cell phone is meant for-----calls.
- c. The carpenter installed an electronic saw so that-----.
- d. Screw drivers are used for-----.
- e. You need to get a -----to twist the wire round the pole.

## Grammar

### Think and Act

Identify and underline each of the question tags in the following examples, and see how useful question tags are.

Example one:



**Brijesh** : It's Saturday today, isn't it?

**Biren** : So what?

**Brijesh** : It's two o'clock. Why don't you turn on 'Megha Mix'?

**Biren** : You can turn it on yourself, can't you? That's your favourite programme, isn't it?

**Brijesh** : Don't be so mean! You're never nice to me, are you?

**Biren** : You are just a lazy bones. You know that, don't you? You can see I'm busy.

**Brijesh** : Busy! No one calls reading a silly story busy, do they?

**Biren** : Hold your horses, will you? I know you don't want to see it any way, do you?

Example two:

a. Susan: Bill will be joining us for dinner.

Alice: That's great. Joan's coming too, isn't she?

Susan: No, she has to work late.

## Study Time

**Supply appropriate question tags for the following stems:**

- a. Anudan never works hard, .....?
- b. Someone has come, .....?
- c. Let him play the music, .....?
- d. Don't run, .....?
- e. Raj Kishor hardly recognized us, .....?
- f. There was a lot of traffic, .....?
- g. There are a lot of people, .....?
- h. Let's have some tea, .....?
- i. Let the hermit convince the minister, .....?
- j. Let's wish for his long life, .....?
- k. No one knows me there, .....?

## Put into Practice

**Go through any English text; copy any ten statements from the text, and write question tags for each of them.**

## *Listening*

### Think and Act

If you are visiting new place, you need to know about the place where you can stay, the facilities available there and the price you should pay for them. List the information that you'd ask for if you were visiting a new place.



## Study Time

In this part of the listening activity, you listen to a telephone conversation. Read the questions carefully before you listen.

Tezaswi is calling a travel agency. Before listening to the conversation read the enquiry form carefully. Then listen and complete each gap with no more than three words.

### Worldwide Travel and Tours Ltd. Enquiry Form

- a. Enquiry regarding holiday in:.....
- b. Number of people:.....
- c. Name of the people:.....  
Kind of accommodation needed:.....
- d. Requirements:.....
  - i. Price (Rs):.....
  - ii. Location:.....
- e. Customer's name:.....  
Enquiry made in:.....
- f. How far from the Phewa Lake is the accommodation offered? :.....
- g. Who has already visited Pokhara? :.....
- h. What will Tezaswi have to do before phoning Sujal again? :.....

### Put into Practice

Listen to the conversation again and play the role of Tezaswi and Sujal.

## Speaking Time

### Think and Act

We eat different dishes at breakfast, lunch and dinner. You might have prepared most of them. Make a list of dishes you can prepare.

Breakfast	Lunch	Dinner

### **Study Time**

**Generally, instructions are given in imperative forms. They are presented in sequential order. We may start as:**

*First, light the stove. Then, put the pan on it. Next pour ...*

Work in pairs and play the role of **A** and **B** in the following situations. **A** asks for instructions to do something and **B** gives them.

- a. Preparing tea
- b. Charging a cell phone
- c. Washing dishes
- d. Preparing an omelette

### **Put into Practice**

**Ask your father/mother how you can prepare your favourite food. Record the instructions and copy them into your exercise book. Present it to the class.**

### **Writing**

#### **Think and Act**

- i. Which cultural background are you from?
- ii. What are the dishes you eat at the time of your cultural programme?
- iii. How do people celebrate the cultural programme?

### **Study Time**

- i. Collect as much information as possible regarding the issues presented above about your cultural programmes. Prepare a list of dishes served there.
- ii. Select one of the dishes you like and write instructions to prepare it.

### **Put into Practice**

Convert the instructions you prepared into a paragraph. Use “First, then, next, after that, etc.” to make your paragraph coherent.

### *Creative Task*

Prepare a set of questionnaires to ask about places of cultural importance in your locality and collect information. Interview any five of your neighbours and show the information to your teacher.

### **Fun Corner**

Describe the latest technological gadgets popular in your place. If possible, instruct how we can handle them.

**UNIT****8****TALKING ABOUT THE PAST:  
NARRATING PAST EVENTS****Reading****Think and Act**

Recall a story you had heard in your childhood. Narrate it to your friends in the class.

**Study Time**

Read the story adapted from Panchatantra below and note down the important events in your notebook.

***The Trick of the Fox***

Once upon a time, there was a tall *peepal* tree on the outskirts of a small village. On this tree, a couple of dove had been living for years. At the bottom of the tree, there also lived a big black snake in a deep hole. Every time the female dove laid eggs, the snake crept up the tree and ate the eggs or the young ones. As a result, the doves were never able to raise their chicks. This made them very sad. They didn't know how to get rid of the snake.

After thinking about the problem seriously, they decided to meet their intimate friend, a clever fox. Then, they went to meet their friend. When the fox saw them, she greeted and welcomed them to her house. The doves were very sad. So, she inquired, "Hello dear friends! You two seem to be very sad. What's the matter?"

“The root cause of our problem is a black snake. He is after us. He eats up our eggs and the young ones. Please help us get rid of this snake,” said the female dove to the fox.

The fox too was shocked to hear this sad story. She promised to help the doves. She thought for a few minutes and then laid out a plan before the doves.

“Listen carefully”, said the fox, “you know where Rajita the richest lady of this town lives. You’ve also seen her taking a swim in her private swimming pool. You know, while swimming, she always removes all her ornaments and keeps them on a tray by the side of the pool. While she is busy taking her bath, you two swoop down upon the tray and pick up a diamond necklace from it. Drop it into the serpent’s hole. The security guards of the woman will come chasing you. After finding the ornament in the serpent’s hole, they will first chase the serpent away to save themselves being bitten and then will take the necklace out of the hole. Thus, the serpent will be chased away and you, too, will be saved from it.”

It was a very good idea. The doves liked it. They flew to Rajita’s home where they saw her taking a swim in a swimming pool. As told by the fox, she had removed her ornaments and kept them in a tray. The doves swooped down upon the tray, picked up an expensive diamond necklace from it and flew towards the snake’s hole. The guards ran after the doves brandishing their sticks. They chased the doves and soon reached that big peepal tree, where the big black snake lived. They found the diamond necklace, lying inside the serpent’s hole. Afraid of the snake, they first chased the snake away from the hole. Then, they took out the ornaments and returned home. The snake never returned there.

The doves thanked the fox for her help and lived happily in the peepal tree thereafter.

**Moral: Intelligence always leads to the solution of problems.**

## 1. Enrich Your Vocabulary

- i. Copy the past forms of the verbs from the story and write their present forms.
- ii. Find the contextual meanings of the underlined words in the story.
- iii. Change word class of the following words and complete the table below. The first one is done for you.

Noun	Verb	Adjective	Adverb
	live	live	live
		sad	
			seriously
		private	
			happily
Intelligence			
		expensive	

## 2. Read and Identify

**Read the story again, and identify who the speaker is.**

“The root cause of our problem is a black snake.”

“Hello dear friends! You two seem to be very sad. What’s the matter?”

“Drop them into the serpent’s hole.”

“He is after us.”

## 3. Read and Rearrange

**Rearrange the following events as they occur in the story above.**

- a. A couple of doves had been living in a *peepal* tree for years.
- b. The fox asked what their problem was.
- c. The doves were upset because the snake had eaten their eggs and chicks.
- d. The snake never returned there.

- e. The doves returned home and implemented the plan.
- f. They went to their friend's house to get help.
- g. They told everything to the fox.
- h. The fox presented a plan before the doves.
- i. At the bottom of the tree, there lived a big black snake in a deep hole.
- j. The doves lived happily ever after.
- k. The guards chased the snake away.

**iii. Summarize the story focusing on the points you have just rearranged above.**

### 3. Read and Answer

**Read the story again, and answer the following questions.**

- a. Why were the doves upset?
- b. Why did they meet their friend?
- c. What did she suggest?
- d. Did the fox's plan work well? What happened to the snake in the end?
- e. Why did the doves drop the necklace into the hole?
- f. Who followed the doves? Why?
- g. Why was the snake chased?
- h. What is the moral of the story?

#### **Put into Practice**

**Work in groups. Play the role of a male and a female dove, snake, fox, security guard, and Rajita and act out the story in class.**

## **Grammar Practice**

### **Think and Act**

**Read the text below. Underline the verbs and explain why most of them are in the past forms.**

#### ***My First Day at School***

I remember my first day at my new school very clearly. On the very day, I felt excited and happy. At the same time, I was very nervous because I didn't know anyone. Anyway, I still remember it vividly.

At first I was confused. I didn't know where to go. I had to ask a boy where grade IX students were taking their class. The boy was very polite and showed me the way. I followed his instructions and reached my class. When I saw a crowd of new faces in the class, I felt scared.

After a while, I tried to be braver. I met a girl and introduced myself. She also introduced herself. Although we came from different villages, we had a lot in common. We spent the rest of the day together in class until school was over.

I think it is natural that on the first day at school, we feel nervous, but often difficult experiences have happy endings. The girl I met on the first day is still in touch with me as one of my best friends . This made my first day at school memorable.

### **Study Time**

- i. Past tense is used to narrate the past events. If you want to express what happened in your childhood, you can narrate it using past tense. Now, narrate your childhood experiences in ten sentences.
- ii. Rewrite the following sentences supplying the correct form of the verbs in the brackets.
  - a. Lalita..... (study) hard at university, and graduated in 2014.
  - b. He .....(travel) to Thailand to find a job two years ago.
  - c. In Bangkok, he ..... (work) as a bellboy in 2014.
  - d. Riya ..... (visit) India last year.
  - e. She ..... (buy) that house in 2013.

- f. When the teacher ..... (come), students stood up.
- g. The train ..... (leave) half an hour ago.
- h. When we arrived, they ..... (dance) in a hall.
- i. Binita .....(finish) her homework before she went to bed.
- j. When the telephone ..... (ring) I was washing my clothes.
- k. When we reached the cinema hall, the film ... (already start)
- l. The bridge broke down after the truck ..... (cross) it.

### Put into Practice

**Work in pairs.** Draw pictures that clearly tell a story. Exchange your pictures among each other. Then describe each other's pictures using past tense.

### Listening

#### Think and Act

- i. Look at the signs below, and guess the answers to the questions:

1	2	3 	4	5 	6
7	8	9 	10	11	12
13 	14	15	16 	17 	18
19	20	21 	22	23 	24
25	26 	27	28	29 	30

- a. What is the text about?
- b. What is the speaker talking about?
- c. Can you give the meanings of the signs in the table above?

### Study Time

- i. In this part of the listening activity you listen to instructions to draw pictures. Listen to and follow the instructions, and draw what is instructed.
- ii. Work in pairs. When you have finished, exchange and check each other's drawings in class.

### Put into Practice

Explain what the traffic signs in the table above mean in Nepal.

### *Speaking*

#### Think and Act

Read what Aaitabahadur said about Harka, and locate the transitional words/phrases.

Harka had a busy morning. First, he cleaned his kitchen. Then he sat down and typed some letters on his computer. After that, he went to town to go to the post office, the market and the computer shop. Next, he went back home and cooked some lunch. Finally, he sat down to rest.

## **Study Time**

Recall any event that happened in your life. Narrate your story to your friends in the class.

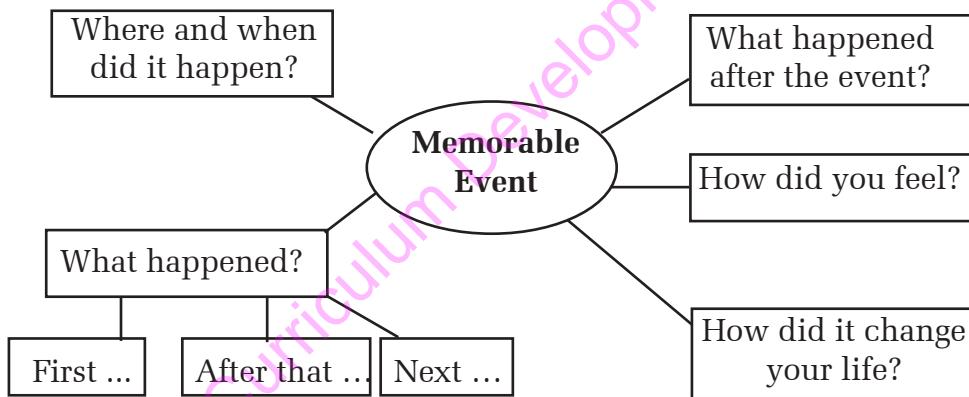
## **Put into Practice**

Ask your guardian or parents to tell you a story. Then, write the important events of the story. Narrate the story in the class.

## **Writing**

### **Think and Act**

Recall a memorable event that happened in your life. Collect as much information about the event as possible and complete the diagram with the information you have collected.



## **Study Time**

Now, put the events in a chronological order. Then, write a story about Memorable Event in my Life.

## **Put into Practice**

Collect religious stories from different sources. Read them and narrate the story you like the most in your own words to the class.

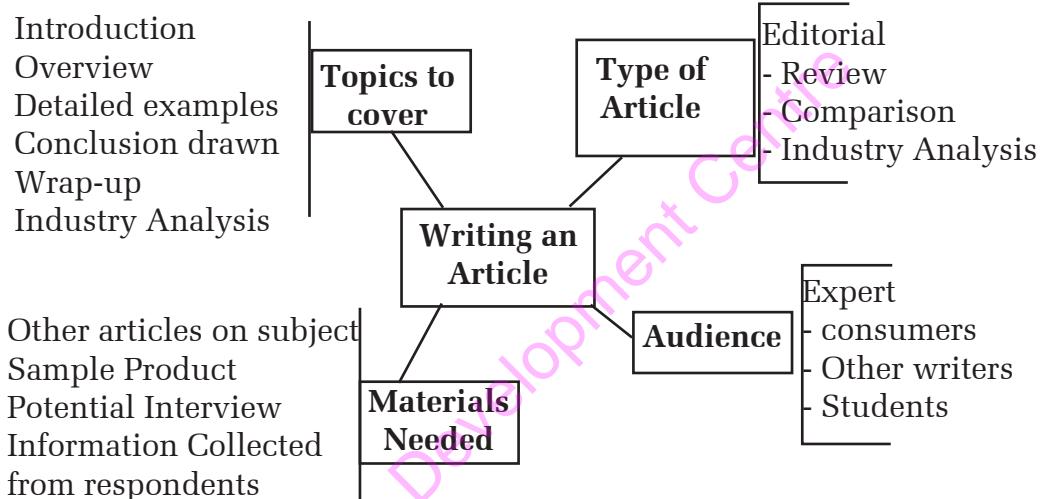
## *Creative Task*

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Draw as many traffic signs as you can and write what they mean below them. Display them on your school notice board.

## Fun Corner

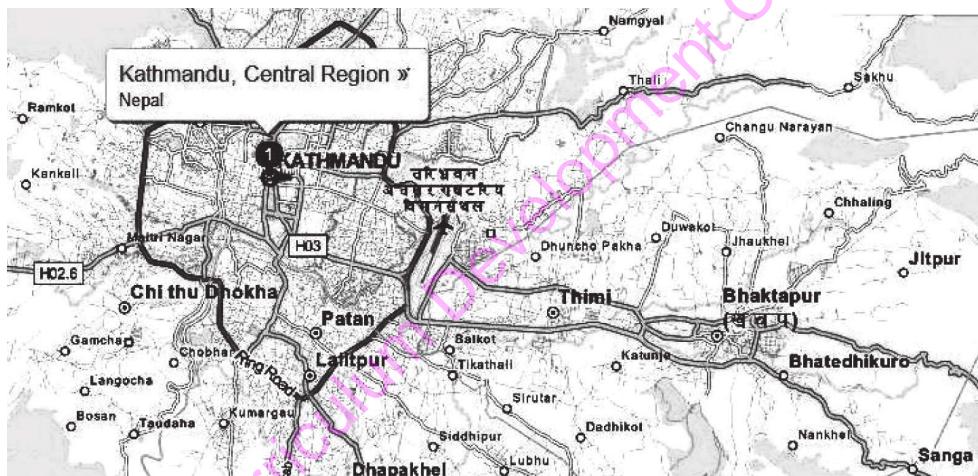
Select a topic for an article. Observe the following figure, and develop a complete map to write the article.



Adapted from Mind Managr 2002

**UNIT****9****GIVING DIRECTIONS****Reading****A CITY MAP****Think and Act**

Look at the map below. Have you ever visited any of the places on the map below? Describe what you have seen there.

**Study Time**

Read the city map below. Underline the following words/ phrases if they occur in the text.

turn left

turn right

roundabout

next to

opposite

take the right

take the left

go past

traffic lights

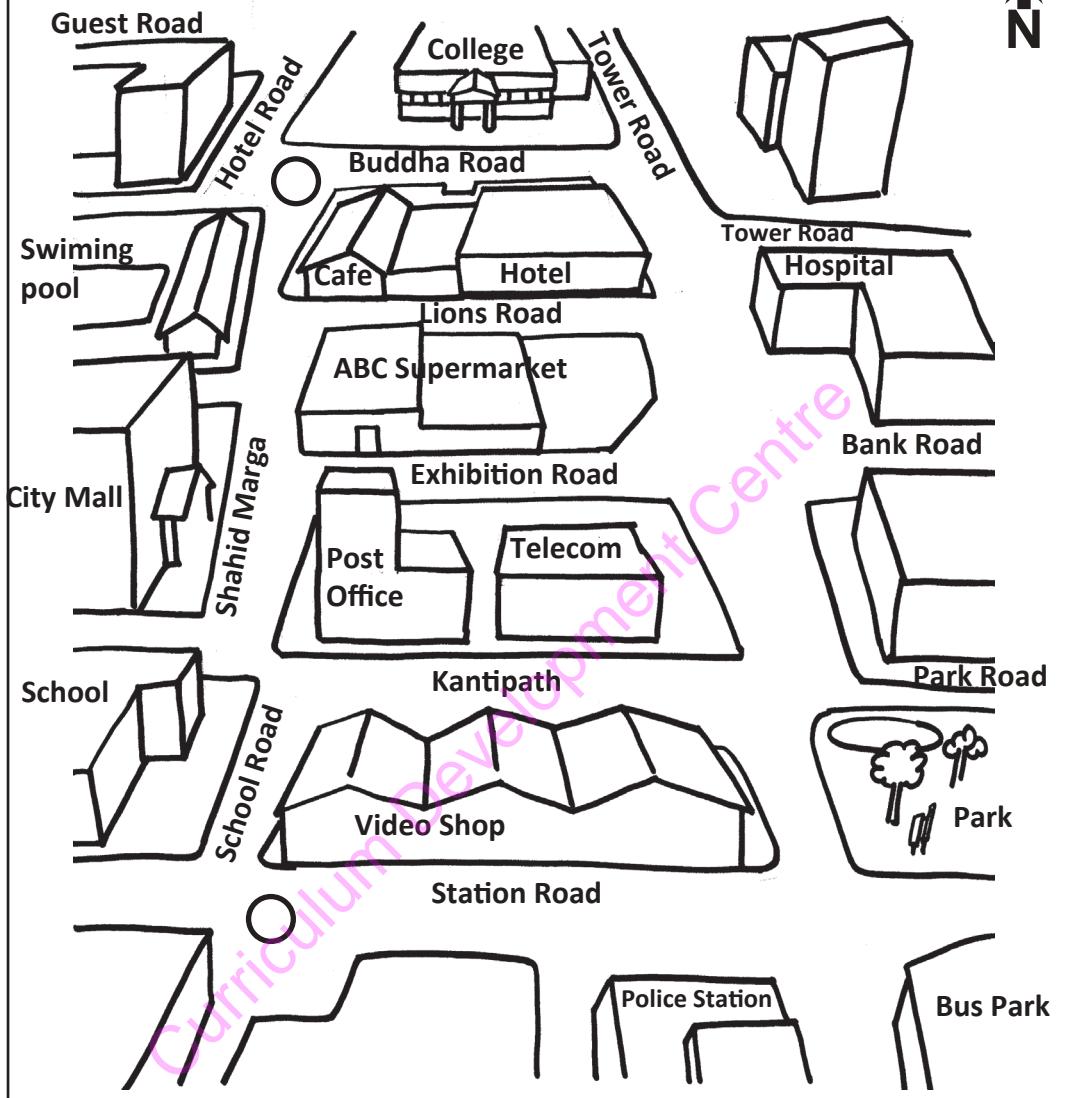
go straight on

on the left

on the right

On the map below is a route which starts from the Police Station and ends at the college. Aslam has a blank map. He calls Azlan to trace the same route. Azlan shows direction to him.

## I. A City Map



You are at the Police Station. Go along the station Road to the west. Keep on walking until you see a Video Shop on your right. Turn right at a round about and go straight ahead along the School Road until you arrive at Kantipath. Turn left and you will see a junction. Turn right at the junction and go along Shahid Marga. Go straight on, pass the City Mall on your left and ABC Supermarket on your right. You will arrive at Lions Road. Go straight to the north until you reach the round about. Take the Buddha Road on the right and go straight ahead along the road. After about five minutes walk you wil see the college on your left.

## 1. Enrich Your Vocabulary

- a. Select the correct word/ phrases from the list below to copy them under the pictures.

Go/walk straight

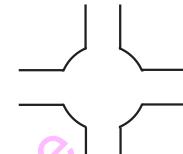
Go /walk up Turn left

Turn right

Go/walk down

Go back

Go round

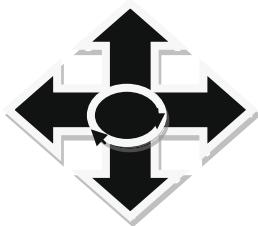


.....

.....

.....

.....



.....

.....

.....

- b. Using the words and phrases above, show your friends the way to get to your house.

## 2. Read and Draw

- a. Draw a line along the way Azlan directs Aslam to follow from the Police Station to the College.

- b. Read the map again, and draw the line from the station to:

a. Guest House

b. ABC Supermarket

c. City Mall

d. Hotel

e. Hospital

f. Swimming Pool

g. Sagarmatha Tower

h. College

### **3. Read and Answer**

- a. Read the map; trace the route following the direction and discover the places.**

i. You are at the City Mall. Go straight ahead along Shahid Marga until you reach Exhibition Road. Turn right and go past the Post Office and take the left turning. Go up the road until you get the first junction. Now, turn left, go straight for five minutes and the place is just opposite to the cafe.

What place is it? .....

ii. You are at the Bus Park. Go straight a head to the north until you meet a junction. Turn left at the junction and go along Kantipath. The place is on your righth next to the Telecom .

What place is it? .....

iii. You are at Telecom. Come out of the Telecom and go along Kantipath to the east. Keep on walking until you meet a cross road. Turn right. Go down the road. The place is on your left opposite to the Bus Park.

What place is it? .....

- b. Where are they? Match the places with their locations.**

Places		Location	
1.	Video Shop	i.	Opposite to the Cafe
2.	ABC Supermarket	ii.	Opposite to the Bus Park
3.	Hotel	iii.	Opposite to the School
4.	Telecom	iv.	Next to the Cafe
5.	Park	v.	Next to the Post Office

#### **Put into Practice**

**Work in pairs. Draw a map showing the route which starts from your school and ends at your home. Give the map to your friend. Next give the directions to your friend so that he/she can trace the same route. Check whether your friend traced a line correctly or not.**

## II. Manechauka: A Place that Holds a Memory

**Read the following text about Manechauka and note down its important features.**

People have memories that are sparked by many situations. Places often make people remember experiences from the past. Many places hold memories for me: the river, school, hills, mountains, terai, etc. One particular place that reminds me of my childhood is Manechauka bazaar in Tanahun District.

Manechauka bazaar is located near my house. It is very special to me for many reasons. I learned to enjoy the beauty of nature there. The cool streams- *Naudi Khola* and *Paudi Khola*- taught me how to swim. Trees and rocks over there taught me to climb up and down the hills. The school, Shree Tribhuvan Secondary School, taught me to read and write. People living there taught me to adjust myself in a society of total harmony.

This very special place is situated in the northern part of Tanahun district. It is peacefully located on the lap of *Khalte* and *Ulyhahar* in Rupakot Village Development Committee. The neighbouring district, Lamjung, surrounds it in the North and *Sabadi Khola* in the west. The beautiful green forest adds beauty to this place. The pure natural drinking water of these streams is another salient feature of Manechauka.

This bazaar is unique for a variety of reasons. People from different castes and religions are happily and peacefully living there. Everybody respects each other. They enjoy many different cultural programmes. They respect all occupations. Professional farming has also become a part of people living there. Not only this, emphasizing the significance of education, they have established a school and a campus in Manechauka. It has really helped people get higher education whilst living in their homes. In addition to these facilities, people are enjoying electricity, telephones and the Internet services there.

Thus, Manechauka is a place of beauty, harmony and peace. It always reminds me how to survive and get other people to survive in the society where I live. When I see people respecting each other, it brings me back to the memory of my childhood. Additionally, it has taught me to enjoy and live in multicultural society sharing about and caring about each other's culture and religion.

## **Read and Answer**

- 1. Read the text above, and answer the following questions:**
  - a. What does Manechauka remind the writer of ?
  - b. Where is it located?
  - c. Why is it unique for the writer?
  - d. What has the writer learned from the place?
  - e. Write down any five facilities that a person can enjoy there.
- 2. Read the text again, and decide whether the following sentences are true or false.**
  - a. The writer learnt to swim in Manechauka.
  - b. He started his schooling from there.
  - c. Only Hindus live there.
  - d. People have a feeling of fraternity.
  - e. Manechauka is situated in the western part of Tanahun district

## **Grammar**

### **Think and Act**

- 1. Go through the essay on ‘Manechauka: A Place that Holds a Memory’ again and underline the present forms of the verbs.**
- 2. Write a short paragraph on My School. While writing, only use the present tense.**

### **Study Time**

Present tense is used not only for describing places and people at present but also for various communicative functions. The following sentences are taken from different contexts. Identify the contexts and complete the sentences with the correct form of verbs in brackets. Use the present simple, the present continuous, the present perfect or the present perfect continuous whichever is appropriate.

**Example : The earth ..... (move) round the sun.**

**Answer : The earth moves round the sun. (Context: universal truth)**

- a. Anu generally ..... (go) to school.

- b. Barking dogs seldom ..... (bite).
- c. Preeti ..... (like) playing football.
- d. They ..... (paint) the house at this moment.
- e. Water ..... (freeze) at 0°C.
- f. If it ..... (rain), we won't go to picnic.
- g. When the curtain opens, a man ..... (appear).
- h. She ..... (cut) her hand. It's still bleeding.
- i. Don't disturb me! I ..... (write)
- j. I ..... (not meet) her since Dashain.
- k. Kunti ..... (not arrive) yet.
- l. Take the umbrella. It ..... (rain) outside.
- m. Don't make a noise. The baby ..... (sleep).
- n. Anil generally..... (drive) a van but today he ..... (drive) a car.
- o. Listen! Someone..... (sing).

### Put into Practice

What do you do every day? Make a list of your daily activities. Now, write a paragraph including the points from your list. Present your daily routine to your friends.

### Listening

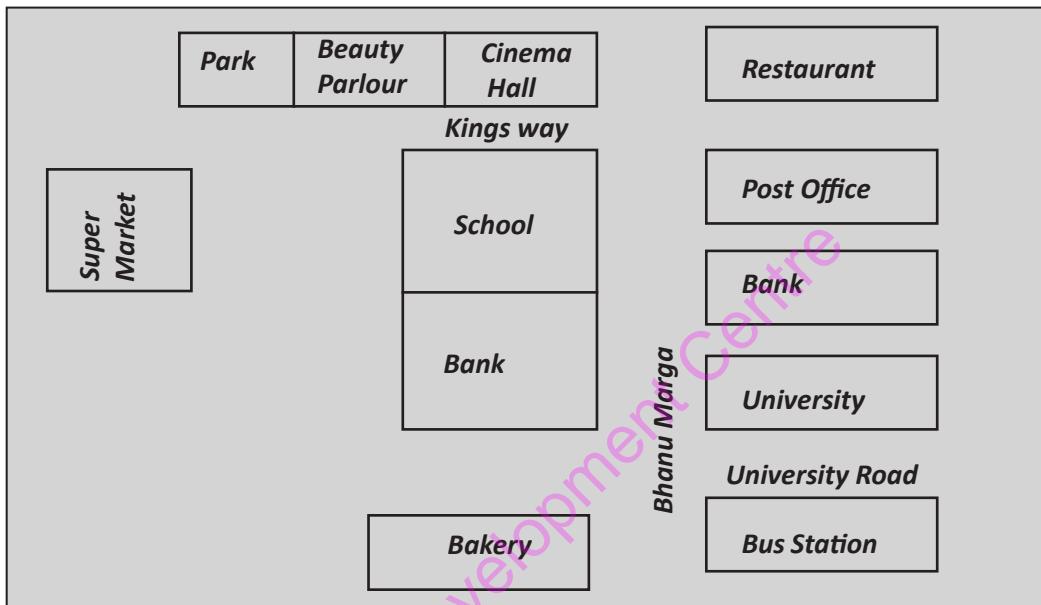
#### Think and Act



- a. Who are the people in the picture?
- b. What might the girl be asking about?
- c. What might the man be telling her about?

## Study Time

In this part of the listening activity, you will listen to a conversation between a woman and a traffic police officer. Look at the map carefully before you listen.



1. Listen to the conversation, and decide whether the following sentences are true or false.
  - a. Hasina wants to buy some souvenirs.
  - b. She prefers a gift store.
  - c. The supermarket is opposite the park.
  - d. There is the Cine Hall on the King's Way.
  - e. The policeman talks about Hospital Road.
2. Listen to the conversations again, and complete the following dialogue.

A: Excuse me. Where can I buy some .....?

B: In a ..... or in the .....

A: I prefer the ..... Where is it?

B: Well, go straight along the University Road. After you reach ..... , turn right. Go straight until you get to ..... Then, turn left.

A: Is the market there?

B: No, it isn't. Go straight; pass the .....and ..... on your right.

A: Is it the place?

B: It's near. Go straight for a while. The market is ..... the park on your ..... Did you get it?

A: Yes, I think so. Thanks.

B: You're welcome.

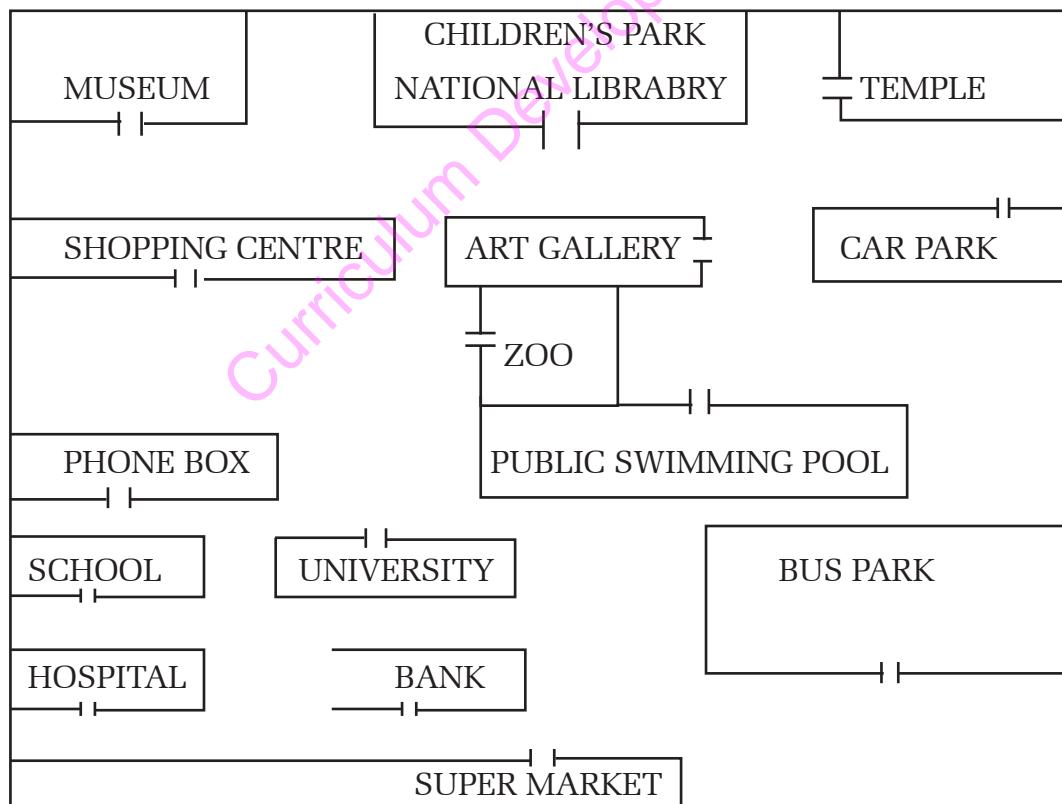
### Put into Practice

Listen to the conversation again and play the role of A and B.

### ***Speaking***

#### A. Think and Act

Look at the word map below and make a list of places you see on the map.



## Study Time

- 1. Give directions!**
  - a. You are at the Art Gallery, how can you get to the school ?
  - b. You are at the National Library, how can you get to the Phone Box?
  - c. You are at the Bank, how can you get to the zoo?
- 2. Work in pairs. A has just arrived at Bus Park. He/she does not know the places in the city. He asks for direction and B shows him/her direction to get to the following places.**
  - a. Museum
  - b. Phone box
  - c. Temple
  - d. School
  - e. Children's park
- 3. Work in pairs. A directs B to get to A's house. B traces the map. A checks whether the map is right or not.**

## Put into Practice

Ask your guardian about the places in your village/town. Then, draw a map of your village/town and locate your house.

## Writing

### Think and Act

**Answer the following questions.**

- a. Where were you born?
- b. How do you like to remember your birthplace?
- c. Why do you like your birth place?
- d. What are the special features of your birthplace?
- e. Do people respect each other and their cultures?

### **Study Time**

Read the essay on Manechauka: A Place that Holds a Memory again and write a similar essay about your birth place.

### **Put into Practice**

Write an essay about a beautiful place you have visited or the place you like the most. Include its location, special features, available facilities, and the way of life there.

### *Creative Task*

Draw a map of your village or town. Point out the important locations there. Below the map, write information about your village or town. Focus on physical, cultural and academic aspects only.

### **Fun Corner**

Take a photograph of your locality. Paste it on a piece of paper and describe it in a paragraph.

**UNIT****10****INTERPRETING GRAPHS,  
CHARTS AND DIAGRAMS****Reading****Greeting Cultures Around the World****Think and Act**

1. What are the people doing in the pictures?
2. Why do you greet people?
3. How do you greet people?

**Study Time**

- a. Read the text below and do the following activities.
- i. Find out what is the text about.
  - ii. Underline the names of the places given in the text.
  - iii. Out of the following greetings, tick the ones that you find in the text.

Bow and shake hands	Pat on the shoulders	Put hands together
Touch each other's nose	Kiss on the cheeks	Touch nose
Giving flowers	Put hands in a praying position	Lifting a hand
Hug each other		

The way people greet one another reflects their *custom*. It gives insight into their history and values. There is a wide *range* of greetings around the world. These range from the common handshake to other strange *rituals* found in some countries. Let's *observe* how the simple action of *greeting* someone differs greatly from place to place.

In some Eastern countries, including Korea and Japan, bowing is the traditional greeting. In Japan, it is accepted that the deeper the *bow*, the deeper the respect shown. In Nepal and India, people bend or nod and say *Namaste* or *Namaskar* joining palms together as if praying. Handshakes are also popular in these countries. In Tibet, people opt to *stick out* their tongue to greet others which may seem strange to us.

In the United States, people shake hands firmly and make direct eye contact. It means a simple *handshake* is the normal greeting there. Shaking a person's right hand while looking him or her in his or her eyes is the usual method. Handshakes are also common in other parts of the world, including Canada, Britain and Russia. When Canadians first meet, they often shake hands and introduce themselves by stating their name. In Russia, males *grasp* other men's hands very strongly during the handshake. Similarly, most people in New Zealand greet each other by shaking hands. However, the native Maori people of that country display more physical *contact*: they press their noses together in a sign of trust and *closeness*.

In other countries, such as France and Belgium, hugging and kissing are more common when two people meet. In those cultures, people kiss each other on the cheeks. The number of times varies depending on the particular country. In Saudi Arabia, men might *hug* and *kiss* each other (but not a woman), on the cheek. Men also shake hands with other men there.

Thus, greetings vary from culture to culture and the place to place where they live. These cultures teach us how to assimilate in a society. It also helps us to know each other's way of life. Moreover, learning about other's culture can be a reliable tool for keeping peace and social harmony.

## **1. Enrich Your Vocabulary**

### **a. Choose the synonym (s) of the underlined word(s).**

- i. John greeted his friend with a warm smile and firm handshake.  
A. demonstrated      B. presented  
C. welcomed      D. offered
- ii. The old man grasped his young grandson's hand tightly, so he couldn't run onto the road.  
A. touched      B. held  
C. observed      D. kissed
- iii. I'm interested in learning more about the customs of other countries.  
A. attractions      B. language  
C. traditions      D. people
- iv. Remember, when you meet Mr. Robin, he doesn't like any physical contact.  
A. gossip      B. touching  
C. greeting      D. discussion

### **b. Choose the best options and fill in the blanks.**

- i. A ..... can be used to greet someone or to show agreement.  
A. hug      B. nod      C. kiss      D. custom
- ii. Jimba ..... his hand towards the woman, but she refused to shake it.  
A. depended on      B. turned down  
C. held on      D. stuck out
- iii. Ken hurt his back after his deep ..... to the foreign visitor.  
A. bow      B. shake      C. contact      D. effect
- iv. The styles in this store ..... from old-fashioned to modern.  
A. price      B. accept      C. range      D. come
- V. Getting down on your knees is a ..... to honour the dead in this country.  
A. closeness      B. range      C. suggestion      D. ritual

## **2. Read and Tick**

**a. Read the text again, and tick the best answers.**

**i. What is this text mainly about?**

- A. The importance of handshakes all around the world
- B. The origins and histories of various greetings
- C. The strangest types of greetings on Earth
- D. The wide range of greeting customs in the world

**ii. Which of the following is true?**

- A. People in Russia, but not England, shake hands.
- B. The number of times people kiss on the cheek varies.
- C. In the past, people nodded if they weren't carrying a weapon.
- D. You shouldn't look at people when shaking their hands in the United States.

**iii. How do most people in New Zealand greet each other?**

- A. With a kiss on the cheek
- B. By pressing noses together
- C. With a handshake
- D. By sticking out their tongues

**iv. How do people greet in India and Nepal?**

- A. With a handshake
- B. By pressing noses together
- C. With a kiss on the cheek
- D. By saying Namaskar/Namaste

**v. How do Saudi Arabians greet people?**

- A. Men might hug and kiss each other (but not a woman) on the cheek.
- B. It's not proper for men to kiss women when they meet.
- C. Women do not kiss other women when they meet.
- D. Women can kiss men, but men can't kiss women when they meet.

**b. Read the text again and fill in the blanks with the following words.**

hand      hug and kiss      customs      stick out      greeting      bow

If you are travelling to another country, you should learn a bit about its ..... before you go there. This includes getting to know the proper form of ..... people. It can differ a lot. If you go to America, don't be surprised if someone shakes your ..... In Japan people might ..... when they greet. Finally, if you travel to Saudi Arab, men might ..... each other (but not a woman), on the cheek.

### **3. Read and Answer**

**Read the text again, and answer these questions.**

- a. How do the Nepalese greet each other?
- b. What are the different ways of greeting people in the USA, Canada, and Japan?
- c. What do greetings reflect?
- d. What is the significance of understanding other's culture?
- e. Supply a suitable title to the text.

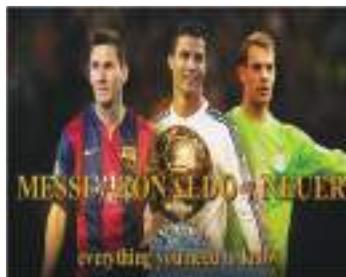
#### **Put into Practice**

Collect as many greetings as possible from different communities of your country. Find out the similarities and differences between them.

### **Grammar**

#### **Think and Act**

**Observe the pictures below and write what is happening there?**



## Study Time

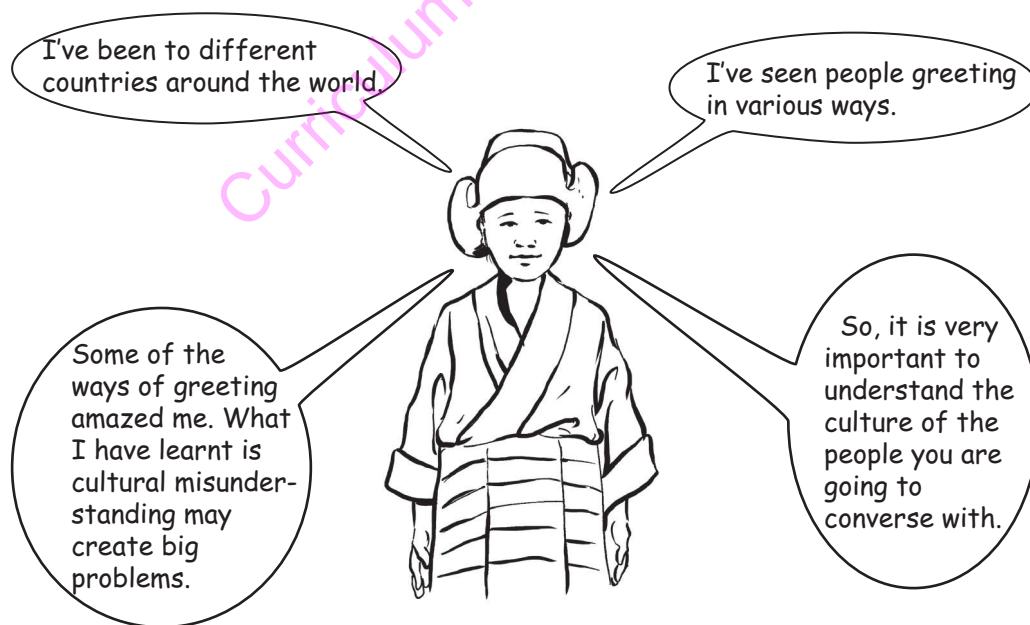
### 1. Read the football commentary below, and identify the tenses used.

The defender is back on and play will resume...We will have four minutes of added time when Dipak gets off the pitch... Shankar is coming on for a cameo appearance as Rajendra makes way... Chance! Janardan does well on the wing and his cross falls to Shree who gets his shot away at the second attempt but he can't get enough on it and Bhishmaranjan saves easily...We haven't seen much from Ashis this half but he suddenly sprints into the box after taking the ball from Om but there are no takers in the middle....Seconds later, Milan takes matters into his own hands and shoots from range but Dawa turns it behind for a corner. Ashish's ball in is cleared... Another wasted free kick from the home side as Rajendra fires over...

### 2. Write a similar type of sport commentary. While writing, don't use the past tense.

### 3. Read and observe the situations very carefully.

Mrs. Sherpa has been studying different cultures and the way people greet each other. She has been compiling her experience so that she can publish a book on the detailed study of popular cultures of greeting round the world. Here are some of her statements:



**Now, complete the sentences using the appropriate forms of the verbs in brackets.**

*Example:*

A video is on. It began three hours ago, and it hasn't finished yet.

*The video has been playing for two hours.*

- a. Manila got to the office early in the morning. Eight hours later she's still there.  
Manila ..... (work) for eight hours.
- b. Rajnarayan rang Neha thirty minutes ago, they are still on the phone.  
Rajnarayan and Neha ..... (talk) for thirty minutes.
- c. Ruby was cutting vegetables. They are ready to cook now.  
Ruby ..... (cut) vegetable.
- d. Susmita walked to school an hour ago. She is at school now.  
Susmita ..... (arrive) at school.
- e. Agrim entered the examination hall three hours ago. He is still inside..  
Agrim ..... (solve) problems for three hours.

### **Put into Practice**

**Visit your village/town, and report an event happening in your place at the moment.**

### ***Listening***

#### **Think and Act**

How do you greet people in your culture?

What are the following people doing? Is it allowed in your culture?



## Study Time

- a. Listen to the audio, and tick the best answers.
- Social kissing in Britain is acceptable between-----.  
(A) men and men      (B) men and women  
(C) women and women who are strangers
  - The speaker ----- kissing and being kissed.  
(A) enjoyed      (B) felt excited      (C) felt awkward
  - The next morning the speaker ----- kissing the ladies on the hands.  
(A) stopped      (B) started      (C) held
  - told him about the tradition of kissing in Britain.  
(a) his wife      (b) his host      (c) his friend
  - His wife ----- about greeting traditions in Britain.  
(A) informed      (B) was well informed      (C) had no idea
- b. Listen to the audio again and answer the following questions.
- Why did the writer adopt a new style of kissing form the next morning?
  - Why did he have to stop his new style?
  - What would you have done if you were in the same situations as the writer was?
  - Who felt sorry? Why?
  - Is it necessary to know about the traditions of the people we converse with? Why?

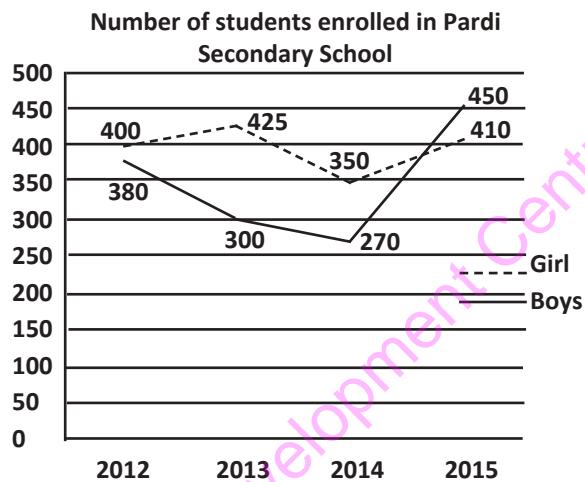
## Put into Practice

Talk to any person who has been to any foreign country. Ask him/her about a popular culture in the country and share it with your friends.

## ***Speaking***

### **Think and Act**

The following graph presents the total number of students enrolled in four academic years in Pardi Secondary School. Read the graph and find out the differences in the number of boys and girls each year.



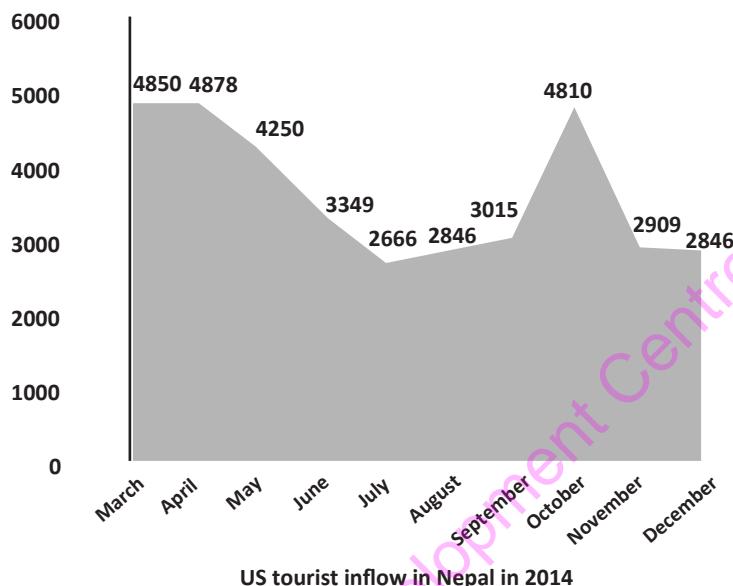
Find out the meanings of the verbs and nouns used in interpreting the graphs, charts and tables.

Verbs	Noun
to go up	an increase
to increase	
to climb up	
to go down	a fall
to decrease	a decrease
to fall	a drop
to drop	

Find out adjectives and adverbs that are used to interpret the type of change in graphs.

## Study Time

1. Look at the interpretation of the graph below, and interpret the graph above in a similar way.



Source: Nepal Tourism Board, 2015

Sajan: In March 2014, the number of tourist coming to Nepal from the USA by air was 4850. It increased in April to 4878, but it fell in May, June, and July to 4250, 3349, and 2666 respectively. In August, the number increased up to 2846. In the next two months, it increased again and reached 3015 and 4810. However, in the last months the number dropped down. In November, the number dramatically decreased to 2909, but there was a slight fall in the number of tourists in December. The overall picture shows that there hasn't been any consistency in the number of US tourists to Nepal in the last ten months.

2. Work in groups. Visit class eight, seven and six. Collect data filling up the following table.

Class	Total Number of Girls	Total Number of Boys
Eight		
Seven		
Six		

### **Put into Practice**

Convert the table above into bar graphs. Interpret it in the class.

### **Writing**

#### **Think and Act**

**Write down the language structures frequently used in sports commentary.**

### **Study Time**

Observe the picture below, and write an imaginative commentary of a cricket match.



### **Put into Practice**

Observe a game in your school playground, and write a commentary on it. Do not use past tense.

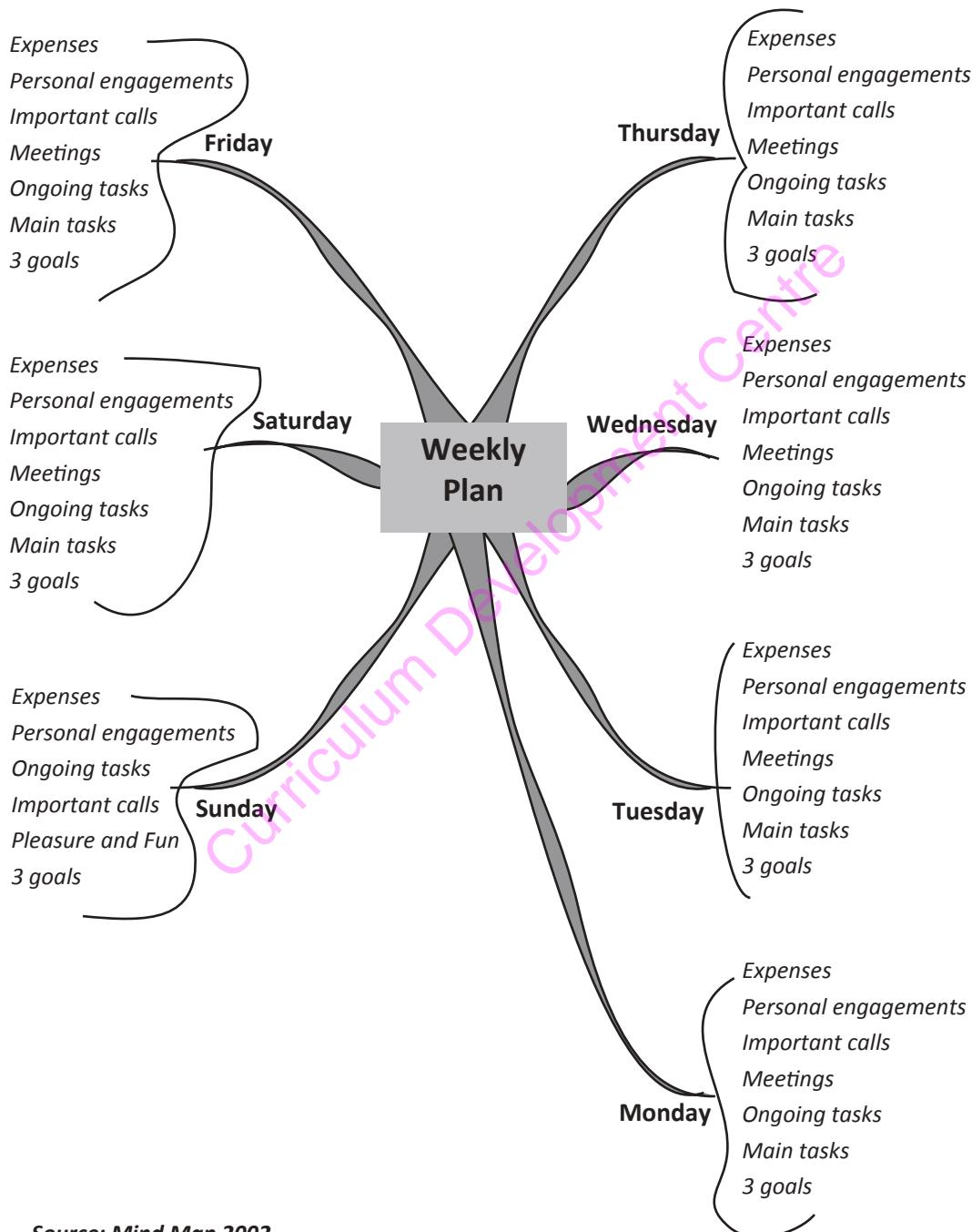
### **Creative Task**



Visit ten houses in your neighbourhood. Collect data on number of people from different castes. Present your data through pie chart and interpret it in class.

## Fun Corner

Observe the mind map for developing weekly plan, and prepare your plan for the next week.



Source: Mind Map 2002

## **ASSESS YOURSELF-2**

### ***Reading Test***

**Read the given text and do the activities that follow:**

Once there lived a great *hermit*, who was famous for telling the truth. He had taken a *vow* not to tell a lie and was popularly known as “Mr. Truthful.” No matter what he said, everyone believed him because he had earned a great *reputation* in the community where he lived and did his *spiritual* practices.

One evening, a robber was chasing a *merchant* to rob him. The merchant was running for his life. To *escape* from the robber, the merchant ran towards the forest where the hermit lived outside the village.

The merchant felt very safe because there was no way the robber could find out where he was hiding in the jungle. But the hermit had seen the direction in which the merchant went.

The robber came to the hermit’s cottage and paid his respects. The robber knew that the hermit would tell only the truth and could be trusted, so he asked him whether he had seen somebody running away. The hermit knew that the robber must be looking for somebody to rob, so he faced a big problem. If he told the truth, the merchant would certainly be killed. If he lied, he would incur the sin of lying and lose his reputation. Any *immoral* act that may harm others is called sin. Ahimsa (nonviolence) and truthfulness are the two most important teachings of all religions that we must follow. If we have to choose between these two, which one should we choose? ...

**i. Complete the following sentences with suitable words choosing from the text above:**

- a. As he always cheats her, she ..... never to speak to him.
- b. ..... lives a very simple life for religious reasons.
- c. It's ..... to steal.
- d. He couldn't ..... from the prison.
- e. People feel that there is a lack of ..... values in the modern world.
- f. It is really difficult to earn ..... as an honest person.

**ii. Rewrite the following sentences in right order as they occur in the story.**

- ..... One evening, a robber was chasing a merchant to rob him.  
..... There lived a great hermit.  
..... He was famous for telling the truth as he had promised not to tell a lie.  
..... To get away from the robber, the merchant ran towards the forest where the hermit was living alone.  
..... He faced a big problem because he was in a dilemma.  
..... Nobody had seen him, except the hermit.  
..... The robber came to the hermit's cottage and greeted him.  
..... He asked him whether he had seen somebody running away.  
..... The hermit knew that the robber was going to rob the merchant.  
..... He had to decide whether he should follow the path of truthfulness or nonviolence.  
.... He hid in the jungle.

**iii. Read the story again and answer the following questions.**

- How did the hermit earn a good reputation?
- Why was the robber chasing the merchant?
- Who had seen the merchant in the jungle?
- Was the hermit in a dilemma?
- Give a suitable title to the story.

**iv. Complete the story in not more than five sentences.**

**B. Grammar Test**

**1. Match a line in Column A with a line in Column B.**

Column A	Column B
If you're ever in Ilam,	I'd travel around the world.
If I had a lot of money,	tell him I'm at Jack's.
Had I worked there,	Please let me know. I'd love to show you tea garden.
If Alex calls,	I'd have saved a lot of money.
If you are tired,	You should go to bed.

**2. Complete the sentences about you.**

- a. I've never .....
- b. I ..... when I was a child.
- c. I ..... ago.
- d. I ..... since my childhood.
- e. I haven't ..... yet.

**3. Write correct or incorrect against the following sentences.**

- a. He is speaking three languages.
- b. She has a baby next month.
- c. I was composing a poem when you called.
- d. What have you done with my pen? I can't find it.
- e. What are you doing this night?

**4. Complete the following sentences with appropriate question tags.**

- a. It isn't very cold today, .....?
- b. The film wasn't very good, .....?
- c. I'm waiting for you, .....?
- d. You can cook, .....?
- e. We shall do it, .....?

**C. Listening Test**

**1. Listen to the audio and answer the following questions:**

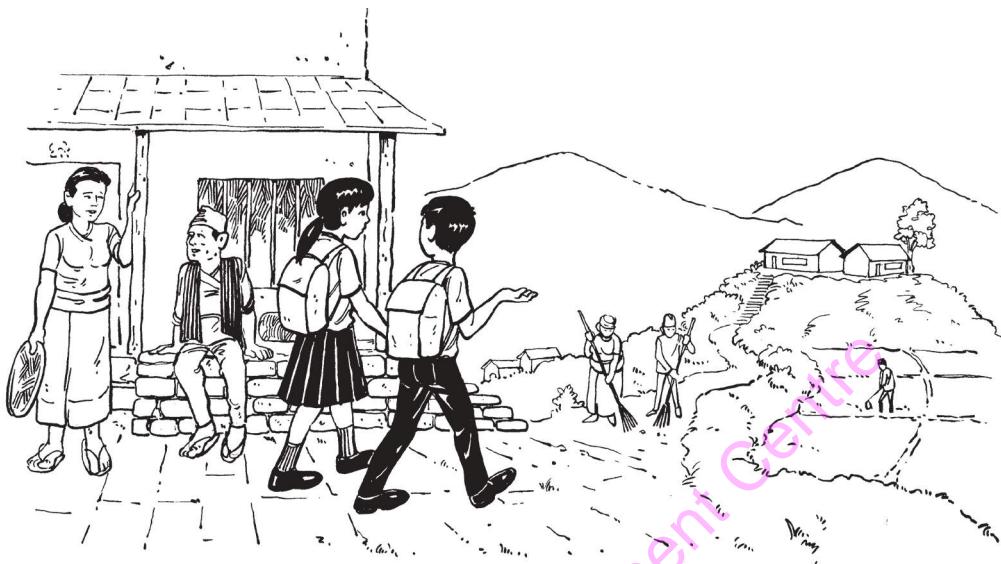
- a. Where is Mr Brown now?
- b. How was his flight?
- c. What does he want to have?

**2. Listen to the audio and write True or False against the following statements:**

- a. Sandra welcomes Mr Brown.
- b. Mr Brown is at Manchester now.
- c. Sandra is late because of fog.
- d. Mr Brown likes to have a drink.
- e. Sandra likes to have tea.

#### **D. Speaking Test**

1. Look at the picture below and describe it briefly.



2. Introduce yourself and describe your school.
3. How can Dibas get to your house from school? Direct him.
4. Make a live commentary of the activities happening in your school now.

#### **E. Writing Test**

1. Write a story that ends in "I've never found such a kind person ever since".
2. Write a short story which teaches the lesson, 'National unity is the backbone of national development.'

## **UNIT**

# **11 DESCRIBING AN OBJECT OR A PLACE: TALKING ABOUT PRESENT**

### **Reading**

#### **Think and Act**

Fruit tastes the best when it is something that you have grown yourselves or taken from its natural place. Have you ever plucked an orange from an orange tree? Imagine that you were plucking an orange from a tree. Discuss the following questions with a partner:

- a. What do you see around you?
- b. What do you hear?
- c. What do you smell?
- d. How does the orange taste?

#### **Study Time**

**Read the childhood experience of the writer about eating oranges and find out the describing words from the text.**

#### **How Fruits Taste the Best**

When I was ten years old, my mother took me to Syangja. It was during winter vacation. My brother Phurba, who was fourteen years old, was also in our excursion. Mother told us to respect nature and learn where our food comes from. She added, "Fruit tastes better when we get it ourselves." To learn more and to enjoy delicious oranges we headed towards an orchard. After an hour of walking,



we reached the place where we saw orange trees loaded with ripe and tempting oranges . I still remember the taste and the smell of those nectars

Many large and small; green and ripe oranges were blooming and shining. I felt as if the big and small trees were welcoming us bowing with juicy sweet oranges, greeny leaves and prickly thorns.

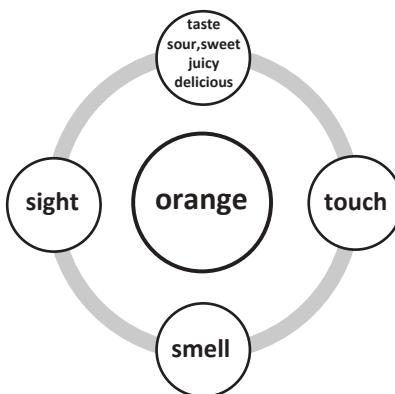
An attractive orange, that was the size of a cricket ball, seized my eyes. It was plummy and pulpy. Althouth the prickly stem ends scared me, I could imagine the juice inside it. Only thinking of the tiny seeds and delicious juice inside could tempt any one. I smelt it and imagined the sweet honey-filled nectar inside. Mother warned us not to pick the hard and green ones as they could be sour. "If you bite, your mouth may explode in little spurts of sourness," she reminded.

My brother enjoyed many oranges sitting in a corner which was just beside the orange tree. My mother, whose childhood had passed in that particular area, was rather excited .She was busy filling her bag with large and ripe oranges. I too had many but the last one was the largest and the sweetest one. Then we left the orchard. Since the place was so wonderful, we left with heavy hearts. While returning, my eyes caught sight of a large orange which kept on tempting me. I could easily imagine how soft, juicy, fragrant and bumpy that one would have been. I wished I could feel its texture and could hold its pleasant smell forever.

From that day on, I always prefer fruits from their natural places. I have eaten oranges many times since then, but they have never tasted as delicious as the ones in the orchard.

## 1. Enrich Your Vocabulary

Find the words from the text to describe an orange for each set.



## 2. Read and Match

Match the nouns in column 'A' with their suitable describing words in column 'B'.

### Column 'A'

- a. orchard
- b. oranges trees
- c. orange leaves
- d. orange juice
- e. oranges

### Column 'B'

- big and small
- plummy and pulpy
- honey-filled nectar
- green
- heaven like

## 3. Following sentences are incorrect. Read the text again and correct them.

- a. The writer is fond of growing oranges.
- b. Her brother detested the oranges.
- c. Orange trees were filled with flowers.
- d. Mother advised them not to eat unripe oranges because they could be bitter.
- e. While returning the writer carried a large and tempting orange.

## 4. Read the text again, and answer these questions.

- a. Where did the writer go in the winter vacation?
- b. Imagine that you were in that place. How would you describe the sight, smell, taste and texture of the oranges?
- c. What advice did the mother give to her children?
- d. If you were the writer's brother, what would you do in the orchard? Would you do the same as he did or you would do something else? Write in detail.
- e. What does the writer remember all the time?

### Put into Practice

Think of a famous place where you would get specific fruits, vegetables or foods. It could be a farmland, a market or a grocery. Make notes on some of the fruits, vegetables or foods including their taste, sight, smell and touch. Then discuss in small groups.

## Grammar

### Think and Act

- a. Go through the reading text again and underline the sentences consisting of relative pronouns like who, that, which, etc.

The sentences you have underlined have relative clauses in them. Relative clauses are clauses starting with the relative pronouns who, that, which, whose, etc. They are most often used to define or identify the nouns that precede them.

- b. Study the following sentences and underline the relative clauses.

- i. We met everyone who attempted all the questions.
- ii. He came from his hometown where I visited two years ago.
- iii. The book which is on the table is very useful to me.
- iv. This is the year when they should start working.
- v. Can you tell me the reason why she began to laugh?
- vi. Is there anything that I can do for you?
- vii. Vishal, whose sister is a singer, has completed a Master's degree.
- viii. The woman whom you saw was an inspector.

### Study Time

- a. Rewrite the following sentences choosing the correct relative pronouns from the brackets:

- i. People .....live in glass houses shouldn't throw stones at others. (who, whose, whom)
- ii. That is the building.....they shot the film 'Hostel'. (whose, where, which)
- iii. The dress..... Ravi is wearing is very expensive. (who, which, what)
- iv. Look at the one horned rhinos.....are drinking in the river. (who, which, whom)
- v. Can I borrow the book.....was written by Mr. Pradhan? (that, what, whose)

- b. Study the following examples and join the pairs of sentences into one using suitable relative pronouns:

**Example:** You were helping the teacher. I wanted to help her.

You were helping the teacher whom I wanted to help.

- i. I used to live in Banepa. I was born and went to school there.
- ii. He bought the latest model of iPod. Aasif wanted it.
- iii. That's the problem. We solved it together.
- iv. Do you know the people? They work for the development of our nation.
- v. He collected the information. He downloaded the information from the Internet.
- vi. Tell me about your friends. They can help you in your hard times.
- vii. What's the name of the old man? He is wearing the blue cap.
- viii. I ploughed the field. My mother wished to plant the seedlings there.
- ix. The little girl was standing by the door and gazing at the path below. Her father had been away for several months.
- x. Malala left her studies. The reason for leaving her studies was her family problem.

### Put into Practice

Read the text again. Sort out the sentences which have relative clauses and make a list of them. Then add five more sentences on your own in your list discussing in small groups.

### Listening

#### Think and Act

Look at the picture . Can you name it? Who painted this great artwork? Have you ever painted anything and put up for display in exhibition or gallery? Share your experience with your friends.



## Study Time

Listen to the audio and do the activities that follow.

a. Answer in short:

- i. What is the listening text about?
- ii. Whose art work is this?
- iii. What is the painting called in French?
- iv. Who is Lisa Gherardini?
- v. When was it painted?

b. Why is Mona Lisa so famous? List any four reasons.

c. Find the odd one from the following sets of words:

- i. painting, portrait, art work, masterpiece
- ii. enigmatic, mysterious, serenity, strange
- iii. serenity, bustle, peacefulness, tranquility
- iv. treasure, gaze, gape, stare
- v. concord, discord, agreement, harmony

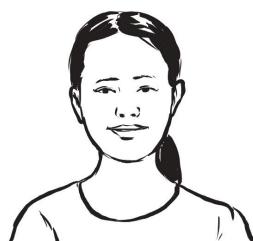
## Put into Practice

Listen to a radio, the Internet, television or live program that describes a famous place, person or thing. Note down some information which you find new and interesting and share it to your classmates.

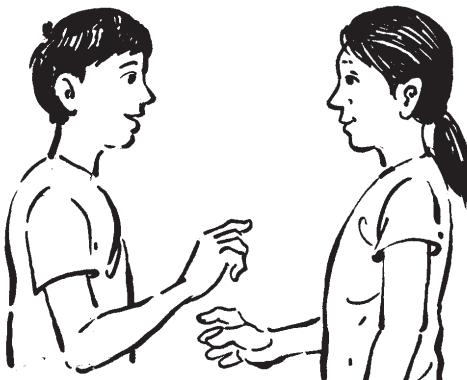
## Speaking

### Think and Act

Refer back to 'How Fruits Taste the Best'. Imagine what the writer looks like? Imagine her age, eyes, hair, complexion and height. Draw the picture of the writer as you imagine her.



### Study Time



#### Study this example.

**Rohit** : Aishwarya, would you mind receiving my nephew? He's returning from Dubai: but I am unable to go to the airport.

**Aishwarya** : No problem. but I don't know him. How can I recognize him? What's he like?

**Rohit** : He seems like a gentleman. He's lanky. I guess he is about six feet tall.

**Aishwarya** : What's his face like?

**Rohit** : His complexion is fair. He has a long face with a pointed nose.

**Aishwarya** : Oh I see. Can you please describe him clearly so that it will be easier for me to recognize him from a distance?

**Rohit** : Humm... He has curly hair. He has black and sparkling eyes. He is popular for his pinkish lips.

**Aishwarya** : Is that it? Now, I won't have any difficulty except in one case.

**Rohit** : What's that?

**Aishwarya** : If he has a beard and moustache... What do you think?

**Rohit** : Don't worry. He is always clean-shaven !

**Aishwarya** : Ok.

**Rohit** : I hope you will get him on time and take him home. Thank you for your kind help.

**Aishwarya** : You're welcome!

### Put into Practice

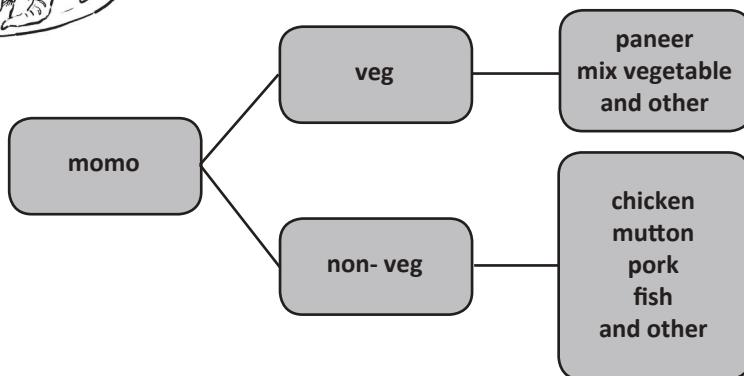
Work in pairs. One of you asks and the other describes. Prepare a similar dialogue describing a new teacher/ staff member of your school.

- A : How do I/ recognize/ somebody?
- B : describe age/ complexion/ height / build
- A : What somebody looks like?
- B : height/ complexion/ special features/ age
- A : What the new member looks like
- B : describe sex/age/ height/ etc.
- A : How a particular place (college/ school, etc.) looks?
- B : describe size/ location/ dirty, clean/ special features, etc.
- A : How a particular place (a village/town/ picnic spot, etc) is?
- B : describe location/ climate/ special features

### Writing

#### Think and Act

Have you ever tasted dumplings? Write down any three ingredients that you think are used to make them.



## Study Time

Read the following essay.

### **Dumplings: My Favourite Food**

Are you fond of eating? The world is filled with many varieties of foods. Each individual is unique on the basis of their taste. People like different food items at different times and occasions according to their culture, tradition and places they live in. As I belong to Nepal and observe its many cultures, I enjoy different food items. Among them is dumpling, which is called momo in Nepali.

Generally, momo is categorized into two types: veg and non-veg. There are varieties of vegetable dumplings like paneer, mixed vegetable and so on. Similarly, non-vegetable dumplings come in a long list of varieties, like chicken, buff, pork, mutton, fish and so on. Momos are served with pickles, which enrich the taste. Many varieties of pickles, like tomato pickle, chilly, peanut and other types are served with it.

Basically, I enjoy momo a lot. In fact, I enjoy it so much that I don't like to share it, not even with my brother! People think of it as junk food but I don't think so. It is because we can make it healthy if we want. I am fond of it as I can choose from many varieties of it. When it is served hot, it tastes the best. As I adore the variety in general, I like the stunning smell of all the different types. The smell of spices, ginger, coriander, onion, chili, oil and garlic always waters my mouth. Whenever I pass the restaurants which serve momo, I remember the delicious and yummy taste. Different shapes, white skin, smooth surface and tempting appearance can attract any eye. The best part is that when we eat, pickle oozes out. When I sink my teeth into it, crush stuffs inside, spices, onions and fat, I feel I am in heaven. I can eat three plates in a single sitting even though I know I will have a stomach ache afterwards!

Besides, the modern varieties like Fried, Khuwa, C, Sui mai and Momo with soup which are best served in different restaurants, are becoming popular day by day. No doubt, momo lovers, like me, are also growing with its growth.

## Put into Practice

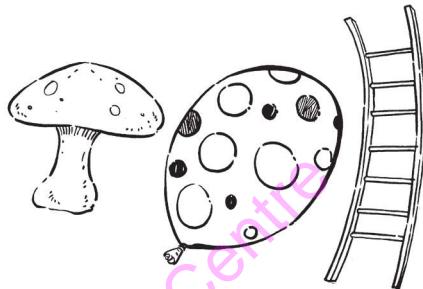
Prepare a word web collecting ideas and vocabulary to describe a famous building or structure. Where is it? Who built it? When? What is it used for? What do you like and dislike about it? Describe it in about 200 words.

## *Creative Task*

Collect a few newspapers or magazines. Choose an interesting article or a photograph about a new place which you have not visited yet. Make list of the words/phrases you would like to use. Now use your list of words/phrases, and write a descriptive essay on that particular place.

## **Fun Corner**

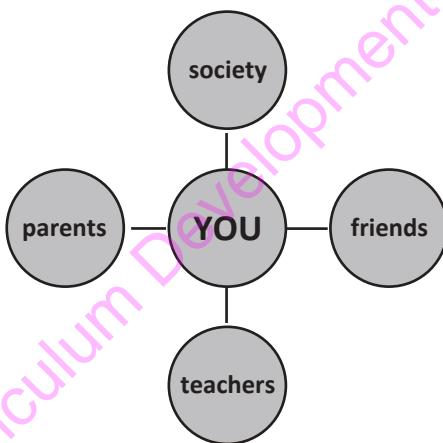
**Riddles, puns and jokes enrich sense of humor. Here are few kid-friendly jokes to make you laugh.**



- a. Why did the middle school girl bring a ladder to her school?  
She wanted to go to high school!
- b. Did you hear about the guy whose left side was cut off?  
- He's alright now!
- c. What did 0 say to 8?  
Nice belt!
- d. What did the mushroom say to the fungus?  
You're a fun guy (fungi)!
- e. What did the computer do at the lunch time?  
- Had a byte!
- f. What type of music are balloons afraid of?  
Pop music!

**UNIT****12****EXPRESSING IN / ABILITY****Reading****Think and Act**

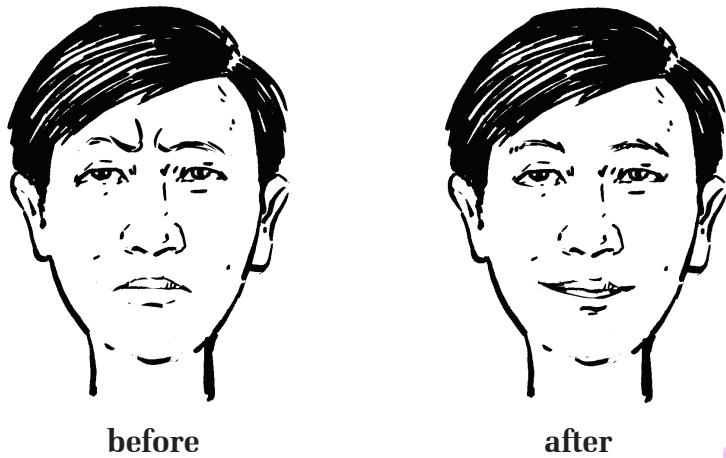
Look at the diagram below and find your relation with each of them. Do you think they influence you? If so, how? Do you think that they are interrelated as well? Discuss in pairs.

**Study Time**

Read the given text about the importance of good habits in one's own life and find the reasons behind them.

**Universal Etiquette**

Why can't all the students show excellent performance? It is because student life is not free from problems. Different facets of life create troubles and sufferings. If you follow a few simple steps, you can be what you like to be. You should develop good habits so that you can bring about positive



changes in yourself.

Student life is full of sufferings. Sometimes they suffer because of improper ways of eating or sleeping. At times, they lack exercise. Their improper way of dressing and unpunctuality in activities are other reasons. Besides physical suffering, social activities like impolite speech, ill temper, irresponsibility towards a given assignment and bad behaviour are some examples of social sufferings. Not only that, some economical reasons also play a vital role in student performance. Similarly, some of them are lazy, easily distracted and may be envious of others too. Some love socializing whereas others are simply disinterested in the class. Such defiling suffering is like illness which needs purification. Because of such problems, they show poor performance in their academic and extracurricular activities.

There are many ways to eradicate such sufferings. Universal etiquette like cleanliness, politeness, punctuality and orderliness are four combatants against them. Dirtiness is one of the main reasons. Many epidemics, health hazards, fatal diseases and irritations are the results of impolite and improper ways of human activities. For example, the number of patients in hospitals is increasing day by day. Because of dirtiness, the expenditure is also increasing in medication. Impoliteness in speech, behaviour, dressing and managing things are other reasons of pain. Most of the conflicts and fights are their results. Similarly, unpunctuality obstructs the ability to complete task on time. As a result you may make unnecessary excuses. For instance, if you do not wake up early and reach school late, you may tell a lie or make a lame excuse for your late arrival. Lastly, in order to live a

happy life, one must know how to organize oneself and one's belongings. It is because the habit of organization helps to be punctual, hygienic, polite and clean. All the four good habits make you free from possible sufferings; therefore, they are referred as the combatants.

Where to practise such good habits? All the good habits can be practised in your rooms. It is because you spend most of your time in these four rooms. Look at the pictures below and find out the good habits which the people concerned possess.



**The following are the daily habits that can change grumpy faces into smiley ones.**

1. Get up early in the morning.
2. Make your bed.
3. Keep aside a thing that is not necessary for you but may be useful to others.
4. Dress properly for all occasions, like at home, for school, for party, etc.
5. Arrange the belongings and appliances that you use.
6. Speak politely. Show good manners. Treat others the way you would like to be treated by them.
7. Respect your elders and love your juniors.
8. Complete given assignments on time and help out with chores at home and at school.
9. Find and adopt the good qualities of the ones who are around you.
10. Practise self-discipline like never waste food; never tell a lie; never fight; never take intoxicants, etc.
11. Clean your body and your living place.

12. Be punctual.
13. Do enough exercise, both mental and physical.
14. Reflect on your day and sleep on time.

If you follow these daily habits for at least a month, it will change your behavior and make you a successful, happy and healthy human.

## 1. Enrich Your Vocabulary

- a. Find the words from the text above that show good qualities and bad qualities. Fill in the table below:

<b>S.N</b>	<b>Good qualities</b>	<b>Bad qualities</b>
i.	Cleanliness	Dirtiness
ii.		
iii.		
iv.		
v.		
vi.		
vii.		

- b. Read these key sentences taken from the reading text and tick the best meaning for the underlined words.

- i. Different facets of life create troubles and sufferings.
  - (a) aspects
  - (b) problems
  - (c) society
- ii. Some of them are lazy, easily distracted and envious, too.
  - (a) smart
  - (b) jealous
  - (c) polite
- iii. There are many ways to eradicate sufferings.
  - (a) renew
  - (b) remove
  - (c) restart

- iv. Arrange the belongings and appliances that you use.
  - (a) stationeries
  - (b) analysis
  - (c) equipment
- v. Reflect your day and sleep on time.
  - (a) mirror
  - (b) correct
  - (c) forget

## 2. Write Good habit or Bad habit

- a. Asking parents to make your bed and arrange your dress. ....
- b. Cleaning belongings and appliances after use. ....
- c. Dressing up according to our mood. ....
- d. Eating how much we feel and wasting the rest. ....
- e. Showing sympathy and empathy to others. ....
- f. Making excuses for your faults. ....

## 3. Read and Answer

**Read the text again, and answer these questions.**

- a. What are the four major problems of students?
- b. How can these problems be solved? List four ways.
- c. Write any three techniques you can apply to be happy, successful and healthy?
- d. Write your daily habits.
- e. Why do you think we need to develop good habits? Write in detail.
- f. Imagine that you had no problems in your life. How would life be different? Write a paragraph.

### Put into Practice

Think of your strengths and weaknesses. Make a list of them. Share your list with your friends. Then sit in a small group and find ways to minimize the weaknesses. Write them separately and try to put them in real life situations.

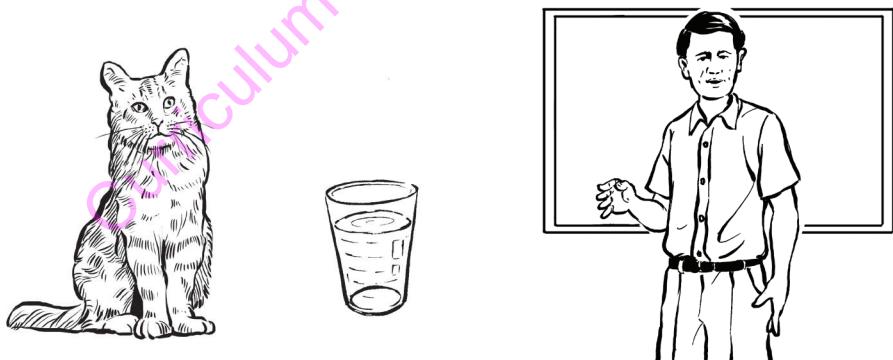
## Grammar

### Think and Act

- a. Go through the reading text again and underline the sentences consisting of connectives like because, because of, so that, therefore, although, etc.

The sentences you have underlined have connectives in them. Connectives are words or group of words that connect and relate sentences to create a logical flow of ideas between the sentences.

- b. Look at the pictures and the sentences given below. They describe the situations in different ways:



- Because of his happiness, the boy is smiling.
- The boy is running because the dog is chasing him.
- In spite of its thirst, my cat doesn't show interest in green milk.
- Our teacher is punctual, therefore, he is always on time for class.

## Study Time

- a. Fill in each blank with one of the connectives you see in the sentences you have underlined in the reading text. Make sure the newly formed sentence is meaningful.

- i. ....of the heavy rain, I got stuck in the jam.
- ii. Everyone trusts you .....you are reliable.
- iii. He is unable .....he deserves help.
- iv. We forgot our homework.....the teacher warned us to submit by tomorrow.
- v. ....you are polite, you are liked by everyone.

- b. Rewrite the following sentences filling in the gaps with appropriate connectives from the box:

because, because of, since, so, so that, for, although, though, even though, in spite of, however, in order to, despite

- i. ....your sister is very smart, she can manage her time.
- ii. It is dangerous to go there.....the broken glass.
- iii. You should go for eye check up.....your eyesight is very poor.
- iv. The expedition has been cancelled..... the weather is worsening day by day.
- v. We listen to others ..... we can develop patience.
- vi. ....get respect; we need to respect others first.
- vii. She was ill mannered; ....., she did not correct herself.
- viii. He was well behaved,.....,he was praised by all.
- ix. ....such tough questions, we were able to score good marks.
- x. ....penguins have wings, they can't fly.

- c. Join the following pairs of sentences into one using appropriate connectives:

- i. Angrita went to university. He wanted to get admission.
- ii. Rajababu is asking for help. He is feeling dizzy.

- iii. Nitu went to the bazaar. She could buy her new dress there.
- iv. The sun was scorching hot. Suprim did not take out his umbrella from his bag.
- v. Gaurab is honest. Everyone believes him.
- vi. Abdul stopped doing his homework. His mother asked him to help her.

### Put into Practice

Make one sentence using each of the connectives that you have practised above. Then share your sentences with the class, and check whether you have used the connectives correctly.

### *Listening*

#### Think and Act

Look at the following pictures and guess the answers to these questions.

- a. What do you see in the picture?
- b. Who are the people?
- c. What are they doing?



### Study Time

- a. Listen to the audio material and write 'True' for the true statements and 'False' for the false ones.
- The daughter is helpful
  - Her mother wants her children to be independent.
  - There are three members in the family.
  - Hira Devi is a single mother.
- b. Listen again and answer the following questions:
- Who wants to drink water?
  - Why did Hira Devi not give water to Dilrupa?
  - Did mother allow Dilrupa to help her brother? Why? Why not?
  - Who has the sense of caring and helping? How do you know it?
  - Why didn't they call the father?

### Put into Practice

You want people to do their things independently as Hira Devi does. Listen to the audio material once again and respond to the following situations using suitable reflexive pronouns like: yourself, yourselves, themselves, himself, herself, etc.

**Your friend** : Please go and tell the class teacher I want to go home.

**You** : -----.

**Your Mother** : Your brother can't wash his clothes properly. Go and wash them for him.

**You** : -----.

**Class captain** : The group of Mandira, Krishna and Rajnarayan can't write the report to be submitted to the teacher. Can you prepare it for them?

**You** : -----.

**Rojina** : Laxmikant told me to request you to write his leave application and give it to the class teacher.

**You** : -----.

## ***Speaking***

### **Think and Act**

- a. Do you help your parents at home and teachers at school? How do you help them?
- b. You can do many things independently. Time has taught you to be able to do. Make a list of any three things which you can do yourself.
  - i. .....
  - ii. .....
  - iii. .....

### **Study Time**

Read what Sharada has to say about her sister, Manju and mark her ability and inability.

Manju, my sister, grew from not-being-able to now-she-can. When she was very little, she was too scared to go down the stairs. Time went by, and now she can. When she was little, she couldn't pour milk on her cereal bowl without spilling. Time passed, and now she is able to do so. She once wasn't able to colour inside the lines but now she can. She wasn't able to make a call, and now she can do video calls. Manju couldn't solve even the simplest problems of Mathematics at



primary level but now she can solve her mathematical problems herself. Once my head was too high for her, now she can rest her head on it. What she can't do yet is stay away from me. I am sure with the passage of time she will be able to do that too.

### **Put into Practice**

- a. Study the example and have similar conversation in pairs.

*Example:* sing/ English songs? yes/ no

A : Can you sing English songs?

B : Yes, I can. Or No I can't but I can sing Nepali songs.

*Example:* wash clothes/ when ten? Yes/ no

A : Could you (were you able to) wash your clothes when you were ten years old?

B : Yes, I could wash my clothes myself. Or No, I couldn't/ wasn't able to then but I can wash them now.

i. Speak Japanese/ Hindi/ Maithili/ Bhojpuri ? Yes/ no

ii. Play volley ball/ football/ basketball/ madal/ flute/ guitar? Yes/ no

iii. Go to school alone/ carry your bag/ do your homework/ put on your dress when five? Yes /no

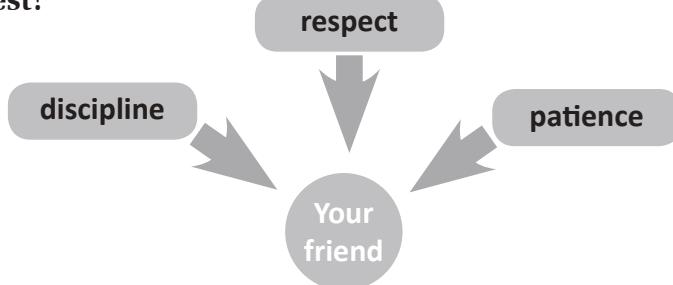
iv. Write letters/ draw pictures/ ride bicycle/ make rice/ work on computer when you were in the middle school? Yes /no

- b. Do you have your younger brother/sister/cousin/niece/nephew? You must have seen them growing. Remember some interesting activities which they could/couldn't do when they were small. Collect the real information you have about them and tell them in such a way that they smile listening to your description.

### **Writing**

#### **Think and Act**

- a. Who is your best friend? What are the qualities that make him/her the best?



- b. Prepare similar type of word web of good qualities that your best friend possesses.

## **Study Time**

**Examine the topic, topic sentence, body and concluding sentence of the given paragraph. The first sentence is the topic sentence. It incorporates the main idea of the paragraph. The last sentence is the concluding sentence. It restates the topic sentence.**

### ***Pradeep, My Best Friend***

Pradeep Adhikari is my best friend for many reasons. Among many good qualities, his discipline always impresses me. He is self-disciplined. Not only in school and with teachers, he is well mannered at home too. His daily routine is appreciable. The way he dresses up; the way he arranges things and the way he behaves with others always fascinate me. Also, he shows respect to parents, elders and relatives. He respects not only teachers at school but also non teaching staff. Everyone likes his speech. He is positive towards every situation. If anyone makes a fuss of anything and blames him, he takes things positively and settles back to being cool and calm. Moreover, his patience is his ornament. He never gets excited or afraid of anything. He never worries too much. Similarly he can sing and dance very well. He can also play different musical instruments too. The only weakness I think he has is; he cannot say no to anyone. The interesting part is that he is able to impress everybody by his positive attitude. However, as nobody can, Pradeep is not capable of making everybody happy. He is punctual and advises everyone to be so. He always advises me that I should not be nervous in any difficult situations. In his view, problems always come with solution. It's just a matter of unfolding them. Once we try to unfold the problems, we uncover solutions. Such views always attracts me. In my view, his helping nature makes him sympathetic and empathetic towards others. Because of his patience, he is popular among friends and teachers. He is cool, calm and controlled. In short, Pradeep is my role model even though he is my contemporary.

## **Put into Practice**

Who has great influence in your life? He/she can be your parents/ siblings/ relatives/ teachers/ friends or a famous personality. Prepare a word web to describe your role model. Write a paragraph describing him/her and his/her in/ability. Include the topic, topic sentence, body and concluding sentence.

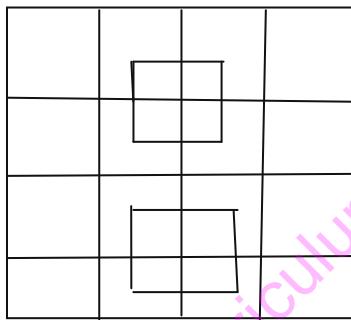
## *Creative Task*

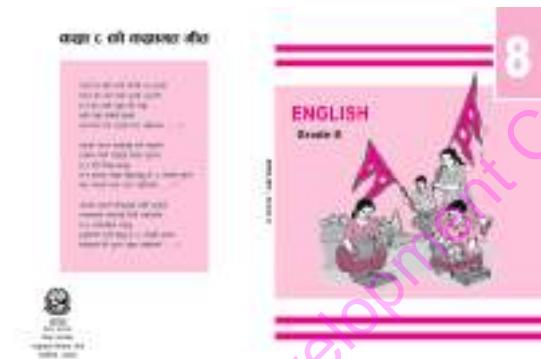
**Find out as many connectors (connectives) as you can from this puzzle.**

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

## **Fun Corner**

**Can you find how many squares there are?**



**UNIT****13****EXPRESSING  
CONGRATULATIONS****Reading****Think and Act**

- Do you remember the grade eight English book? What are the interesting things you can still remember? Review and list any five of them.
- Can you tell a few things about grade nine English text book to the class? What have you learnt until this date? What will you learn from it? What do you expect from this book? Discuss it.

**Study Time**

**Do you like watching movies or reading fictions? Read the reviews given below.**



## A Specimen of Movie Review on ‘Jhola’

**Title of the movie:** *Jhola*

**Director:** *Yadav Kumar Bhattarai*

**Producers:** *Raj Timalsina, Ram Gopal Thapa and Sushil Shah*

**Starring:** *Garima Panta, Desh Bhakta Khanal, Sujal Nepal, Laxmi Giri and Deepak Chhetri*

**Genre:** *Social*

**Duration:** *90 minutes*

**Language:** *Nepali*

**Release Date:** *7 December 2013*

‘Jhola’ is a Nepali film based on Krishna Dharawasi’s short story “Jhola”. It has depicted Nepali society about the *Sati* tradition that was prevalent until the 1920s. The film has beautifully presented the issues of violence against women. “Has Nepalese society really passed through such inhuman tradition?” is the question every youngster wonders about.

The plot develops with the death of Garima’s husband in which she has to immolate herself upon her husband’s death, typically on his funeral pyre. She is supposed to be burnt alive with the dead body of her husband according to the tradition. However, she escapes the fire and hides in a cave. The help of her son fascinates the audience.

Almost all the scenes seem realistic and historical. Traditional tools like *dhiki*, *janto*, *madaani*, etc. give a traditional look to the film. Similarly traditional lights like ranko, diyalo and fire place represent ancient environment to the spectators. In addition to *Sati* tradition, the movie also touches Kamara Kamari(a kind of slavery) tradition. What a beautiful cinematography it is! I think costumes of the artists and the leaf music in traditional tunes touch the heart of every one present in the cinema hall. Garima’s natural appearance, her role and her acting are spellbinding and add to the beauty of the movie.

This is a must watch movie. Don’t miss it.

## A Specimen of Book Review on 'Lord of the Flies'

**Title of the Book:** *Lord of the Flies*

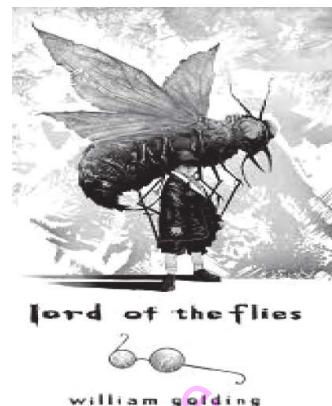
**Author:** William Golding

**Publisher:** Penguin Book

**Characters:** Jack, Piggy, Ralph, Eric, Rojer, Simon, Sam , etc.

**Genre:** Fiction

**Year of Publication:** 1954 AD



William Golding's "Lord of the Flies" is still popular among teenagers. Its popularity is heightened because it is a blend of mystery and adventure. Furthermore, it carries the message to be civilized by remaining under law and order despite the absence of seniors for peaceful living.

The story opens with a plane crash leaving a group of reckless schoolboys in a deserted island. In the beginning, it seems as if the young boys' dreams have come true. They wouldn't want a whole island to play on all day without any nagging from the adults. Soon they start governing themselves by electing a leader in spite of the absence of any adults. The plot develops with the struggle of the leader and protagonist, Ralph and Jack, the antagonist. Soon hunger of power creates conflicts and that leads to anarchy. Gradually, their decisions and actions turn from worse to barbaric and bloody. This leads to the tragic end of the children's world.

Ralph's innocence is the most appealing. Later his maturity and realization is another fascinating part of the plot. It gives the lesson that life is not at all about how many friends you have and how popular you are, nor is it just having fun. The more one reads, the more one discovers the deep meaning of these questions- Are people naturally prone to evil? Which is better-to have rules and agree, or to hunt or kill? Indeed inner meaning is dark, tragic and pessimistic but it makes the reader wonder how thin the line between good and evil really is. Yet, it deals with a fundamental issue of humanity. What a transformation from innocence to experience it is!

Almost every reader would recommend this book to teenagers who want to try something different or who like adventure and mystery.

## 1. Enrich Your Vocabulary

- i. From the text find the words which are similar in meaning to these words.

actors (movie )	sacrifice (movie)
entralling (movie)	troublesome (book)
chief character (book)	lawlessness (book)

- ii. Write short answer to the following questions:

- Who is Garima?
- Which social evil is depicted in the movie 'Jhola'?
- What is the best part of the film?
- Who are the major characters of the Lord of the Flies?
- Where does the story of the boys begin?
- Why do you think the boys chose a leader?
- Does the story of the boys have happy ending? Why? Why not?
- Whom does the reviewer recommend the book to?

## 2. Read and Complete

Read both of the texts again and complete the table below with the correct information.

Items	Names	Author/ Director	Date Released/ Published	Main Characters	Genre
Movie					
Book					

### Put into Practice

You must have watched many movies and read many books. Complete the table below with correct information.

S.N.	Name of the book/movie	Author/ Director	Chief characters	When you read/watched	Feedback
a					
b					
c					

## Grammar

### Think and Act

These sentences have been extracted from the texts above. Read them and examine what kinds of sentences they are.

- a. The help of her son fascinates the audience. (gives information)
- b. Has Nepalese society really passed through such inhuman tradition? (asks question)
- c. Don't miss it. (gives negative command)
- d. Which is better-to have rules and agree, or to hunt or kill? ( asks information question)
4. What a transformation from innocence to experience it is! (Expresses exclamation)

### Study Time

Sentences can be affirmative, negative, interrogative, imperative or exclamatory.

- a. Look at the examples and change the sentences given below into negative and interrogative:

**Example :** He is an early riser. (Affirmative)

He is not an early riser. (Negative)

Is he an early riser? (Interrogative)

**Example :** She looks slim in this dress. (Affirmative)

She does not look slim in this dress. (Negative)

Does she look slim in this dress? (Interrogative)

- i. He can write a formal letter.
- ii. It is raining outside.
- iii. She works in the field.
- iv. It barked at night.
- v. They have completed their task on time.
- vi. She will ask you a funny riddle.

- b. Look at the examples and change the sentences given below into negative.**

***Affirmative***

Let him dance on the stage.

Shut the door.

She has brought some pencils.

Some of them entered the cinema hall.

Either he or his mother will help me.

i. Either she or her friends went there.

ii. Somebody messed this up.

iii. She always wears a blue dress.

iv. I have written several poems.

v. Let her sing a Bhojpuri song.

vi. Let them play cricket on this field.

vii. He likes ice- cream, too.

viii. Turn the key in the anticlockwise direction.

ix. Do it carefully.

***Negative***

Let him not dance on the stage.

Don't shut the door.

She has not brought any pencils.

None of them entered the cinema hall.

Neither he nor his mother will help me.

- c. Change the following sentences into Affirmative sentences.**

i. Don't speak so loud.

ii. Will he not be available in the meeting?

iii. She won't appear for her board exam.

iv. They didn't get any food in the hotel.

v. Has she not written any novels?

vi. There isn't anything important to say.

vii. Does she not hear anybody crying?

viii. Have you not sent a mail?

### **Put into Practice**

**Have you ever heard the story of the Fox and the Grapes? Here is the same story but the sentences are not in the correct forms. Change the sentences into affirmative or negative as required so that the story becomes meaningful. You can give it a suitable title and read it out.**

One afternoon a fox was not walking through the forest and spotted a bunch of grapes hanging from over a lofty branch.

“Just the thing to quench my thirst! I will not jump high and get the whole bunch,” thought he.

Taking a few steps back, the fox did not jump and just missed the hanging grapes. Again the fox took a few paces back and did not try to reach them but still failed.

Finally, giving up, the fox did not turn up his nose and said, “They’re not probably sour anyway. Unripe fruit does me good. If I eat them, I will not be sick”. With this thought the fox did not proceed to walk away.

Moral: It’s not easy to despise what you can have.

### ***Listening***

#### **Think and Act**

Have you ever congratulated anyone or received congratulations from others? On what occasions do we congratulate people? Write any four such occasions.

#### **Study Time**

**Listen to the audio material and do the activities that follow:**

- a. Write ‘True’ for true statements and ‘False’ for the false ones.
  - i. The speaker makes a special announcement.
  - ii. Participants other than the winner are not congratulated.
  - iii. It was a national level handwriting competition.
  - iv. The audience congratulates the stars with clapping.
  - v. The school has just finished the examination.

- b. Listen to the audio again and answer the following questions:**
- What is the assembly for?
  - Name the organizer of the handwriting competition.
  - Why is Dalbir congratulated?
  - How do the students congratulate the winner and the participants?
  - Who will distribute the exam routine and the notice?

### **Put into Practice**

Prepare similar type of speech and congratulate any member of your school for his/her achievement.

### ***Speaking***

#### **Think and Act**

Look at the picture below and discuss it with your friend. What is happening?



## Study Time

**Two friends are talking on the phone. Read and find out what they are talking about.**

**Dhiraj** : Hello! May I talk to Bhim?

**Bhim** : Oh, Dhiraj! Congratulations!

**Dhiraj** : Oh my god! I can't believe it. How did you know about it?

**Bhim** : I'm your best pal. What do you think? I do have all updates about you though you are abroad.

**Dhiraj** : Oh! Many thanks, my dearest friend. I miss you.

**Bhim** : I miss you too.

**Dhiraj** : I'm so happy that you have topped your university. We are proud of you. My parents also wanted to congratulate you on your success. They are also very happy. Your hidden talents are unfolded. I'm really proud of you, friend!

**Bhim** : It's always pleasant to hear from you. The credit of my success goes to you. We used to share everything, didn't we? But this time I'm really sorry. I was quite busy. Hope you understand.

**Dhiraj** : Never mind.

**Bhim** : But actually how did you come to know about it?

**Dhiraj** : Stupid! I read about it from a daily news paper, the News Express. Your photo startled me. When I went through the lines, I was almost crying. Dear, I can't express in words how happy I was. Again I would like to congratulate you on your great success. Keep up the spirit, man!

**Bhim** : Thank you so much.

**Dhiraj** : You're most welcome. Bye for now.

**Bhim** : Bye !

## Put into Practice

Work in pairs. Take it in turns. You and your partner play the role of A and B and soon swap it up. Look at the examples and use the clues likewise.

**A** : win the race-sports day

**B** : Congratulations!

**A** : Response

**Example:**

- A : I won the 200 metre race in the Sports Day at school and got the gold medal.
- B : Did you? Congratulations!
- A : Thank you, indeed.

Get a good job/I'd like to congratulate  
Elected captain in the class/accept my sincere congratulations  
Win the first prize/I'd like to congratulate  
Stand first in the final examination/accept my heartiest congratulations  
Fully recovered from serious illness/congratulations  
Get a scholarship to study abroad/I'd like to congratulate

**Writing**

**Think and Act**

All the following expressions can be used to congratulate people on their success. Which one of them would you like to use to congratulate on the success of your near ones?

- a. Congratulations!
- b. Congratulations on your success!
- c. Let me congratulate you on your new job.
- d. Let me say congratulations on being selected for the competition.
- e. I'd like to say congratulations. You did a marvelous job.
- f. That's great news. Congratulations!

**Study Time**

A message of congratulation is sent to a person who receives recognition for any achievement, passes a birthday, plans an interesting vacation, gets promoted, joins a new job, recovers from illness, etc. It is also sent to a company, institution, etc. Read the formal message of congratulation given below.

## **Hearty Congratulations!**

**Oscar Ojha**

What a remarkable accomplishment!

Congratulations on receiving the



## **Annual Best Athletics Award-2015.**

No one is more deserving than you to get this prestigious award. I'm proud of you. Your hard work and diligence have been certainly paid off. I'm sure of seeing and hearing a great deal about your achievement in the future. You have a bright future.

*Keep up the spirit!*

Nhyima Tenzing Sherpa  
ABC Institute, Birgunj, Nepal

### **Put into Practice**

- a. Suppose your best friend got the title 'Student of the Year'. Write a message of congratulation to appear in a newspaper. Use the message of congratulation above as the model.
- b. Read the review specimens and the table you have completed below them once again. Based on the recently read book or a movie you have watched, write a review. You can take the specimens as your models.

### **Creative Task**

- a. One of your friends has put on his/her best effort and has been honored for the title 'The Best Player of the Session' by his sports club. Write him/her a congratulatory letter encouraging him/her to do much better in the days to come.
- b. Form a group of three. Imagine that you are the director, producer and story writer of a feature film. Now your film is ready to be released. Make a poster for the movie.

## **Fun Corner**

A couple was going on vacation. His wife was on a business trip so he went to the destination first and his wife would meet him the next day.

When he reached his hotel, he decided to send his wife a quick email.

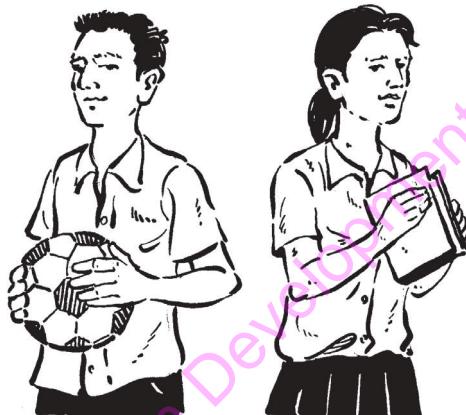
Unfortunately, while typing her address, he mistyped a letter. His note was directed instead to an elderly preacher's wife whose husband had passed away only the day before.

When the grieving widow checked her email and had a glance at the message, she let out a piercing scream, and fell to the floor in a dead faint.

At the sound, her family rushed into the room and saw this note on the screen:

*Dearest Wife,*

*Just got checked in. Everything prepared for your arrival tomorrow.*

**UNIT****14****ASKING FOR PERMISSION****Reading****Think and Act**

Books are for information, knowledge and facts. Likewise games and sports are for fit and healthy body. The complete development of mind and body is only possible by their unison. Do you agree? Write down two points each showing the importance of books and games and sports.

**Books:**

- a.....
- b.....

**Games and Sports:**

- a.....
- b.....

## Study Time

Read the following conversation and observe distinct views on books and sports. Find out how the sons ask for their mother's permission.

**Permission Granted!**



(It's winter. Saurab and Saswot are twins. Saurab is busy with his laptop in a sitting room. Saswot is doing assignment in his study room. Their mother, Tripta, is watering plants in the garden. Sports day invitation card is lying on the table. Suddenly Saurab happens to see the invitation card and his eyes sparkle.)

**Saurab:** Hurrah! Only seven days to the Sports day! (Looking at Saswot) Good heavens! Saswot! Come out, shut up all books, and let's have some practice for sports day.

**Saswot:** (in a low voice) I know; but you must remember that our examination is near. I want to use every single minute I can get for study. I'm sorry. I can't join you. Is it OK if we go for practice in the evening?

**Tripta :** (Enters) Hey! (growls) Are you going to make a fuss?

**Saurab:** Mom, absolutely not!

**Saswot:** Actually, he's just insisting that I go for practice. Mom, I prefer to study rather than practise sports because our examination is near. Please tell him not to disturb me.

**Tripta :** Oh! Saurab, I know! You're planning to go for a practice, aren't you?

**Saurab:** (smiles) Yes, mom.

**Tripta:** (sits) You don't say so! Well, you are good at sports. Even if you don't practice, you will bag at least four gold medals.

**Saurab:** (boastfully) Hmm. In fact, I am thinking of hat-trick in 400 metre race.

**Saswot:** Oh, I see! (Murmurs)

**Saurab:** (goes near Tripta) Don't you know mom, all a man needs to get on in the world is some brains, common sense and plenty of push. (looks at Saswot) One can't learn these things from books.

**Tripta :** Aren't you spoiling your intellectual growth for the sake of sports?

**Saurab:** I loathe a thin, pale, narrow chest, poor eyesight and hunch-back. I love living the moments. Look at my broad chest and feel my biceps! I like to live in the present. It's all possible because of my sports. They make me alive. Sticking one self at heap of books is out of my imagination.

**Saswot:** (angrily) I know! You mean to say I'm to consumed in books! My dear, don't forget what is important in the present time. You're master of your soul. Do what you feel like doing. For me, my mind is far more important than my body. I cultivate my mind; you develop your body...

**Tripta :** (Interrupts) Can you please stop this argument? Well, you both are right and both wrong. Saurab, you need to be little cautious about your study. And Saswot, you have to have little physical exercise for your holistic development.

**Saswot:** Ok, mom, is it alright if I carry on with my studies now?

**Saurab:** If so, may I go for practise now? I'll be back soon.

**Tripta :** So, for today, both of you practice for sometimes and after wards settle down for thorough revision.

**Saswot:** Sure! I've already done half of it.

**Tripta :** Saurab, what about you?

**Saurab:** Would you mind if I start my study after the games practice? Is it OKY, if I wear my new jersey?

**Tripta :** It's OK.

**Saurab:** Mom, would it be possible for us to go on a bike? This way we can save our time.

**Tripta :** Oh no! Are you kidding? You must have your driving license first. You'd better go by bus.

**Saswot:** I think we'll be late. Do you mind if I request you to drop us there?

**Tripta :** Hmm! Is it alright if you return by bus?

Saswot and Saurab: It's Ok. Thank you, mom!

*(All exit.)*

### 1. Enrich Your Vocabulary

Match the phrases under column with A their meanings under column B. Find the sentences consisting of the phrases in the book and read them to confirm their meanings.

A

- a. Make a fuss
- b. Plenty of push
- c. For the sake of
- d. Settle down
- e. Cautious about
- f. Holistic development

B

- i. in order to get or keep
- ii. begin to give attention to something
- iii. complete/all-round progress
- iv. show anger or complaints about something unimportant
- v. a lot of encouragement
- vi. careful about

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

May I		for us to go on your bike?
Is it OK		you return by bus?
Would you mind	(if)	go for practice now?
Is it alright		I request you to drop us there?
Would it be possible		wear my new jersey?

### 3. Put the following sentences in correct order:

- a. Mother allows her sons to go for practice.
- b. Saurab asks for permission from his mother.

- c. Saswot prefers cultivating his mind rather than going for practice.
- d. Saswot does not like to go by bus and requests his mother to drop them.
- e. Mother asks her sons to go by bus.
- f. Mother objects to Saurab's proposal.
- g. Saurab is excited because of an approaching sports day.

**4. Read the text again and answer these questions.**

- a. How are Saswot and Saurab different from each other?
- b. What according to Saurab are the benefits of involvement in sports?
- c. Which do you think is more important, books or sports? Support your answer with a reason.
- d. What should we do for holistic development?
- e. If you were the mother, how would you convince Saswot to go for practice?

**Put into Practice**

- a. Work in groups. Collect as many points as possible on importance of sports in human life. Present your idea in class.
- b. Work in groups. Discuss the role of education in human life and prepare a short speech on it.

**Grammar**

**Think and Act**

- a. Mrs. Jha lives next door to Tripta. She heard the following expressions clearly from her room:**

**Saurab :** Come out, shut up all the books.

**Tripta :** Are you going to make a fuss?

**Saswot :** I want to use every single minute I can get for study.

As her husband was home, she narrated to him what she had heard. She said:

Our neighbours have had a noisy discussion. Saurab commanded his brother to come out and shut all the books. Tripta asked whether they were going to make a fuss. Saswot said that he wanted to use every single minute he could get for study.

**b. Study the following:**

- i. Palten says, "I have won the match."
- iii. My sister said to me, "Arrange your books."



- ii. Krit said, "I am playing football."
- iv. Mother asked him, "Are you going to clean your room?"



**Now, report what the different people have said .**

## Study Time

Go through the following examples and do the activity that follows:

Direct speech	Reported Speech
Sanskrit says, "I'm doing my best."	Sanskrit says that he is doing his best.
Sapu said, "He plays soccer very well."	Sapu said that he played soccer very well.
Prem said to Akhil, "I have planned to publish a book."	Prem told Akhil that he had planned to publish a book.
Tuleshwor said to Madan, "When will you meet us?"	Tuleshwor asked Madan when he would meet them.
Sikha said to students, "Maintain silence."	Sikha commanded students to maintain silence.
Roojina said to Rajiv, "Can you please help me tomorrow?"	Roojina requested Rajiv to help her the next day.
Suraj said to Aashakti, "You were kind to me."	Suraj told Aashakti that she had been kind to him.

a. Change the following into indirect speech:

- i. Yangchen says, "I don't like to study all the time."
- ii. Prithvi will say, "He can't win me."
- iii. Priyanka said, "Sarita likes to dance with me."
- iv. Dinesh said to his friends, "Wood floats in water; iron sinks."
- v. Sharmila said to Suman, "I will tell you my top secret tomorrow."
- vi. Benju said to Julia, "Bhawani joined university last year."
- vii. Padma said to her son, "Don't waste food."
- viii. Harimaya said to Phiroj, "What were you doing when I knocked at the door?"

- b. As you were on your way to school this morning, you met a foreigner. Here is the part of conversation between you and the foreigner.



**You** : Where are you from? How long have you been in our area?

**Foreigner** : I'm from Wales. It's in the UK. I've been here for a week and will be staying for two more weeks.

**You** : Can you speak Nepali? My English is not so good.

**Foreigner** : Your English is perfect. I'm sorry that my Nepali is very poor. I can only say 'Namaste!'

**You** : Thank You. My name is Rudramati Thapa Magar. I am a ninth grader. What's your name?

**Foreigner** : I am Roger Jones. I am a head teacher of a school in Wales. I want to establish sisterly relations of my school with some schools in Nepal. I'll visit your school, too.

**You** : Please do visit our school. But don't come tomorrow because it's Saturday and it's a holiday.

**Foreigner** : Thank you for the information. By the way does your head teacher speak English?

**You** : Yes, she does. She is an English teacher and has very good English.

**Foreigner** : Great! Please inform your head teacher about our meeting. Tell her I'd like to see her very soon. Thank you. Bye for now.

**You** : Bye Roger.

**Now, you are at school. You are telling your head teacher about your meeting with Roger.**

**Begin like this:** Miss, as I was on my way to school, I met a foreigner. I asked him where he was from and how long ...

### **Put into Practice**

Read the conversation again and pick some of the important sentences of the characters. Change them into indirect speech and write in a paragraph form.

### **Listening**

#### **Think and Act**

**Look at the pictures and guess what they are about.**



#### **Study Time**

- a. In the table below are the sayings of Traditional Test and Contemporary Test. Listen to the audio and tick in the right boxes.

Sayings of Traditional Test and Contemporary Test	Who says?	
	Traditional	Contemporary
It's all because of you.		
What a pleasant surprise!		

Where have you been?		
Don't you think you need equipment which is expensive?		
Sorry friend, I am unable to wait for the ones who can't change with time.		

- b. Some of the following words describe the qualities of Traditional Test whereas others describe Contemporary Tests. Listen to the audio again and write TT if they go with Traditional Tests and CT if they describe Contemporary Test.

Cheaper -----	advanced -----
time consuming -----	accessible anytime and anywhere -----
expensive -----	many materials -----
faster -----	going to extinct -----
popular -----	more reliable -----

### Put into Practice

Listen to news from the radio or watch news on television. Note down interesting ideas of different people. Then report their ideas to your friends in your class.

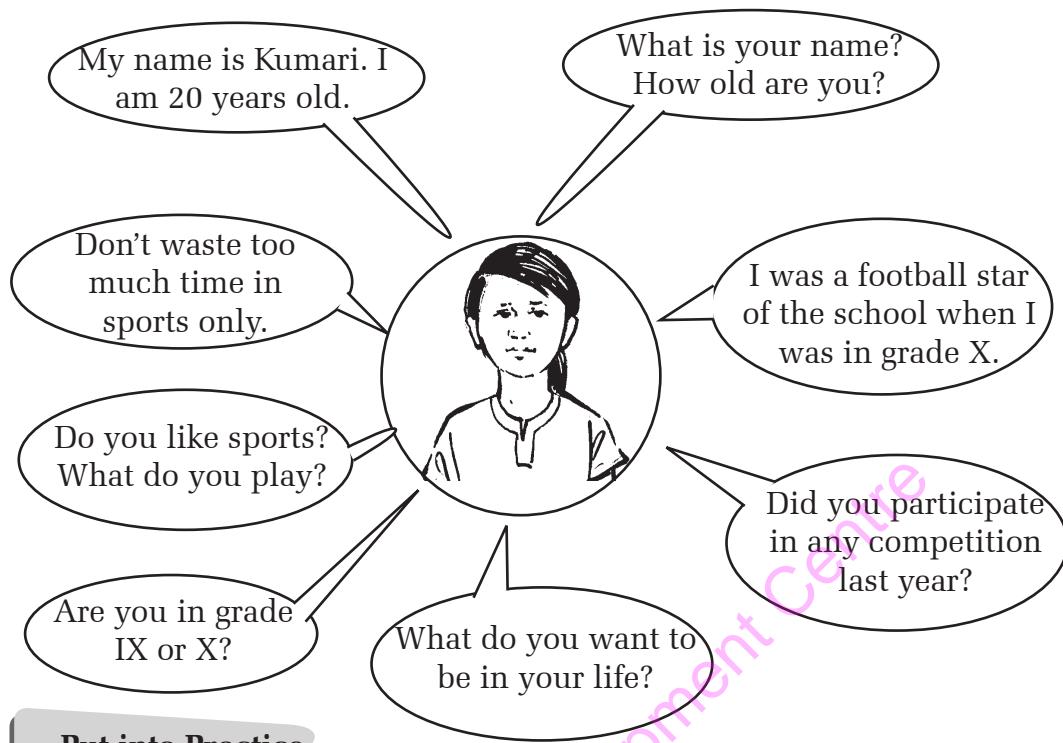
### *Speaking*

#### Think and Act

Think for a minute and try to remember what your teacher said a few days ago. Write down a statement, a command and a question that he/she asked, and report it to your friends.

#### Study Time

Kumari is one of your senior students. You met her on your way home. The things Kumari said are in the speech bubbles. Work in pairs. Take it in turns to read the speech bubbles and report them.



### Put into Practice

Prepare a questionnaire to get basic information about one of your friends. Interview him/her and note down the sentences as he/she says. Later change the sentences into indirect speech and develop it in the form of a paragraph.

### Writing

#### Think and Act

**Look at the notice board below and discuss the given questions in pairs.**

- Who is Pari Lakhani?
- Which institute is she related with? Where is it?
- When was the notice issued?
- How will the donations be used?
- Who is the donation being raised for?

**Pushpa Institute**

**Nawalparasi  
Notice!**

**20th March 2015**

**Attention Please!  
Lend a Helping hand**

Your help and co-operation are required to make a difference in the lives of the Earthquake-2072 victims. Donate generously. Deposit your contribution to the undersigned by 25th March 2015. The money so raised will be spent on medicines and clothes for the needy ones.

**Pari Lakhani  
President**

**Study Time**

A notice is a formal means of communication that is written in order to inform specific group of people like pupils, staff or public. It could be about an event or an activity like an exhibition, an excursion, a meeting, a show, a competition or an inauguration which is going to take place in near future.

**Read the following draft of a notice written by a secretary of Eco Club to create awareness regarding harms of plastic and answer the questions that follow.**

**Naulo Bihaani School**

**Dhangadi**

**NOTICE !**

**15th January 2015**

**BAN THE PLASTIC**

The Eco Club is observing a Plastic Ban Week i.e. from 22 January, 2015 in our school. Several activities including songs, street plays, declamation, and poster making competition, and cleaning campaign will be held to create awareness about the ill-effects of plastics on our environment. For further details, please contact the undersigned.

**Meher Moktan  
Secretary, Eco Club  
Mobile: 98484745530**

- a. Who is this notice for?
- b. What activities will be held during the Plastic Ban Week?
- c. What is the purpose of the activities?
- d. Who issued the notice?
- e. How can one get further information regarding the Plastic Ban Week?

### **Put into Practice**

- a. Imagine that you are the Principal of your school. Prepare a notice to notify all the students that your school is organizing school picnic on coming Sunday. Mention venue, date, time and other information in your notice.
- b. Imagine that you are the Head Girl/Boy of your school. Your school is organizing a tour to Palpa, Chitwan and Lumbini during the Winter Break. Write a notice in not more than 50 words giving detailed information to the students and inviting them to join it.

### **Creative Task**

Imagine you have got a lottery to travel in a time machine that takes you in a prehistoric time. It takes only ten passengers for a fortnight. Plan out for the following:

- a. Whom do you take?
- b. Where do you go? When?
- c. Make a list of out the things that you would like to take with you.
- d. Draw the picture of a time machine and name it.

### **Fun Corner**

#### **Answer the riddles:**

- a. Biru's height is six feet, he's an assistant at a butcher's shop, and wears size 9 shoes. What does he weigh?
- b. Take off my skin - I won't cry, but you will! What am I?

- c. Two girls were born to the same mother, on the same day, at the same time, in the same month and year and yet they're not twins.

How can this be?

- d. Take away my first letter, and I still sound the same. Take away my last letter, I still sound the same. Even take away my letter in the middle; I will still sound the same. I am a five letter word. What am I?

a. meat

b. an onion

c. *the two babies are two of a set of triplets*

d. empty

**UNIT**

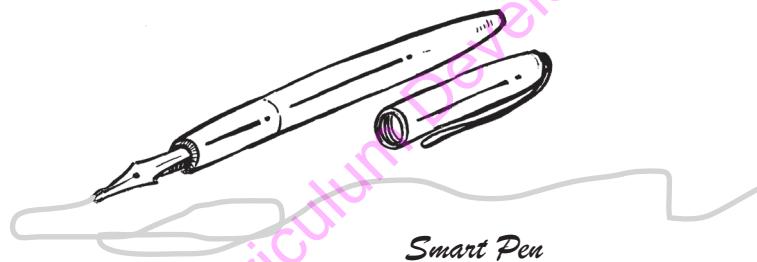
# 15 APOLOGIZING AND RESPONDING TO AN APOLOGY

**Reading****Think and Act**

Look at the advertisement given below, and discuss the following questions.

- a. Where do you find this type of writing?
- b. Why is it published?
- c. Who is it published for?

**YOU WILL SAY  
IT'S NEVER HAPPENED BEFORE**



**UNSTOPPABLE**

**RECHARGEABLE**

Special offer on Children's Day- BUY 1 GET 1 FREE!

Bye, Bye, Ink and Refills!!

Features:

- as light as feather
- available in different colour
- requires password to open
- eraser, watch and torch attached
- letters reader metre

# *The News Express*

Kathmandu, Tuesday,

March 17

8 Pages

Price Rs. 10.00

## **INSIDE TODAY'S PAPER**

### **Climate change threatening rhododendron**

Experts have warned that rhododendron (*Rhododendron arboreum*) has been affected due to climate change, over exploitation and lack of government monitoring.

### **NATIONAL, 3**

### **INTERNATIONAL, 4**

**A woman celebrates 100th birthday with a sky dive.**  
South African Gergina Harwood has a parachute jump to celebrate her 100th birthday.

### **Power of technology**

The mobile phone is small in size but the size of its benefits is beyond the calculations.

### **BUSINESS, 5**

### **SPORTS, 8**

#### **Nepal beats Canada**

Nepal defeated Canada by seven wickets to register their second straight victory in the ICC World Cricket League (WCL) Division-2.

### **OPINION, 7**

**We'll make a difference.**  
**WEATHER REPORT, 2**

## **Rover Finds Clue of Possible Life on Mars**

**KATHMANDU, MARCH 16**

**BY L. SHARMA**

NASA's Curiosity Rover has recorded a burst of methane that lasted at least two months. From this, scientists have seen possible explanations for the methane. One possibility is that it is the waste product of certain living microbes. The Scientists reported that for the first time they had confirmed the presence of carbon-based organic molecules in a rock sample.

"This is really a great moment for the mission," Dr. Grotzinger reported in a news conference. Calculations have indicated that any methane there now must have been created recently.

MARS, PAGE 4

## **Swine Flu Infected Reached 10 In District**

**CHITWAN, MARCH 16**

**BY P. POUDEL**

Two more cases of swine flu have been detected in Chitwan. According to the District Public Health report, two out of 43 samples that had been sent to the capital tested positive for swine flu. With this the total number of the infected persons has reached 10 in the district.

According to the officials all the patients who have been diagnosed with swine flu virus have been treated so far. They advised to the public to stay away from crowded places and wear masks to be safe from swine flu virus. It is said that cough, fever, sore throat, runny nose, body aches, headaches, chills and fatigues are symptoms of swine flu. They also claimed that they have adequate supply of necessary drugs and vaccines to treat the flu.

SWINE FLU, PAGE 3

## **PRECIOUS DIAMOND**

Unique Collection

## **1. Enrich Your Vocabulary**

### **i. Find the similar words from the text to the given words:**

beaten	record	discussion/meeting	marked
exhaustion	sufficient	medicine	definite

### **ii. Read the texts and decide whether the following sentences are true or false.**

- The botanical name of our national flower is Rhododendron arboretum.
- “Nepal Beats Canada” is the top story of the newspaper.
- Swine flu killed 10 people in Chitwan district.
- “We’ll make a difference,” is the title of business news.
- Gergina Harwood died in a sky diving accident.
- Using masks and avoiding crowded places are safety measures of Swine flu.
- Scientists have suspected that methane can be the waste product of certain living microbes.

## **3. Read the text again, and answer these questions.**

- What does ‘beyond calculations’ mean?
- What does WCL stand for?
- Where do we find the complete news of Mars?
- What did Dr. Grotzinger say about findings?
- What are the symptoms of Swine flu?
- What are the great threats to rhododendron?
- What is the advertisement in the newspaper about?
- What is a “rover”?

### **Put into Practice**

- Prepare a similar type of advertisement of any product that you like to launch.
- Work in groups. Prepare the front page of a newspaper with an INSIDE section.

## **Grammar**

### **Think and Act**

**Read the following text, and discuss the questions with your friend.**

Meditation is invaluable and indispensable tool which helps to reveal reality of all things. In other words, meditation is process to enlighten person. It can be means of curing all sufferings. Not only that it also develops ability to concentrate and absorb knowledge correctly. If anyone likes to achieve excellence, meditation is best solution. Many researchers have proved that practice of meditation in daily life leads to understanding value of right view.

- a. Is the text clear enough to convey the message?
- b. What do you think is missing in the text?
- c. If you insert appropriate article wherever necessary, will it be meaningful?

### **Study Time**

- a. Complete the following news inserting the appropriate articles wherever necessary.

#### **An Unbelievable Truth**

....week ago, .... MBA student, Mr. Tribikram Poudel, was successful to prove himself .... luckiest person of ....time. It is because he got .... lottery and won the most expensive car of the world, Lamborghini Veneno Roadster. He was handed over .... key of .... car in California, .... US state on .... Pacific Ocean. It was said that he was .... enthusiastic and passionate lad to buy lottery tickets every year. For .... great surprise, he announced that he would bring .... car in Nepal and keep in Tundikhel for .... exhibition. He also told that he would take the car on a tour of the country, from .... east to ....west. According to .... reporter Mr. Poudel was planning to bring .... skilled mechanic with him. This news became .... top story of daily newspapers. The Breaking News offered to be .... corporate sponsor to help pay for .... tour of Lamborghini Veneno Roadster.

### **Put into Practice**

#### **a. Insert appropriate articles in the given paragraph.**

We should make ..... effort to help out with house chores because it is also our home. We are using our house daily and it is .... expression of loving where we live. We should help to clean and organise every room. It develops .... sense of duty and ....responsibility to .... assigned task. And, it also shows .... value of working as.... team. This increases our skills and keeps us fit and healthy. Not only that .... clean house is ....symbol of peaceful and harmonious family. In the long run, students will become ... person willing to lend .... hand. Besides, it affects .... community's harmony and well-being.

#### **b. Insert appropriate articles wherever necessary.**

- i. Twelve inches makes ..... foot.
- ii. ..... wisdom is the gift of heaven.
- iii. Would you pass me ..... pen?
- iv. ..... fourth chapter of this book is interesting.
- v. ..... smartest student of this class is reading....Vedas.
- vi. ..... more you give, ..... more you get.
- vii. Yesterday I saw a monkey. .....monkey was hurt.
- viii. I went to .....hospital to see my aunt.
- ix. .....horse is .....useful animal.
- x. I found .....one-rupee note on the bank of river.
- xi. This is .....useful exercise.
- xii. He saw .....European in .....union office.

### **Listening**

#### **Think and Act**



**Look at the picture above and tick the correct sentences.**

- a. How do you choose a book to read?
  - i. I choose only the books that are recommended by my friends.
  - ii. I choose books which are recommended by my teachers, elders and friends.
  - iii. I choose according to my area of interest.
  - iv. I don't choose. I read all types of books.
  - v. I always choose books according to my interests, habits, likes and dislikes.
  - vi. I seldom read because I don't find good books.
  - vii. I rarely read because reading does not give me pleasure.

### **Study Time**

**a. Listen to the audio material and answer the following:**

- i. Note down important ways of choosing books.
- ii. What makes your reading pleasant?
- iii. Why should one choose appropriate books to read?
- iv. How should one read books?

**b. Listen again and correct the given incorrect statements.**

- i. Reading books is a boring pastime.
- ii. It is not necessary to select suitable books to read.
- iii. If you read a preview and review of any book before going through the book, it gives you pleasure.
- iv. Reading books makes you less creative.
- v. There are no particular steps of selecting books that can give you pleasant experience.

### **Put into Practice**

- a. Do you know any other better steps so that one can enjoy reading books besides these steps of reading?
- b. Listen to the audio and note down the main ideas. You may agree or disagree. Write your view separately and present in the class.

## **Speaking**

### **Think and Act**

Suppose you have interrupted while two people are talking. Suddenly you realize that you are not supposed to do so. In such situation what will you do? Choose the appropriate expression to apologize.

- I'm sorry.
- I'm sorry. I didn't realize.
- I'm really sorry.
- I'm extremely sorry.



### **Study Time**

We apologise when we have done something which we shouldn't have done and are ashamed of it. Work in pairs. Play the role of 'A' and 'B' to practise the conversation below.

*taking my biscuits/extremely sorry/it's ok*

**A** : Excuse me! What are you doing? You are taking my biscuits.

**B** : I'm extremely sorry. I didn't notice.

**A** : It's ok.

*stepped on my toe/Sorry/it's ok*

**A** : Ouch! You stepped on my toe?

**B** : Oh no! I'm ever so sorry. I didn't realize that you are nearby me.

**A** : It's ok.



*jumped the queue/ sorry/ really sorry?*

A : Hello! Are you in a queue?

B : I'm sorry. But I'm in a hurry.

A : Are you really sorry?

*hit me with your umbrella/sorry/never mind.*

A : Excuse me! You hit me with your umbrella.

B : Oh! I'm really sorry. I didn't realise that you were there.

A : Never mind.



### Put into Practice

**Work in pairs. Converse similarly in the following situations:**

- a. use my pencil /sorry
- b. eat food from your plate/ really sorry
- c. bump into me/sorry
- d. take my bag/sorry
- e. sit on my cell phone/ really sorry

### Writing

#### Think and Act

**Look at the picture below and discuss the following questions:**

- a. Have you ever sent any post card to your friends or relatives?
- b. Where do we get post cards?



## **Study Time**

Look at the sample draft of a postcard below. Examine the structure and language used. Generally, a postcard is sent to friends conveying a message of travel and adventure or wishing Happy New Year and on other occasion. It can be sent from any part of the world.

March 3, 2015



Hi Dev!

Greetings from Phuket! I have just arrived at hotel, Lion. As I have promised, I am sending you a postcard. The weather is beautiful out here, as you can imagine, and the beach is oh-so-inviting. Tonight we're going to Muktaban. From tomorrow we'll start meditation. Can you believe that we meditate on the seashore? Wish you were here!

Paro

### **Put into Practice**

- a. Prepare a similar postcard message for a friend who is abroad including your thrilling experience of camping /hiking.
- b. Prepare a postcard for one of your relatives wishing them a Happy New Year.
- c. Go through the newspaper articles in the reading text and write similar articles for the following headlines. Use the clues given in the boxes. Use relative clauses and passive forms of verbs as needed.

#### **Killed in a Bus Accident**

- a bus (5674 NA) going to Biratnagar
- collided with a tanker
- 2 killed on spot
- 2 died on the way to hospital

#### **Talented Students Awarded Medals**

- the top 3 in SLC
- The best among the best, Manish Pradhan from Saraswoti School
- prize: gold, silver and bronze medals
- chief guest, the DEO, Makawanpur

### **University Opened**

- University of Information Technology
- opened among a big crowd at Banke
- has the capacity for two hundred students a year
- Scholarships are available
- best wishes from the Minister of Education

### *Creative Task*



Work in groups. Prepare at least five different postcards. Write different messages like adventure, travelling, occasion or celebrations. Present them in class. Finally, paste them on the classroom wall.

### **Fun Corner**

#### **Read and find out what makes Krish an interesting lad.**

The ninth grade Krish was famous among teachers and students. It is because of two reasons. Firstly, he had good sense of humor which was liked by everyone. Next, he was known because he seldom submitted his assignments on time. Here is one of the accounts of Krish.

The day before, Ms Manandhar asked him to bring the list of new words that begin with letter 'K'. Next day, Ms Manandhar reached near him and asked gently, "Do you have something to show?"

Krish stood up. "Yes, I do." The class gasped in a surprise.

Ms Manandhar told him, "Come on then."

He walked to the front of the room, empty handed. He stood there, holes in his pants, twisting a strand of black hair around his index finger. His classmates began to whisper amongst themselves.

"I bet he hasn't brought anything."

"I'm sure he hasn't done."

"He must have something to excuse, I guess."

Krish kept standing bowing down. A sort of half-smile was on his face.

Guess why there was a smile on his face. Was he going to submit homework or tell a joke?

“Well, Krish,” prompted Ms. Manandhar. He grinned sheepishly and pointed to the holes in his pants. “I’m Krish and I brought my knobby knees.”

Once again, the class burst into laughter but Ms Manadhar applauded with admiration. After all Krish submitted his homework humorously.



Curriculum Development Centre

### **ASSESS YOURSELF - 3**

#### ***Reading Test***

**Read the given text and do the activities that follow:**

#### **VACANCY ANNOUNCEMENT**

A well established English medium school is seeking dynamic, energetic, and well qualified candidates for the following posts:

**1. Academic Coordinator: Full Time (1)**

M.A/ M. Ed/ M. Phil

at least five years experience

**2. Secondary Level English teacher: Full Time (2)**

M.A or M.Ed. in English

at least five years experience

**3. Public Relation Officer: Part Time (2)**

B.A or B.B.S

at least two years experience

**Remuneration: Negotiable**

Fluency in English speaking is a must. Eligible, enthusiastic and passionate Nepali individuals are requested to send their scanned hand written application. A copy of academic qualification, CV and supporting documents, and a recent pp size photograph must be sent by 20 March 2015 to the following address:

**Janta Kalika Secondary School**

**Sorung Chhabise-8, Udayapur**

**janta.kalika@gmail.com**

**Telephone enquiry will not be entertained. Only short listed applicants will be called for an interview.**

**1. Find the words from the text above that give similar meaning to the words given below:**

- |               |                |
|---------------|----------------|
| a. wanted     | b. minimum     |
| c. reputed    | d. credentials |
| e. compulsory | f. bio-data    |

**2. Choose the best answer and fill in the gaps.**

- a. The vacancy is for ..... posts.  
i. 3                    ii. 5                    iii. 4
- b. The academic qualification for the Secondary Level English Teacher is..... in English.  
i. M.A                ii. M. Ed                iii. M.A or M. Ed
- c. Candidates must have .....years of experience to be eligible for Academic Coordinator.  
i. less than five years    ii. more than five years    iii. five years
- d. The application should reach .....,  
i. later than 20th March            ii. within 20th March  
iii. before 20th March
- e. Janta Kalika Secondary School wanted two..... English teachers.  
i. secondary level                ii. higher secondary level  
iii. lower secondary level

**3. Read the advertisement again and answer the following questions:**

- a. What is the advertisement for?
- b. What is the minimum academic qualification for the post of Public Relation Officer?
- c. Who will be called for the interview?
- d. Write down the essential documents to be submitted along with the application.
- e. How can an applicant deliver his/her application?
- f. What are the inherent features to be a potential candidate?
- g. Where is the school located?

- h. Can a commerce graduate with five years of experience in teaching high school apply for position 2?

### **Grammar Test**

- a. Pick out direct speech from the given passage and change them into indirect speech.**

After a decade, Traditional Test was searching books in the library and Contemporary Test was surfing the net. Suddenly they saw each other but did not talk. Suddenly Contemporary Test laughed at the joke which she was reading on her desktop. Meanwhile Traditional Test murmured. He said, "I can't. It's almost impossible." Hearing this Contemporary Test inquires, "My friend, what happened to you? May I help you?" Then Traditional Test turned her deaf ear. In fact, he was searching newly scientific discoveries in books. He searched as many as he could but he failed to find the latest information. Then after, Contemporary Test suggested him, "If you are searching for information about discoveries, it will be easier working with the Internet. Please come and sit by my side."

- b. Aawaran visited Bangkok last month. His friend, Monila asked him few questions after his return. Then, Aawaran reported them in the class. As in the examples below, change Monika's questions into reported speech.**

*Examples:*

- » Monila: How is Bangkok?

Aawaran: Monila asked how Bangkok was.

- » Monila: Did you eat sea food?

Aawaran: Monila asked whether/if I had eaten sea food.

i. Where did you stay?

ii. How long did you travel by bus?

iii. Are the people cooperative?

iv. Did you find any similar culture?

v. Were there any differences in eating habit?

vi. What kind of food did people eat?

vii. Can you tell me the name of island where you stayed?

- viii. Have you taken any photographs of the islands?
- ix. Where is my return gift?

### ***Listening Test***

**1. Listen to the audio material and do the activities that follow:**

**a. Choose the best alternatives and fill in the gaps.**

- i. According to ......., dogs are amazing creatures.  
(a) father    (b) son    (c) mother    (d) sister
- ii. ....... wants to go for rafting on the Bhotekoshi.  
(a) father    (b) son    (c) mother    (d) sister
- iii. Mother is allergic to ......  
(a) cats    (b) water    (c) dogs    (d) children
- iv. Father neither wants to argue nor ....  
(a) convince    (b) suggest    (c) complain    (d) betray

**b. Listen to the audio again and write who said the following.**

- i. No! I've different planning. Do you mind if I tell you?
- ii. Don't you know she is allergic to dogs?
- iii. I'm fed up with this fuss!
- iv. Sure, he'll. Thank you.
- v. I think he did nothing wrong.
- vi. I guess it's interesting.

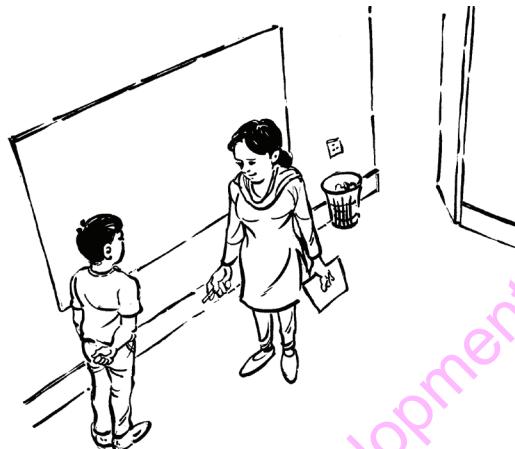
**c. Listen again and answer the following questions:**

- i. What was the mother fed up with?
- ii. How did mother convince her son?
- iii. What type of character does the son reflect?
- iv. What type of character does the daughter reflect?
- v. What are the pleasant gifts for the parents?
- vi. Whom does the son try to take to Bhotekoshi?

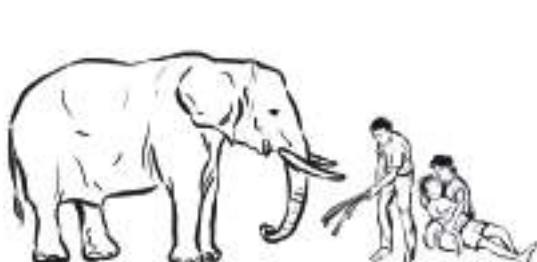
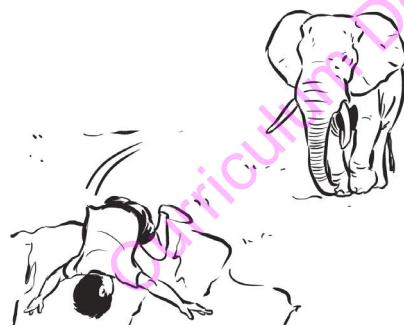
## **Speaking Test**

a. Look at the following pictures and guess what they are doing.

- i. Is the boy asking for permission to go out?
- ii. Is the teacher saying something?
- iii. If you were the boy, what would you say?
- iv. If you were the teacher, how would you reply?



b. Look at the pictures below and prepare a news story to be broadcast on T.V.



### **Writing Test**

- a. Imagine that your school needs a part time electrician and a plumber. Prepare an advertisement for the posts.
- b. Suppose your school organized a sports meet at your school. Prepare a news report for a daily newspaper.
- c. Suppose you are going to launch a program on television for children. Prepare an advertisement for it.
- d. Write a review of your best movie in about 150 words.

Curriculum Development Centre

# Glossary

## A

abbreviation (n) /ə'breɪvi'eʃn/	:a short form of a word
absolutely (adv) /'æbsəlu:tli/	: totally; without question
accommodation (n) /ə'kɒmə'deɪʃn/	:lodging
adventurous (adj.) /əd'ventʃərəs/	:willing to take risks to try out new experiences
advocate (v) /'ædvəkeɪt/	:to support something publicly
aggravate (v) /'ægrəveɪt/	:make worse or more serious and anxious
announcement (n) /ə'naʊnsmənt/	:a formal public statement
appealing (adj.) /ə'pi:liŋ/	:attractive
appearance (n) /ə'piərəns/	:arrival/ ways sth. looks or seems
assignment (n) /ə'saɪnmənt/	: responsibility; task
assimilate (v) /ə'siməleɪt/	:to become a part of
asthma (n) /'æsmə/	:a medical condition making breathing difficult
attribute (n) /ə'tribju:t/	:quality or feature
audience (n) /'ɔ:diəns/	:the assembled spectators or listeners
avian (adj.) /'eɪviən/	:of or connected with birds

## B

beast (n) /bi:st/	:a four-footed large animal
bereavement (n) /bɪ'ri:vmənt/	:the state of having lost a relative because of death
bough (n) /baʊ/	:a large branch of a tree
brandish (v) /'brændɪʃ/	:to hold something
bug (n) /bʌg/	:any small insect

## C

catchphrase (n) /'kætfreɪz/	:a well-known sentence or phrase
cautious (adj.) /'kɔ:sʃəs/	:careful to avoid potential problems or dangers
cherish (v) /'tʃerɪʃ/	:to keep an idea, or a pleasant feeling in your mind
chronological (adj) /krɒnə'lɒdʒɪkl/	:arrange in the order in which they happened
civilization (n) /sɪvəlɪə'zeɪʃn/	:a state of human society that is very developed and organized

colleague (n) /'kɒli:g/	:a person that you work with, especially in a profession
communicate (v) /kə'mju:nɪkeɪt/	:to exchange information, news, ideas, etc
component (adj.) /kəm'pəʊnənt/	:part
condolence (n) //kən'dəʊləns/	:an expression of sympathy at someone's death
consent (n) /kən'sent/	:permission to do something, by authority
contaminate (v) /kən'tæmɪneɪt/	:to make a substance or place dirty
content (adj.) /'kɒntent/	:a feeling of happiness or satisfaction
convince (v) /kən'veɪns/	:cause (someone) to believe firmly in something.
cornerstone (n) /'kɔ:nəstən/	:the most important part which the rest depends on
crazy (adj.) /'kreɪzɪ/	:very enthusiastic or excited about something
creep (v) /kri:p/	:to move slowly like a snake
cultivate (v) /'kʌltɪveɪt/	:grow or maintain in culture

## D

deadly (adj.) /'dedli/	: causing or likely to cause death, lethal
delicious (adj.) /dr'lɪʃəs/	:tasty/ mouth-watering
demise ( n) /dɪ'maɪz/	:death
depression (n) /dɪ'preʃn/	:a medical condition in which a person feels very sad
dermatologist (n) / dʒ:mə'tɒlədʒɪst/	:a doctor who studies and treats skin diseases
diabetes (n) /,daɪə'bɪ:tɪ:z/	: medical condition making the patient produce a lot of urine and feel very thirsty
diagnose (v) /'daɪəgnəʊz/	:identify the nature of (an illness or other problem)
diarrhoea (n) /,daɪə'rɪə/	:an illness which causes frequent liquid flow of waste materials
dietary (adj.) /'dærətəri/	:connected with the food that we eat and drink regularly
disappear (v) /,dɪsə'piə(r)/	:to become impossible to see
disposable (adj.) /dɪ'spəzəbl/	:made to be thrown away after use
droppings (n) /'drɒpɪŋz/	:the solid waste matter of birds and animals
dynamic (adj.) /dai'næmɪk/	:(of a person) positive and full of energy and new ideas

## E

embarrassing (adj.) /ɪm'bærəsɪŋ/	:making you feel shy, awkward or ashamed
emotional (adj.) /ɪ'məʊʃənl/	:connected with people's feelings

emphasize (v) /'emfəsaɪz/	:to highlight
encourage (v) /ɪn'kʌrɪdʒ/	:to give somebody support, courage or hope
enthusiastic (adj.) /ɪnθju:zi'æstɪk/	:having or showing intense and eagerness/interest
eternal (adj.) /'etənl/	:without an end; existing or continuing forever
expedition (n) /,ekspə'dɪʃn/	:a special journey undertaken by a group of people
exploitation (n) /,eksplɔɪ'teɪʃn/	:the action of treating unfairly in order to get benefit
extend (v) /ɪk'stend/	:to offer or give
<b>F</b>	
fatal (adj.) /'feɪtl/	:causing or ending in death
fatigue (n) /fə'ti:g/	:extreme tiredness
flare (n) /fleə(r)/	:blaze, flash
flu (n) /flu:/	:an infectious disease like a very bad cold, influenza
flutter (v) /'flʌtə(r)/	:to move lightly and quickly
foreign (adj.) /'fɔ:rən/	:in or from a country that is not your own
fowl (n) /faʊl/	:a bird that is kept for its meat and eggs
fragrant (adj.) /'freɪgrənt/	:sweet-scented
fuss (n) /fʌs/	:a display of unnecessary or excessive excitement, activity,
or interest	
<b>G</b>	
generate (v) /'dʒenəreɪt/	:to produce or create something
glance (n) /gla:ns/	:a quick look
graduate (n) /'grædʒuət/	:a person who has university degree
grasp (v) /gra:sp/	:to hold something firmly
grief (n) /gri:f/	:a feeling of great sadness, especially when somebody dies
<b>H</b>	
haemorrhage (n) /'hemərɪdʒ/	:severe bleeding from inside a person's body
hapless (adj.) /'hæpləs/	:not lucky; unfortunate
harmony (n) /'ha:məni/	:a state of peaceful existence and agreement
holistic (adj.) /həʊ'lɪstɪk/	:considering a whole thing or being to be more than a collection of parts
howl (v) /haʊl/	:to make a long, loud cry

hug (v) /hʌg/	:to embrace; to put your arms around somebody
hunch (v) /hʌntʃ/	:raise (one's shoulders)
<b>I</b>	
immeasurable (adj.) /ɪ'meʒərəbl/	:too large, great, etc. to be measured
immolate (v) /'ɪməleɪt/	:to kill somebody by burning them
immunity (n) /ɪ'mju:nəti/	: the body's ability to avoid infection and disease
inbox (n) /'ɪnbɒks/	:the place on a computer where email messages are shown
indifference (n) /ɪn'dɪfrəns/	:lack of interest, concern, or sympathy
infect (v) /ɪn'fekt/	:to make a disease or an illness spread to a person
influential (adj.) /'ɪnflu'ēnl/	:having great influence on someone or something
inherently (adv.) /ɪn'hɪərəntli/	:according to the basic nature of somebody/something
inquisitive (adj.) /ɪn'kwɪzətɪv/	:trying to find out what other people are doing, curious
innocence (n) /'ɪnəsns/	:lack of knowledge and experience of the world, especially
of evil or unpleasant things	
insight (n) /'ɪnsaɪt/	:an understanding of what something is like
intellectual (n) /'ɪntə'lektʃuəl/	:a person possessing a highly developed intellect
internalize (v) /ɪn'tɜ:nəlaɪz/	:make a feeling or a belief part of way to think and behave
interrupt (v) /ɪntə'ræpt/	:stop the continuous progress of (an activity or process)
intimate (adj) /'ɪntɪmət/	:having a close and friendly relationship
intoxicant (n) /ɪn'tɔksɪkənt/	:a substance such as alcohol that produces false feelings of pleasure and a lack of control
<b>J</b>	
jealousy (n) /'dʒeləsɪ/	:the state or feeling of being jealous/envy
junction (n) /'dʒʌŋkʃn/	:the place where two or more roads meet
<b>L</b>	
legible (adj.) /'ledʒəbl/	:clear enough to read
legislative (adj.) /'ledʒɪslətɪv/	:connected with the act of making and passing laws
legitimate (adj.) /lɪ'dʒɪtimət/	:something valid, justifiable
lingua franca (n) /lɪŋgwə 'fræŋkə/	:a shared language between people with different languages
loathe (v) /ləʊð/	:feel intense dislike or disgust for
longing (n) /'lɒŋɪŋ/	:a strong feeling of wanting something/somebody

## M

meadow (n) /'medəʊ/	:a field covered in grass, grassland
meditation (n) /,medi'teɪʃn/	:reflection/concentration
mention (v) /'menʃn/	:to present
methane (n) /'mi:θeɪn/	:a colorless, odorless flammable gas
migratory (adj.) /'maɪgrətri/	:having the habit of regular migration
molecule (n) /'mɒlɪkjju:l/	:a group of atoms bonded together
motto (n) /'mɒtəʊ/	:catch word/slogan
murmur (v) /'mɜ:mə(r)/	:to say something in a soft quiet voice
mysterious (adj.) /mi'stiəriəs/	:difficult to understand, explain, or identify

## N

narrate (v) /nə'reɪt/	:to tell a story
negotiable (adj.) /nɪ'gəʊʃiəbl/	:open to discussion or modification
nook (n) /nɒk/	:a small quiet place; every aspect of a situation
nuisance (n) /'nju:sns/	:an annoying thing, person or situation

## O

obituary (n) /ə'bɪtʃuəri/	:article about somebody's life printed in a newspaper soon after their death
obtain (v) /əb'teɪn/	:to get something
occupation (n) /,ɒkjუ'peɪʃn/	:a job or profession
offence (n) /ə'fens/	:a crime or insult that can be punished by a court
orchard (n) /'ɔ:tʃəd/	:a piece of enclosed land planted with fruit/orange trees.
ovarian (adj.) /əʊ'veəriən/	:connected with the ovaries

## P

pandemic (adj.) /pæn'demik/	: (of a disease) that spreads over a whole country or the whole world
passionate (adj.) /'pæsʃənət/	:having, showing, or caused by strong feelings or beliefs
pathogenic (adj.) /,pæθə'dʒenɪk/	:able to cause disease
persist (v) /pə'sist/	:to continue to do something despite difficulties or opposition
pluck (v) /plʌk/	: to pick a fruit or flower; to pull the feathers off a dead bird
postpartum (adj.) /,pəʊst 'pa:təm/	:connected with the period after the birth of a child

precaution (n) /pri'kɔ:ʃn/	:something that is done in advance in order to prevent problems
premature (adj.) /'premətʃə(r)/	: happening before the normal or expected time
preview (n) /'pri:vju:/	:an opportunity to view something before it is acquired
prickly (adj.) /'prɪkli/	:thorny
profound (adj.) /prə'faʊnd/	:very great; felt or experienced very strongly
psychiatrist (n) /saɪ'kaiətrɪst/	: a doctor who studies and treats mental illnesses
punctual (adj.) /'pʌŋktʃuəl/	:able to complete a required task or fulfill an obligation on time

## Q

quest (n) /kwest// : a long search for something.

## R

recipient (n) /ri'sipiənt/	:person who receives something
reflect (v) /ri'flekt/	:to think carefully and deeply about something
remind (v) /ri'maɪnd//	:to help remember something
remote (adj.) /ri'məʊt/	:far away from centre
remove (n) /ri'mu:v/	:to take something away
rescue (v) /'reskju:/	: save (someone) from a dangerous or difficult situation
retaliate (v) /ri'tælieɪt/	: to do harm to sb because they have harmed you first
review (n) /ri'vju:/	:a critical appraisal of a book, play, film, etc.
reward (n) /ri'wɔ:d/	:prize; award

## S

salient (adj) /'seɪlɪənt/	:most important or noticeable
scare (v) /skeə(r)/	: to become frightened
senatorial (adj.) /'senərɪətl/	:connected with a senate or members of a senate
sequential (adj) /sɪ'kwənl/	:following in order of time or place
serpent (n) /'sɜ:pənt/	: a snake
severe (adj.) /sɪ'veə(r)/	:extremely bad or serious
significance (n) /sɪg'nɪfɪkəns/	: the importance of something
simultaneously (adv) /'siml'teɪniəslɪ/	: happening or done at the same time as something else
slogan (n) /'sləʊgən/	:a short and striking phrase to attract the attention of public

sly (adj.) /slai/	: acting in a secret or dishonest way, cunning
socialize (n) /'səʊʃəlaɪz/	: behave in a way that is acceptable to their society
souvenir (n) /,su:və'nɪə(r)/	: gifts
spurt (n) /spɜ:t/	: a sudden fountain
standstill (n) /'stændstɪl/	: a situation in which all the activity has stopped; halt
strive (v) /straɪv/	: to try very hard to achieve something
surveyor (n) /sə'veɪə(r)/	: a person whose job is to examine and record the details
susceptibility (n) /sə,septə'bɪləti/	: the state of being very likely to be influenced or infected
suspicious (adj.) /sə'spɪʃəs/	: doubtful, skeptical
swoop (v) /swu:p/	: to fly quickly and suddenly downwards
sympathy (n) /'sɪmpəθi/	: the feeling of being sorry for somebody
symptom (n) /'simptəm/	: sign that shows you are not healthy
<b>T</b>	
tempting (adj.) /'temptɪŋ/	: appealing/ inviting
texture (n) /'tekstʃə(r)/	: the feel/appearance
the Almighty (n) /ə:l'maɪti/	: God
threatening (adj.) /'θretnɪŋ/	: having frightening quality or manner
trace (v) /treɪs/	: to draw
trademark (n) /'treɪdmɑ:k/	: a symbol, word, or words legally registered or established by use as representing a company or product
transitional (adj) /træn'zɪʃənl/	: in between the process of change
trout (n) /traʊt/	: a common freshwater fish
<b>U</b>	
umpire (n) /'ʌmpaɪə(r)/	: a person whose job is to make sure that rules in the game
are not broken	
untimely (adj.) /ʌn'taɪmli/	: happening too soon or sooner than is normal , premature
unwilling (adj.) /ʌn'wɪlɪŋ/	: not wanting to do something
upload (v) /,ʌp'ləʊd/	: to move data to a larger computer system
<b>V</b>	
vacation (n) /və'keɪʃn/	: holiday; a fixed holiday period between terms in school
venture (v) /'ventʃə(r)/	: to do something daring that might be full of risk

verification (n) /,verifi'keɪʃn/  
accurate

:the act of showing or checking that something is true or

victory (n) /'viktəri/

:beating an opponent in a game or other competition

virtue (n) /'vɜ:tʃu:/

: behavior showing high moral standards

volunteer (v) /,vɒlən'tɪə(r)/

:to offer to do something without getting paid for it

## W

whirl (v) /wɜ:l/

:to move, or make sb/sth move quickly in a circle

wily (adj.) /'waɪli/

:clever at getting what they want, willing to trick people

withstand (v) /wɪð'stænd/

:be strong enough not to be hurt; resist

wonderful (adj.) /'wʌndəfl/

:very good, pleasant or enjoyable, remarkable

# **ENGLISH**

**Grade 9**

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## Preface

The curriculum and curricular materials have been developed and revised on a regular basis with the aim of making education objective-oriented, practical, relevant and job oriented. It is necessary to instill the feelings of nationalism, national integrity and democratic spirit in students and equip them with morality, discipline and self reliance, creativity and thoughtfulness. It is essential to develop in them the linguistic and mathematical skills, knowledge of science, information and communication technology, environment, health and population and life skills. It is also necessary to bring in them the feeling of preserving and promoting arts and aesthetics, humanistic norms, values and ideals. It has become the need of the present time to make them aware of respect for ethnicity, gender, disabilities, languages, religions, cultures, regional diversity, human rights and social values so as to make them capable of playing the role of responsible citizens. This textbook has been developed in line with the Secondary Level English Curriculum, 2071 (2014) by incorporating the recommendations of various education commissions and the feedback obtained from various schools, workshops and seminars, interaction programs attended by teachers, students and parents.

In bringing out the textbook in this form, the contribution of the Executive Director of CDC Mr. Diwakar Dhungel, Prof. Dr. Chandreshor Mishra, Dr. Bal Mukunda Bhandari, Dr. Rishi Ram Rijal, Ganga Dhar Hada, Sita Sharma, Homnath Amgain and Arun Kumar Rai is highly acknowledged. The subject matter of this book was edited by Chandra Kanta Bhusal and Kunti Adhikari and the language of this book was edited by Ramesh Prasad Ghimire. The layout and illustrations of the book were done by Jayram Kuikel. CDC extends sincere thanks to all those who have contributed to developing this textbook.

This book contains a variety of materials and exercises which will help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practice various language learning activities. There is uniformity in the presentation of the activities which will certainly make it convenient for the students. The teachers, students and other stakeholders are expected to make constructive comments and suggestions to make it a more useful learning material.

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Ministry of Education  
**Curriculum Development Centre**

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## **UNIT**

# **1**

## **MAKING PLANS AND EXPRESSING INTENTIONS**

### **Reading**

#### **Think and Act**

**Do you play any games and sports? Are games and sports important ? How are they important for an individual and for the nation? List any three points of importance you know. Are you planning to play any game this weekend?**

#### **Study Time**

#### **A DAY OFF**

- a. Lunibha, Preeti, Laxmikant and Raphi are young badminton players. They are in a closed camp practising for a tournament. But today they are free. They are together and making plans for today. Read and note what plan each one of them has.

Thank god, for the rest !  
I think I will visit my mother today.

Luniva



I don't think I will go anywhere. I'll sleep for the whole day.

Laxmi Kant



Perhaps I will go shopping. I need to buy some clothes.



Preeti

I will be watching a movie on TV. I think I'll wash my clothes in the afternoon.

Raphi



- b. Now their coach is asking them about their plans. They are telling him what they intend to do.

Good morning!  
What are you going  
to do today?



I'm going to visit my  
mother today, sir.



I'm thinking of sleeping  
throughout the day. I won't  
go anywhere.



I'm planning to go shopping.



I intend to watch TV for  
some time. I am going to  
wash my clothes in the  
afternoon.



### 1. Enrich Your Vocabulary

We can talk about some activities using *go.....ing*. For others we may use *do*.

Group these activities under 'go' or 'do'.

swimming, a lot of swimming, yoga, dancing, knitting, a lot of reading, homework, cycling, exercise, fishing

Go	Do
-----	-----
-----	-----
-----	-----

## 2. Make Sentences

Use the table below and make sentences that match what you have read in the speech bubbles.

One of the girls		preparing for	
None of the players		going to visit	
The coach	is	planning to go	
One of the boys	are	mountain climbing.	
All of the players		asking the players	
Neither of the female players		playing badminton	
		going shopping	
			watch T.V. today. about their plans. the upcoming tournament. her mother.

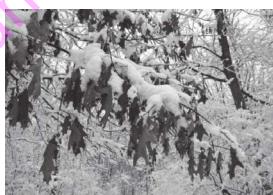
## 3. Read and Answer

Go through the speech bubbles again, and answer the following questions.

- Why have the players gone to the closed camp?
- What game do these players play?
- What are the two girls going to do today?
- Who intends to watch TV?
- Who seems to be too tired of the practice? How can you say so?
- Why do you think the players use 'I'll -----in the first set of bubbles and 'I'm /going to/ intending to/planning to', etc. in the second ?

## 4. Look at the pictures given and guess the answers to these questions.

- What is happening in the first picture?
- What can you see in the second picture?



## ***The Wind and the Leaves***

"Come, little leaves," said the wind one day,  
" Come over the meadows with me and play.

Put on your dresses of red and gold;  
For summer is gone, and the days grow cold."

Soon as the leaves heard the wind's loud call,  
Down they came fluttering, one and all.

O'er the brown field then they danced and flew,  
Singing the soft little songs they knew.

Dancing and whirling, the little leaves went,  
Winter had called them, and they were content.

Soon, fast asleep on their earthy beds,  
The snow laid a coverlet over their heads.

- George Cooper

*George Cooper (1840-1927) was an American poet and song writer best known for his lyrics. He also translated the lyrics of German, Russian, Italian, Spanish and French musical work into English.*

### 5. Read and Match

Read the poem and match the words under column A with their meanings under column B.

A	B
meadow	bedspread
fluttering	grassland
content	moving lightly and quickly
coverlet	satisfied

### 6. Read and Answer

Read the poem again and answer the following questions.

- What did the wind ask the leaves to do?
- How do the leaves look when they are old and ready to drop?
- Why were the leaves so satisfied to come down?
- When did the snow lay the bedspread over them?

### 7. Find the words that rhyme with the following words.

day -----, cold-----, all-----, flew-----, beds-----

### Put into Practice

Write your name at the top of the page of your exercise book. Then think of your plans for: tomorrow morning/ afternoon/ evening/ after your final examination/ after you pass SLC. Use the structures:

I think I will, Perhaps I will, Maybe I will, I don't think I will, Perhaps

I won't, etc. Exchange the paper with one of your friends. Read what he/she has written and re-express their plans in the form of intentions using the structures: is going to/planning to/intending to/ thinking of, etc. You can begin the paragraph as:

-----is my class friend. He/she is going to-----tomorrow morning. Tomorrow evening he/she-----.

## Grammar

### Think and Act

'Is', 'am' and 'are' are all the present forms of the verb 'to be'. All other verbs have two present forms. Complete the following table with the missing present forms of the verbs.

Am/ are	is
have	-----
-----	does
change	-----
-----	goes

### Study Time

- a. A head teacher is saying something here. Read the paragraph, and see how the verb forms change with the difference in the number and person of the nouns/pronouns.

*One of our students is very good at sports. Everyone has good relations with her. All the teachers encourage her to do even better. She doesn't waste her time sitting and doing nothing. Most children in her small village take her as a role model.*

Did you notice? Verb forms like has, does, makes, etc. can be used with the nouns/pronouns that take 'is' and have, do, make with those that take am or are.

- b. Complete the following sentences choosing one of the correct forms of the verbs in the brackets.
- Two and two (make, makes, making, made) four.
  - Your sheep (is, are, have, has) healthy .Where did you buy them?

- iii. Either of the two boys (are, has, have, having) broken that.
- iv. Ten tonnes of cement (has, have, are, is) been used so far.
- v. Today's news (is, are, do, does) interesting.
- vi. The cost of the articles (is are, have, has) risen sharply.
- vii. Slow and steady (will win, won, win, wins) the race.
- viii. The actor and producer (is, are, do, does) making a new film.
- ix. My scissors (have, has, is, are) been stolen.
- x. Measles (have, has, is, are) broken out. So the government is concerned.

### Put into Practice

Here is the picture of a room with different things in it. Describe the room using :

(There ) is/are, (It/They) has/have.

Begin like this: This is a medium sized room. There is-----.



### Listening

#### Think and Act

Look at the picture, and write what you think is happening.



- a. Who are these people? -----.
- b. How are they communicating? -----.
- c. What are they talking about? -----.

### Study Time

- a. Listen to the conversation and match the expressions under A with the right ones under B.

A	B
a) Amrit	i) is going to prepare dinner for all.
b) Ankita	ii) is at home.
c) The party	iii) are best friends.
d) Ankita's mother	iv) has birthday.
e) Ankita and Amrit	v) gives a call.

- b. Listen to the conversation again, and fill in the blanks with suitable words or phrases.

- i. Amrit wants to know how Ankita is going to----- her birthday.
- ii. -----other friends are attending the party.
- iii. Ankita wants Amrit to come-----than others.
- iv. They will-----after the dinner.
- v. The birthday is-----days later.

### Put into Practice

Listen to the conversation once again, and summarise the dialogue for your friends in class.

Begin: Amrit and Ankita are best friends. Ankita-----.

## Speaking

### Think and Act

Look at the picture below and write down what the girl is planning to do.



### Study Time

#### a. Study the following examples.

- i. (will + V): I think/don't think I will watch TV tonight.
- ii. (will be + V-ing): Perhaps she will/won't be borrowing a book from the library.
- iii. (be going to/planning to/intending to + V) : We are going to have a picnic soon.
- iv. (be thinking of): Fulmati is thinking of inviting us to her birth day party.

- b. Look at the example and practice the conversation with your partner.**

*Example:*

**A:** What/ during school holidays?

**B:** Kathmandu/ my uncle/visit historical places / take photos



- c. Work in pairs. One of you ask questions and the other answers them. Use the clues below.**

1

**Q:** What/on Saturday?

**A:** stay home/ wash clothes/ help my parents in the field

2

**Q:** Where/summer break?

**A:** Mamaghār/ play with cousins/stay for a week/make new friends

3

**Q:** What/on your friend's birthday?

**A:** visit her/buy her gift/ wish her happy birthday

4

**Q:** What/on New year eve?

**A:** wear new dress/go to club/sing and dance/enjoy with friends

### Put into Practice

- a. Go round the class and ask five of your friends about their plans and intentions. You may ask them about: after school, coming Saturday, after the final exam or other times. If you are asked, give true answers to your friend.**
- b. In turns come to the front of the class, and share the detailed plans of any one of the friends.**

Begin : ----- (Name of friend) is-----.

He/she will----- He/she plans to-----.

He/she is thinking of-----.

## Writing

### Think and Act

**Do you like going on a picnic, an excursion, a study tour etc? Plan a study tour and write down the important points about the proposed tour.**

When? ----- For how many days? -----  
where? ----- How will you go? ----- What things to see/do? -----

### Study Time

**Here is a part of a written request that class IX students of Ashigram Secondary School gave to their head teacher. Read what they said to their head teacher.**

The match will be played among the four houses in the school. It will start after school on Friday. We have requested Mr. Chulgen Chaudhary, our sports teacher to help us conduct the match. Mr. Chaudhary is planning to ask three of our senior students to help him. We are thinking of doing the preliminary round of the match on Friday. We plan to do the quarter final and semi final on Monday as it is a public holiday. The final will take place next Friday. The house captains are thinking of forming volunteer team of students to maintain discipline and help the match run smoothly. As Mr. Chaudhary has allowed us, we will be using the school playground and the ball as well as the net. We have also requested Ms. Manmaya. She is thinking of being the umpire for us. Besides, she is planning to appoint two of the students to keep the score. We hope the play will be great.

We, the students in Ashigram Nature Club, would like to ask you to be the chief guest at the programme and encourage the students for better play in a sporting manner.

Thanking you-----

### **Put into Practice**

- a. Refer to the points you have thought about your study tour. Use the same language as you used in the plan above and develop the points into a couple of paragraphs. You can include: what time you plan to leave, how many of you, the teachers going with you and the money you are raising for the tour and the different arrangements you will make.
- b. Write an application to your head teacher informing him/her about your study tour. Include all your plans in it. Also ask for the help you would like to have from the school. You can invite him/her to join your study tour, too.

### *Creative Task*



Visit any professional (farmer/doctor/teacher/shopkeeper/social worker) in your locality. Ask him/her about their future plans and intentions. Make a note of the main points and later develop the information into a paragraph. Write using big letters so that it can be pasted on the wall or board and read.

### **Fun Corner**

#### **Step 1-Write down the names of any five of your friends.**

Guess what they might be planning for the weekend. Write your ideas of their plans/intentions just below the names as shown.

#### **Step-2 Stand up turn by turn and read out loudly.**

*Example:*

Birbhan, you are going to work in the field this weekend, are you?

The student concerned says: yes or no. If you get a yes put a tick next to the person. At last count your ticks and compare to see how good you are at guessing.

## **UNIT**

# **2**

## **SUGGESTING, ADVISING AND PERSUADING**

### **Reading**

#### **Think and Act**

The English language is one of the most widely used languages. It is equally popular round the world regardless of geographical differences. Why do you think the English language is so popular?

List any five reasons behind the popularity of this language.

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

.....  
.....

#### **Study Time**

### **Nima's Letter to Her Brother**

**Read the letter written to Lhakpa by his sister, Nima and find out the advice and suggestions she has given to him.**

The River Dee Field

Chester , UK

21 April,2015

Dear Lhakpa,

I got your letter yesterday. Thank you for telling me all about our parents and yourself. I am doing well here and thinking of returning home during Lhosar. I am excited to know that you want to improve your English. I think you are very conscious about the importance of English as an international language.

As you have asked me, I am giving you some suggestions on how you can have better performance in the English language both verbally and in the written form.

You should always try to communicate in English with your English teacher and friends. Listening to radio programmes in English could be an interesting way. Why don't you buy a radio for yourself and listen to such programmes? For better pronunciation, copying people could be effective. As you listen to any new word you ought to repeat it. Using an English dictionary is another effective way to learn the language. You had better buy a good English dictionary and use it. You know my English was not that good when I was in Nepal. But now I feel it's great. I have to speak it all the time. I picked up pronunciation and expressions one by one. How about talking to the foreign tourists who come to visit our area? They will be happy to know about our village and its beauty from a student and you would benefit with new English words and expressions. I have heard that the education related offices in Nepal have been developing and distributing different audio visual materials on learning English. If I were you, I would talk to teachers about them too. These materials, I guess, must have been developed considering the average performance level of the Nepalese students. Wouldn't it be better if you got some of them for your practice?

Going through your letter, I can understand that you have a lot of knowledge on the importance of the English language. I'd like to add here that as a lingua franca , English has much more significance than what you have written. You know, people can have better understanding and respect for each other only when they are able to communicate. Since the English language has been serving as an effective tool for communication worldwide, it helps people of different nationalities to understand each other's culture,values and sentiments. This way it serves as a powerful means to promote fraternity that results in better relations among individuals, societies and countries. These attributes definitely contribute to world peace.

Hope I have been able to suggest on the ways you could improve your English language. As I come home, I will bring you some audio visual materials on how the native speakers use English. That's all for now. Looking forward to your next letter,

Best regards,  
Nima



## **1. Enrich Your Vocabulary**

**From the letter find the words which are similar in meaning to these words.**

aware

act performed

interact

common language

qualities

companionship

## **2. Read and Match**

**Match the expressions under column ‘A’ with their correct continuations under ‘B’.**

A	B
(a) Nima advises	(i) could be an effective way to learn the language.
(b) Lhakpa lives	(ii) Lhakpa to use English while talking to friends and his English teacher.
(c) The English language	(iii) produce and distribute audio visual materials for Nepalese students.
(d) Some Education related offices in Nepal	(iv) could help promote better relations in the world.
(e) Using a dictionary of the target language	(v) somewhere in Nepal.

## **3. True or False**

**Read the letter again, and decide whether the following sentences are true or false.**

- a. Sister is advising as asked for by her brother.
- b. Lhakpa is planning to visit Nima during Lhosar.
- c. The English language is the only international language.
- d. Nima suggests her brother that he should never use his native language.
- e. Communicating in the target language helps build up mastery over it.
- f. Love, fraternity and respect for others are some of the qualities of humanity.

#### **4. Read and Answer**

**Read the letter once again, and answer these questions.**

- a. Where and when was this letter written?
- b. As suggested in the letter, what are some of the ways to improve English? Do you apply any of the ways personally?
- c. According to Nima what is an interesting way of learning English?
- d. How does the writer feel about her own performance in the English language?
- e. When will Nima come home and what will she bring for her brother?
- f. Which of the ways suggested by Nima do you prefer? Why do you think so?

#### **Put into Practice**

**Nima has advised her brother to do different things to help him improve his English language. Some people may like to learn your native language. Prepare a list of any five activities that will help them to learn your language better and read them out in the forms of suggestions.**

You may begin: My native language is----- . If you want to learn it you should----- . You had better----- .

#### **Grammar**

##### **Think and Act**

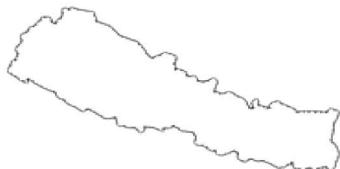
- a. **Read these concluding lines of the letter and pick out the prepositions used.**

Hope I have been able to suggest you on the ways you could improve your English language. As I come home, I will bring you some audio visual materials on how the native speakers use English. That's all for now. Looking forward to your next letter,

Prepositions: ----- ----- ----- ----- ----- -----

- b. **Fill in the blanks with one of the prepositions you have picked up .**

- i. I was born----- Monday.
- ii. We don't go ----- school on Saturdays.
- iii. It is a small map ----- Nepal.

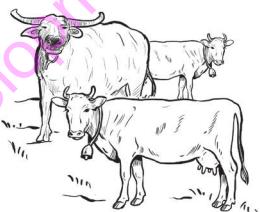
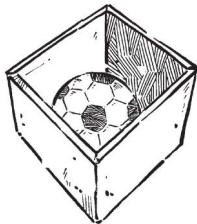


## Study Time

Prepositions are single words or group of words such as at, on, in, in front of, out of, etc. used before a noun/pronoun to show place, position, time or method.

### a. Study the pictures and the use of prepositions.

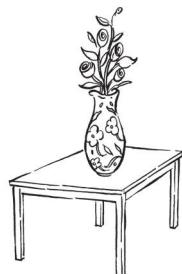
- i. **In:** to show something completely inside something or in an area of boundaries:



(1) The ball is in the box.

(2) The cattle are in the field

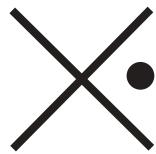
- ii. **On:** to show something on the surface of something or to show something on a line:



(1) The vase has been put on the table.

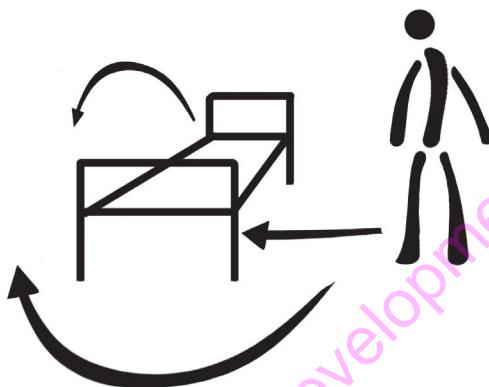
(2) Butwal is on the East West Highway.

- iii. **At:** to show the location of something at or near a point or a point on the map:



(1) I met him at the airport. (2) She is at school now.

- iv. Look at the arrows and see how off, onto, round and under are used.



- b. Complete the following sentences choosing one of the prepositions from the box below:

on, at, in, off, through, between, into, under, round, across, towards, over

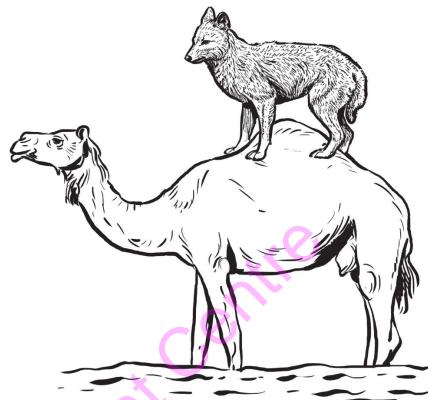
1. The children are playing-----the ground -----the back of the house.
2. -----my classroom I always sit-----Fulmati and Ruhi.
3. The prisoners escaped-----the narrow opening ----- the boundary wall.
4. As the students were getting -----the room, the head teacher told them to come-----him.
5. Going -----the field will take much shorter time than going -----it. But you may fall-----because the ground is rather slippery ----- the middle of the field.

## Put into Practice

Here is a story of a Camel and a Jackal. Supply the missing prepositions in it and copy it out under the title “*The Camel and the Jackal*”.

A camel and a jackal lived together ---- a jungle. On the other side ---- the river flowing ----- that jungle, there were fields of ripe sugar- canes.

One day the jackal came ---- the camel ---- a plan ---- cross the river and enjoy the sugarcanes. As he did not know how to swim, he requested the camel ---- carry him---- his back.



The camel agreed ---- the jackal’s request. They set out --- the river and soon reached its bank. The camel carried the jackal --- his back and crossed the river. ----- reaching the other side, they began to eat the sugarcanes. The jackal was soon satisfied but the camel was still hungry. The jackal began to howl loudly. The camel asked him not to do so but the jackal said that it was his habit to howl ----- meals.

His howling attracted the attention ----- the farmers. They all reached the spot ---- long sticks. The jackal disappeared ---- a bush but the camel was badly beaten. Now they were to cross the river. The jackal requested the camel to take him ----- the river.

The camel agreed to do so but he wanted to retaliate ---- him. When the camel reached the middle ---- the water, he began to roll ----the water. The jackal told him not to do so. But the camel said that it was his habit to do so ----being beaten.

As a result, the jackal slipped ---- the camel’s back and fell----the deep water. Catching hold -----the Camel’s tail, the Jackal was able to get to the next bank. He was full of water inward and outward. He learnt a good lesson that one should never be wily and sly and begged -----his friend, the Camel’s apology.

Moral: As you sow, so shall you reap.

## Listening

### Think and Act



Different holy books and prophets have stressed on fraternity, love and understanding among human beings. Have you ever heard their sayings? List the sayings you have heard below.

S.No.	Statements	Epics/prophets

### Study Time

#### a. Listen to the conversation, and choose the best answers.

- i. The world will be a better place if there is...  
(a) hatred (b) conflict (c) peace
- ii. Sodality is highlighted by-----.  
(a) Tshring (b) Eqbal (c) Christina

- iii. The Rig-Veda stresses on-----.
- (a) common intention    (b) sisterhood    (c) righteousness
- iv. ----- emphasizes on loving each other.
- (a) The Rig-veda    (b) The Quaran    (c) The Buddhist Prophet.
- v. According to-----education is an important means to peaceful living.
- (a) Tshring    (b) Swostika    (c) Eqbal
- b. Listen to the conversation again and decide whether the following sentences are true or false.
- Living together means knowing each other.
  - The Rig-veda believes in harmony among human beings.
  - Eqbal seems to be a Christian.
  - We belong to different religions but we need to live in harmony.
  - Unity is strength.

### C. Put into Practice

**Listen to a religious programme on the radio or television. Note down a few ideas of the prophets or the speeches and convey them to your friends.**

## Speaking

### Think and Act

- Have you ever heard anyone persuading others to do/ not to do something? What type of language did they use?
- Refer back to Nima's letter and mark how she advises her brother. Do you think we can use the same structures to persuade people to do something?

## Study Time

- a. Observe the following structures. We use them while suggesting or persuading people.

If I were you, I'd + verb

Why don't you + verb-----?

You should/ought to + verb

You'd better + verb

How about + v-ing/noun ----?

- b. Work in pairs and play the role of A and B and C and D respectively. You can swap your roles for further practice.

A: I have had stomachache for one hour.

B: Why don't you take some hot water?

A: I have taken it but there is not any progress.

B: You had better tell the teacher and go home.



C: I'm looking for a wrist watch. Can you show me one?

D: Of course! This is Sharp Time Quartz. It's an original one.

C: Is it durable? How much is it?

D: No doubt. There's a year warranty on it. It's cheap as well. If I were you, I'd buy it.

## Put into Practice

- a. Use the clues given and have similar conversations as above in pairs.

1	2
A: my mathematics/not so good. B: more/practice A: practice/not help much B: take/special tuition	A: want to buy a pair of shoes B: Star Shoes/ comfortable and durable A: how much? B: reasonable price/ buy them
3	4
A: go to hospital/during interval B: ask/class teacher A: doesn't/allow B: ask/head teacher	A: is this/plot of land? B: yes/ square piece/very suitable for making house A: what facilities/ there are? B: every facility/ road access, electricity, telephone, grab/join

- b. You have the following problems and your friend gives you suggestions. Work in pairs and have true conversation.
- Your pronunciation is not so good.
  - You are putting on weight
  - You have forgotten your homework
  - You have no pen to write with
  - You lost your note copy in the school
  - You want to learn to dance
- c. Your friend wants to do these things and you persuade him/her to do/not to do the particular things.
- |                            |                      |
|----------------------------|----------------------|
| i. want to learn Japanese  | ii. buy a jacket     |
| iii. join one of the clubs | iv. buy a mobile set |

## Writing

### Think and Act

- a. Have you ever written or received emails? What is your email ID?
- b. Do you think writing an email is similar to writing a letter? If not, in what ways are they different?

### Study Time

Read the following email, and compare it with Nima's letter on the basis of the following points.

Layout	salutation	language used	closing
To: learningeng@edunet.com			
Cc: cdcbktpur@edunet.com			
<b>Subject: Query about audio materials</b>			
Dear Ms. Adhikari,			
I am a student of grade IX at Shree Bhageswor Secondary School in Shirsa VDC of Dadeldhura district. I am contacting you to ask about the audio materials your Co. develops. I am interested to know whether the materials come in DVDs/CDs or if we have to download them.			
Could you please send me some more information regarding the materials as I am not sure which would be the most useful for a student like me studying in a remote village school in Nepal?			
I would also be thankful if you could tell me whether the materials have to be bought or are available free of charge.			
Looking forward to your reply.			
Best regards,			
Kiran Thapa Magar			
Shree Bhageswor Secondary School			
Shirsa -1, Gwanni, Basauti			

Note: Use a short but informative subject line of two or more words. Don't forget to acknowledge the emails you have received. Use very formal, personal and very polite tone for formal emails. Some abbreviations can be used for less formal emails.

## Put into Practice

- Imagine that you are Ms. Adhikari. Write a reply email to Kiran Thapa Magar giving him all the information he has asked for. Use the format as in the model email.
- Imagine that you are living away from home. Your sister at home is rather carefree about food, work and rest and is spoiling her health. Write her a persuasive letter telling her how she can improve her health

## Creative Task



There are several ways of circulating the messages. Letters, emails, social networks, post cards, SMS and MMS are some of them. Interview any three of your friends and complete the table below.

S.N.	Names of the interviewees	Preferred way of message circulation	Reason behind their preference	Remark
1.				
2.				
3.				

## Fun Corner

- Look at the following ways to circulate the message, and write the correct numbers of the names in the blanks below them.
  - Personal letter
  - Email
  - Application letter
  - Invitation card
  - Chat box
  - Post card



Subject: (Leave blank)

To: (Leave blank)

From: (Leave blank)

Date: (Leave blank)

Message:

I know at this point in time most you are working hard and will have a lot to do to get ready and your schedule. I am writing to you because I am one of those people who need me as small, and I will try to help or just listen...and...and...and...



Dear Emily

I hope little Julie has been  
enjoying kindergarten.  
I can't believe she's gotten so  
big!



Prepare any one of the above and send it to one of your friends.

## **UNIT**

# **3**

## **MAKING REQUESTS AND RESPONDING TO THEM**

### **Reading**

#### **An Interview with a Doctor**

##### **Think and Act**

**There are many fatal diseases. Taking precautions and safety measures may help us to keep ourselves safe.**

- a. Write down the names of any four fatal diseases you have heard of.

----- ----- ----- -----

- b. Write down any four important healthy habits you adopt personally.

----- ----- ----- -----

##### **Study Time**

Here is an interview with Dr. Imran Ansari, a senior pediatrician and Associate Professor at Patan Academy of Health Sciences, Patan Hospital, Lalitpur. Read the interview and learn about the pandemic of avian influenza.



**Reporter :** The term ‘bird flu’ is heard quite frequently these days. Could you please tell us what exactly bird flu is, doctor?

**Dr. Imran** : Bird flu is the commonly used term for avian influenza which is a viral infection transmitted from bird to bird. Particularly, a deadly strain of bird flu-H5N1 continues to spread among poultry in different parts of Asia and Europe.

**Reporter** : What exactly is H5N1? Would you mind telling us how it affects humans?

**Dr. Imran** : Not at all. Technically, H5N1 is a highly pathogenic avian influenza (HPAI) virus. It's as deadly to most birds as to humans and other mammals that catch the virus from birds. Although the virus is not easily transmitted in the same ways as most human flu bugs, H5N1 has killed nearly 60% of those infected since the first human case in the late 90s. It is seen transmitted among people like butchers and poultry farm workers who have had exceptionally close contact with the infected poultry. Besides, no effective medicine has so far been discovered.

**Reporter** : The spread of this flu seems to be so fast it is. Is it transferred by air? I wonder if you could tell us how it spreads so fast.

**Dr. Imran** : Yes, certainly. Actually the flu virus is not transmitted through respiration. Most notably the natural carriers of bird flu viruses are migratory water fowls like the wild ducks. The infection can later spread from wild fowls to domestic ones. During 2011, the disease got widely spread in Asia. Nepal too could not remain away from its dark shadow as its carriers are the birds that may fly hundreds of miles in a single day.

**Reporter** : Could you possibly tell us how humans get bird flu, doctor?

**Dr. Imran** : As I told you earlier, humans catch the flu by close contact with birds or bird droppings. Some have been reported to have caught the virus from cleaning or plucking infected birds. Let me make it clear this way. Think a person with an open wound or cut on their hand handles the infected poultry; he/ she can get infected by the virus that gets in their blood through the wound or cut. Others have been infected after swimming or bathing in water contaminated with the droppings of infected birds. People don't catch

the virus from eating fully cooked chicken or eggs. So far there hasn't been sustained type of human-to-human spread cases.

**Reporter** : I see. Would you possibly let us know the common symptoms of the flu in humans, doctor?

**Dr. Imran** : Good question! Since the commonly seen symptoms of the influenza are similar to those of seasonal influenza, people seem to be rather suspicious and worried. Fever, cough, sore throat and muscle aches are the major symptoms yet sometimes there could be diarrhoea, eye infections and even serious respiratory diseases. If these symptoms persist for longer than expected, people need to consult a doctor.

**Reporter** : Finally, I'd appreciate it if you could tell us what precautions we should take against this fatal pandemic.

**Dr. Imran** : Sure. We should wash hands thoroughly and frequently, for 15-20 seconds, preferably with soap and water. Contact with possibly infected poultry ought to be avoided. If exposed, appropriate Personal Protective Equipment (PPE) like disposable gloves, protective clothing, shoes that can be disinfected and safety goggles should strictly be used.

**Reporter** : Thank you, indeed, doctor for your time.

**Dr. Imran** : Thank you, Mr. Joshi.

*The interview was taken at Patan Hospital , Lalitpur on 24 March ,2015*

## **1. Enrich Your Vocabulary**

**What do these words used in the text mean?**

- a. frequently (Reporter -1)
  - i. often
  - ii. regularly
  - iii. occasionally
- b. deadly (Dr. - 1)
  - i. related to the dead
  - ii. likely to cause death
  - iii. as of the dead ones
- c. migratory (Dr. - 3)
  - i. having the habit of migration
  - ii. having migraine
  - iii. having the habit of immigration
- d. plucking (Dr. - 4)
  - i. picking
  - ii. Pulling the feathers off
  - iii. picking someone from danger
- e. droppings (Dr. - 4)
  - i. things dropped
  - ii. solid waste matter of birds
  - iii. falling of something
- f. pandemic (Reporter - 6)
  - i. disease that spreads over a whole area
  - ii. disease that causes pain
  - iii. disease that is regularly found in a particular area

## **2. Read and Match**

**Match the expressions under column A with those under B so that they match the ideas as expressed in the interview.**

### **A**

- a. H5N1
- b. bird flu
- c. no effective medicine
- d. fever
- e. avoiding contact with infected poultry

### **B**

- i. is one of the precautions against the influenza.
- ii. is available for the flu.
- iii. is one of the symptoms of bird flu.
- iv. is a strain of the virus.
- v. is the common name of avian influenza.

### **3. True or False**

**Read the interview again, and decide whether the following sentences are true or false.**

- a. Bird flu is not as lethal to humans as to the birds.
- b. Nearly 60% of the total deaths in the world have been caused by bird flu.
- c. During 2011 Nepal had only the shadows of infected flying birds.
- d. Consumption of well cooked chicken does not transmit H5N1 virus to humans.
- e. All kinds of fever blended with sore throat are not the symptoms of bird flu.
- f. PPE as mentioned in the interview should be used while consuming poultry.

### **4. Read and Answer**

**Read the interview once again, and answer the questions below.**

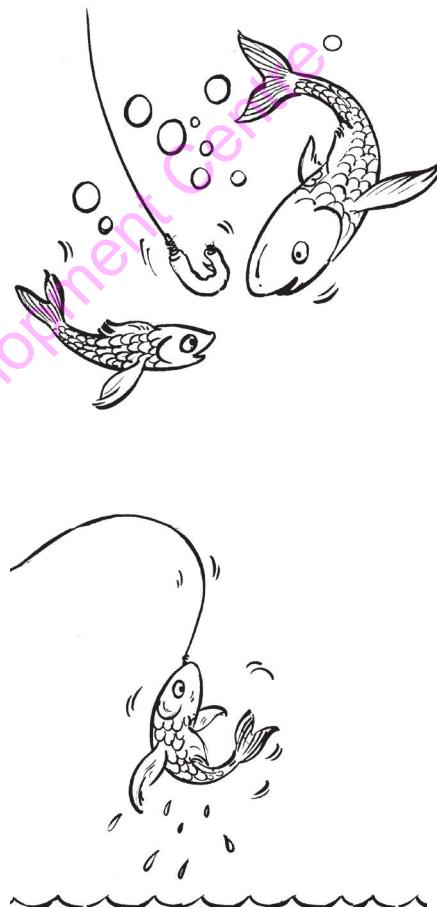
- a. What is bird flu? When was it first detected among humans?
- b. Who are most prone to get bird flu virus, according to the doctor?
- c. Mention any two possible ways humans can get infected by the avian influenza?
- d. What are some of the indications that one is infected with the bird flu?
- e. Which of the precautions, as mentioned by the doctor, do you usually adopt? Why?

## Look at the Pictures and Guess

- a. What is this poem about?
- b. Did the mother fish allow the little fish to take a bite?

### **The Foolish Fish**

“Dear mother,” said a little fish,  
“Is that a worm I see?  
I’m very hungry, and I wish  
You’d get the worm for me.”  
“Sweet innocent,” the mother cried,  
And started from her nook,  
“That worm you see is there to hide  
The sharpness of a hook.”  
As I have heard, the little trout  
Was young and foolish too,  
And presently he ventured out  
To learn what might be true.  
Around about the worm he played,  
With many a longing look,  
And “Dear me!” to himself he said,  
“I’m sure there is no hook.”  
“I think I’ll give one little bite,”  
And that was what he did,  
And thus he died in hapless plight  
By not doing as he was bid.



- Ann and Jane Taylor

Ann Taylor (1782-1866) best remembered as the elder sister and collaborator of Jane Taylor was an English poet and literary critic. **Twinkle Twinkle Little Star** and other verses for children brought them long-lasting popularity.

## **1. Enrich your Vocabulary**

The meanings of some of the words in the poem are given below. Find the words and fill in the crossword puzzle.

1								2
						4		
		3						
5								
6								

### **Down**

1. Showing the want for something very much (7)
2. A common fresh water fish (5)
3. Dared (8)
4. Conceal (4)

### **Across**

5. Having little experience of the world (8)
6. Unfortunate (7)

## **2. Read and Answer**

**Read the poem again, and answer these questions.**

- a. What does the baby fish want the mother fish to do?
- b. Why does the baby fish want to get the worm?
- c. Does the mother fish get the worm for her young one? Why ? Why not?
- d. Why was the young trout foolish?
- e. What lesson does the poem teach us?

## Grammar

### Think and Act

What changes can you see in your locality? Think of the houses, schools, offices, shops or other development work and write them down as in the example.

Example:

A new bridge has been built.

---

Now think of the things different people have done in your locality.

Example:

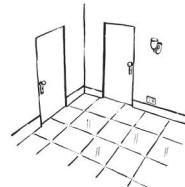
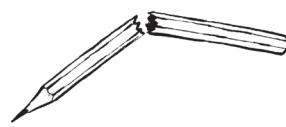
My uncle has made a new house.

---

### Study Time

The sentences in the first set above emphasise the work done whereas the ones in the second set emphasise the doer. In other words we use the passive voice (passive subject) if we want to emphasise the work. But if we want to give emphasis to the doer, we use the active voice (with active subject).

- Study the interview once again and underline all the sentences that are in the passive voice.
- Look at the pictures and say what is being done/ has been done.



c. What is done in the following places? Write a sentence for each.

in a school      in a hospital      in a sugar mill      in a cinema

d. Look at the information given on the page of the book below and write some sentences as in the example.

### The Globe

By Carys Morgan

Editor: Lucinda Lea

Printed at Oxford University Press

Designer: Roger Johnes

Illustrator: Kate Lewis

First print: 1999

Publisher: Global Books Ltd.

Example: This book was written by Carys Morgan. It -----

### Put into Practice

Look at the following table about the important events in the history of Nepal and supply the missing information. After that, write a paragraph in the passive voice using the information.

Important years	Events that took place
2007 BS	Abolition of Rana Regime
	Banning of political parties
2017 BS	
	Referendum carried out
2046 BS	Promulgation of democratic constitution by the King
2051 BS	Midterm elections held
	Massacre of different members of Royal family
2063BS	
	First CA elections held
2070BS	

You may begin like this: Nepal has had a turbulent political history. In 2007 B.S. Rana Regime was abolished from the country. Political parties -----

## **Listening**

### **Think and Act**

“Health is wealth” is a well-accepted saying. Think of the factors affecting our health and list them below.

---

---

### **Study Time**

- a. Listen to the description about nutrition and answer the following questions.
  - i. What is called the cornerstone of good health?
  - ii. How is the energy we get from food measured?
  - iii. Why does our body need calories?
  - iv. How many calories does an average person require every day?
  - v. Name any three factors that our calorie intake should be based on.
- b. Listen to the description again and match the information in the table below.

Poor nutrition	lead to	a cornerstone of health.
Good nutrition	leads to	reduced immunity.
Good nutrition and regular physical activity	works as	balanced nutrition.
Men generally	need	increased productivity.
Fresh fruit and vegetables	work as	more calories than women.

### **Put into Practice**

Listen to the description once again. Note down the important points in it and develop the points into a paragraph under the topic “Good Nutrition for Good Health”.

## ***Speaking***

### **Think and Act**

Go through at the interview under reading section once again, and mark the questions asked by the reporter. All the questions are polite requests. What words does the reporter use to make the requests? List the expressions he uses. One has been listed for you.

a. Could you please tell us what exactly bird flue is doctor?

(b) -----

### **Study Time**

For making requests, we use:

Could/Would you (please/possibly)+ verb-----?

Would you mind+ verb - ing -----?

I wonder if you could+ verb-----?

I would appreciate it if you could+ verb-----.

Requesting for permission, we may use:

Is it Ok if I+verb-----?

Do you mind if I+ verb-----?

Look at the examples and repeat the dialogues in pairs.

*Example:* Maghu wants Dhansara to lend him her pen.



*Example:* Menuka wants permission to speak in Nepali in English class.



### Put into Practice

Work in pairs. One of you make requests and the other responds to the requests. You can swap your roles in order to have further practice.

A wants B to:

Pass the book.

Allow him/her to use her/his pencil.

Give permission to close the window.

Switch on the light.

Lend him her note copy.

Get permission to ask a question.

B responds

positively

negatively

positively

positively

negatively

positively

### Writing

#### Think and Act

Awareness can be created in different ways depending on the level of people's intellect. Think of any three ways to create awareness and write them down.

#### Study Time

Pamphlets are one of the effective sources of raising public awareness. Study the following pamphlet on breast feeding and retrieve the message it is conveying.

# BREAST FEEDING

## GOOD FOR MOTHER GOOD FOR BABY

BENEFITS THE BABY GETS		BENEFITS THE MOTHER GETS
Stops diarrhoea, ear infection, pneumonia and asthma		Lessened risk of breast and ovarian cancer
Reduces the risk of sudden infant death		Reduces stress
Lowers risk for developing allergies and obtains emotional security		Stops postpartum depression
Breast-feed your baby because you are a Mother.		

### Put into Practice

**Make a beautiful poster depicting the importance of healthy habits. Include the following things in your poster.**

*Picture showing any healthy habit (like hand washing, brushing teeth, taking shower, etc)*

*Picture showing unhealthy habit*

*Picture showing good health (the result of healthy habit)*

*Picture showing illness (the result of unhealthy habit)*

*Just below the picture write messages about both habits.*

*Lastly, write a slogan that you have thought of yourself.*

*Creative Task* \_\_\_\_\_



### Things required:

pen/ pencil, loose sheets of paper, a chart paper and a photograph of the interviewee.

**Tense in focus:** all tenses

### Process:

Prepare a questionnaire to get the views on the topic “(name of the interviewee)’s Views on Reforms in our Society”. Include some questions

that deal with the introduction to the interviewee and his/her belief of reform. The rest of the questions should focus on the main topic. You can choose any local activist/social worker or an honourable person in your locality and interview him/her. Note down his/her points and develop them into paragraphs. Write the paragraph on a chart paper, paste the photo of the interviewee onto it and get it pasted in your class room or notice board.

### **Fun Corner**

**What specialisation do these doctors have? (you can look them up in a dictionary if you need to)**

a pediatrician = diseases of children

a dermatologist = an orthopedist =

a cardiologist = a gynecologist =

a dentist = a neurologist =

a psychiatrist = a nephrologist =

**4****EXPRESSING CONDOLENCE  
AND SYMPATHY****I. Reading****Think and Act**

- a. Look at the picture, and read the conversation below.



**Dolma** : Why do you look so upset, Sarita?

**Sarita** : My grandma passed away yesterday.

**Dolma** : I am sorry to hear that. How old was she?

**Sarita** : She was eighty-four.

- b. Death is inevitable and natural. Many people might have died in your neighborhood in the last few years. List out the names of deceased ones you remember.

S.N.	Name	Age	Cause of death	Way of cremation
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....

## Study Time

- a. Read the following message of condolence published by Suprim and his class friends. It was published in their school magazine, The Orion.

### CONDOLENCE



#### ***Late Bir Bahadur Shahi***

We are deeply saddened to learn about the sudden, premature and untimely demise of

#### **Mr. Bir Bahadur Shahi**

an English teacher at Patan Secondary School, Lalitpur. Late Shahi suffered a massive brain haemorrhage. He was helpful as well as popular among the students and his colleagues.

We extend our heartfelt condolence to his bereaved family and friends grieving the irreparable loss.

May the departed soul be at eternal peace with our Heavenly Father!

**Class IX students**

**Patan Secondary School, Lalitpur**

- b. Read the sympathy letter by Hamid who was unable to attend Bir Bahadur's funeral. He had gone to Mecca as a pilgrim. No sooner had he returned home then he sent a letter to Bir Bahadur's wife.

Damak -9

Jhapa,

October 14

Dear Sarita,

I was shocked to learn about the premature passing away of your husband. He was a wonderful person and was always ready to help others. His death has caused an immeasurable loss not only to your family but to all of us. I express my sincerest sympathy to you in your profound bereavement. May God grant you enough courage to withstand this shock!

Hamid

### 1. Enrich Your Vocabulary

From the message of condolence and the sympathy letter, find the words which are similar in meaning to these words.

liked by many (a)	death (a)	before time (a)
people working together (a)		lasting forever (a)
very deep/serious (b)		that can't be measured (b)
resist/endure (b)		

### 2. Read and Match

Match the expressions under column 'A' with their suitable continuations under 'B'.

A

- a. Bir Bahadur
- b. Sarita
- c. Bir Bahadur's death
- d. The students
- e. Hamid

B

- i. extend condolence to the family.
- ii. was untimely.
- iii. writes a letter to Bir Bahadur's wife.
- iv. was a teacher in a school.
- v. is Bir Bahadur's wife.

### 3. True or False

Read the message of condolence and sympathy once again, and decide whether the following sentences are true or false.

- a. Bir Bahadur passed away in his old age.
- b. The message of condolence is for his friends and family.
- c. Hamid didn't attend the funeral because he didn't like it.
- d. Bir Bahadur's colleagues liked him very much.
- e. Hamid is perhaps one of his colleagues.
- f. The loss of life is reparable or regained.

### 4. Read and Answer

Read the texts again and answer these questions.

- a. What was the name of the school where Bir Bahadur worked?
- b. What was the cause of his death?
- c. According to the texts, what was Bir Bahadur like?
- d. How are the texts in the first and the second box different?
- e. Who is the message of condolence for and who will receive the letter?

### Reading II

Look at the pictures below and guess the answers to these questions.



- a. What do the first two pictures show?
- b. What are people doing in the third picture? Why do you think they are doing this?
- c. Who are the people in the last picture? What are they doing there?

**Now read the one act play “A Disaster” and attempt the questions that follow.**

## **A Disaster**

### **Characters:**

Pratik: 18 year old boy

Kumar: Pratik’s father      Paru: Pratik’s mother

Gayatri: Pratik’s grandmother

Dharmendar: neighbour      Rajamati: neighbour

*Setting: at 11:55, Saturday morning, Baishak 12, 2072 BS, Pratik, Kumar and Paru are on the top floor of the three storey building enjoying the weekend. Suddenly they are hit by a powerful earthquake.*

### **SCENE I**

**Pratik :** Baba, earthquake! (*He screams! He tries to run but can’t.*)

**Kumar :** Yes!

**Paru :** Oh my god! (*She goes to Pratik and Kumar. They hold each other.*) It’s very big. Oh God! What is going to happen? Where is mother? She must be frightened. Let’s go down.

*(All struggle down to second storey and find Gayatri yelling and trembling.)*

**Kumar :** Let’s go down! Hurry up! (*All run down to an open field nearby*)

### **SCENE II**

*(People trying hard to make calls, running towards the open fields, children crying, elderly people praying. Again they feel an aftershock. All scream)*

**Pratik :** (*Tries to make a call but network is busy. Meanwhile he receives a call*) Hello! Yes, don’t worry, we all are safe here. I can’t believe, it’s ... (*Line disconnected*)

**Gayatri:** Who’s that?

**Pratik :** My friend, Norbu from Australia. (*Keeps trying to get updates from FM. radio. As he gets some he informs people around him.*) It’s 7.8 on the Richter scale and its epicentre is

Gorkha.(All look shocked and scared Pratik keeps listening to radio.)

**Gayatri:** Oh God! Have mercy upon us? Is this the end of our life? What shall I do?

**Pratik :** Everyone listen! Do you know what this massive earthquake did? Dharahara, Basantapur Durbar Square, Patan Durbar Square, temples and many houses have collapsed.

**Paru :** Oh! Dear. What a pity. Today is Saturday and there must have been so many people on the tower. What is going to happen? What's next?

**Kumar :** That's too bad. Any human casualty? Perhaps a lot!

(All shocked. Other people also join the crowd.)

### **SCENE III**

*(In the evening, people are sitting talking about whatever they have heard during the day. Some are moaning and sobbing. Young people are pitching tents and fetching mats and blankets to stay overnight in the field. Tremors keep continuing)*

**Dharmendar:** I don't think we can get into our houses tonight. It's better to stay under the open sky.

**Rajamati :** I'm not going anywhere from here. There is always chance of tremors similar to that. Every tremor will definitely make us run out of our houses. (*She unfolds her mattress and blanket.*)

**Paru :** Pratik, have you got any further updates?

**Pratik :** Aama, you can't hear this all. The updates will make you burst into tears. Anyway we should stay strong. Many houses, public buildings and monuments in Kathmandu, Bhaktapur and Lalitpur have been brought down. So far some 150 deaths have been confirmed in the valley itself. It is feared that the death toll would be much higher than what we recon.

**Kumar :** I'm really sorry. But the reports say there must have been much more devastation in Sindhupalchok and Gorkha.

*(Everyone is silent. All of them spend the night in the field with their family.)*

#### **SCENE IV**

(Baishak 13, people gather and share their views on postearthquake situations. Most look dumbfounded because of the frequent aftershocks)

**Dharmendar:** I have heard that almost all the houses in Sindhupalchok have been destroyed.

**Rajamati :** Gorkha is another more seriously hit district. Death toll is on the rise. Reports say tremors are felt further west too; however, damage is not as serious as in the central region and Gorkha in the western region.

**Kumar :** Are skyscrapers in the valley safe? I doubt. Old and poorly constructed buildings must have crumbled. Why do people neglect basic things at the time of construction? It's a pity that our own houses are turned into our own graveyards.

(Children are playing hide and seek. They look care free. The fear is high in grown-ups.)

**Paru :** If people were aware to go in the safe places at the time of earthquake, human causalities would not be so high. At the time of emergency we should either be under safe construction or we should reach safe places like parks or open fields. Another important thing I have learnt now is we should always have an emergency bag ready. At least we could feel a little secure.

**Gayatri :** I'm terribly sorry about the deaths .It's nothing other than sin of sinful people in this world. The very sin is now having us all cry and lament.(A truck of army passes by.)

**Dharmendar:** They must be going for rescue operations. Poor quality of land might be the reason of some destruction. So many houses have been illegally erected. They get permission for two or three storey construction but they go beyond that. So this was sure!

(Old citizens are sitting together in the sun.)

**Pratik :** Nepal's earthquake is the top story in the world. Our government has already sent rescue and relief teams. We are

getting national and international level help and support for rescue, relief and resettlement. People have started raising donations, goods, food, clothes and other materials through local clubs, institutions and organizations.

*(The siren of an ambulance is heard.)*

- Gayatri** : This ambulance takes my breath.  
**Paru** : We should all co-operate from our quarters to help the nation carry out the rescue, relief and resettlement of the needy ones. Hope these skilled rescue teams, relief materials and donations arrive on time to the real victims.

*(They feel another tremor. All keep silence in fear.)*

## 1. Read and Group the Words

Read the play again and put the following word in the right groups.

tremors	praying	rescue	shocks	donations
yelling	aftershocks	relief	shocked	dumbfounded
tensed	screaming	resettlement	Richter scale	ambulance

Words related to the earthquake -----.

Words showing people's reaction -----.

Words related to helping the needy-----.

## 2. Read and Answer

- How would you describe Pratik. Sketch his character in some sentences.
- What two things does Paru seem to have learnt?
- According to Dharmendar, what are the major reasons behind the heavy loss of life and property?
- What does Gayatri think of the earthquake? Why does she think that way?

- e. If you were one of the youths there, how would you help the people?

### 3. Read and Mark

**Read the play once again and underline the expressions that show the condolence and/or sympathy expressed by the characters.**

#### Put into Practice

1. Bir Bahadur's students have published a message of condolence mentioning that Bir Bahadur was a helpful and popular teacher. Look at the list of the dead ones you have prepared in the beginning and write a paragraph about one of them describing their contributions in the society/in the country.

You may begin: The neighbor who died two years ago was .... .

He/she was.....

OR

The person who died one year ago in my neighbourhood was  
.....

He was.....

2. Act out the play 'A Disaster' in your class.

#### Grammar Practice

##### Think and Act

If your friend asks you these questions, how do you answer?

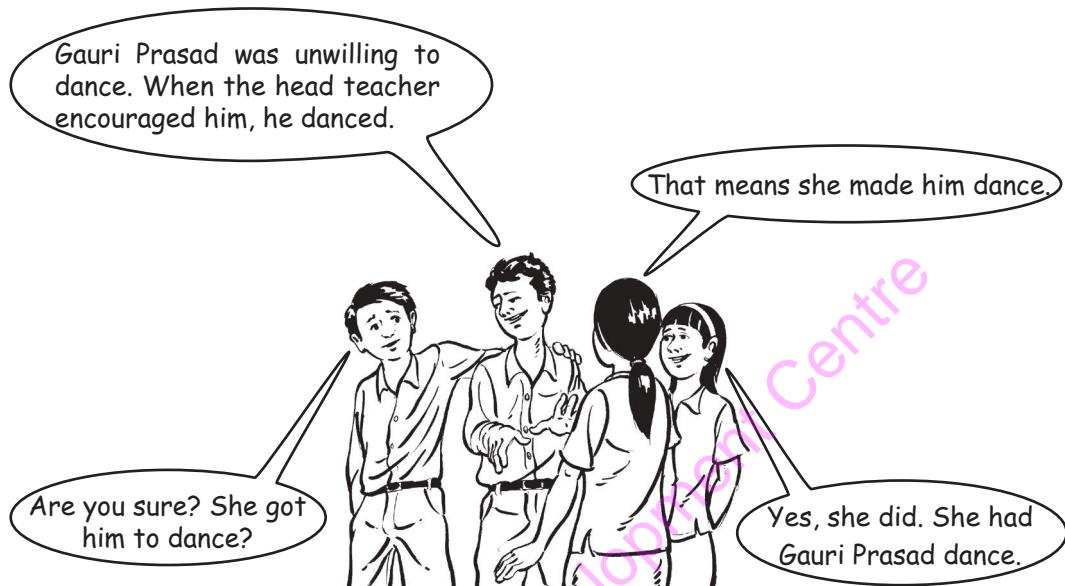
##### Your friend

##### You

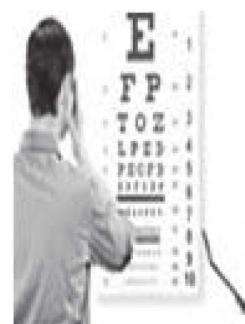
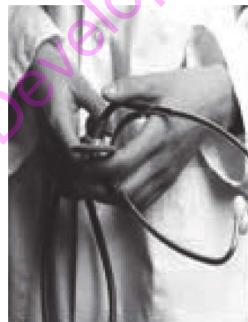
- |  |                               |
|--|-------------------------------|
| a. Do you cut your hair yourself?        | No, I get it cut by a barber. |
| b. Do you check your homework yourself?  | No, I have-----.              |
| c. Did you cook food this morning?       | No, I made----- cook it.      |
| d. What can we have done at a dentist's? | We can have -----.            |

## Study Time

- a. Look at the pictures and read the sentences in the speech bubbles.



- b.** Complete these sentences in such a way that they convey the same meaning as in the completed sentences.
- i. Chirikaji told Dhauli to sing and she sang.  
Chirikaji made -----.
  - ii. Mom tells me to work hard and I do that.  
Mom has me -----.
  - iii. The engineer ordered the workmen to work fast.  
The engineer got -----.
  - iv. Who will ask her to dance?  
Who will get her -----?
  - v. She told someone to iron her skirt.  
She got her skirt -----.
- c.** Look and identify the following places. What can we have done at each of them? Write a sentence for each of them.



**Example:** We can have our teeth scaled at a dentist's.

## B. Put into Practice

Ask some of your friends and teacher to do something for you. After they have done what you said, write a paragraph using the past forms of make, have or get.

### ***Listening***

#### **Think and Act**

Look at the pictures below, and guess the answers to these questions.

- a. Why are these people so sad?
- b. Who do you think they are?
- c. What is the boy talking about?



#### **Study Time**

- a. Listen to the audio material and answer the following questions.

Who is talking?-----

Who has died?-----

What did he die of?-----

Where did he die?-----

- b. Listen once again and state whether the following statements are true or false.
- Birbhan phones Fulmaya.
  - His grandfather died three days ago.
  - The cause of his death was old age.
  - The old man died after being at hospital for three days.
  - Fulmaya wishes for courage to bear the death of Birbhan's Grandfather.

### Put into Practice

Imagine that one of your friend's grandmother has died lately. You are going to send your condolence message over the local radio. Prepare the condolence message to be aired.

### *Speaking*

#### Think and Act

Remember: A condolence is always a form of sympathy, but expressing sympathy is not always an example of a condolence. Condolence is expressed to someone who has lost their relatives or friends whereas sympathy can be expressed to anyone who has had bad luck, misfortune or loss of something.

#### Study Time

**Divide the roles and act the dialogues in pairs.**

*Example:* lost job/ so sad

A : Hello friend! How is everything?

B : Not that good. I lost my job.

A : Oh! That's so sad.

*Example:* Grandfather passed away/extremely sorry

A : Hey, Sandeep. Why haven't you been coming to school?

B : I lost my grandfather last week.

A : Gosh! I'm so sorry to hear that.

## Put into Practice

Work in pairs. Use the clues given in the box below and express condolence or sympathy.

look sad/ failed the exam/what a pity

absent from school/ grandmother died/ ever so sorry

didn't come to picnic/ fever/ too bad

missed a paper/ close relative passed away/ heart broken by that news

## Writing

### Think and Act

Go back to the message of condolence and the sympathy letter. Write a difference between them.

### Study Time

- Imagine that one of your class friends slipped down, had a fracture in the leg and is admitted in the hospital. Write a sympathy letter to him/her. Include why you couldn't see him/her.
- Imagine that one of the well wishers of your school has died. He was killed in the earthquake. Write a condolence message to be published in the local newspaper on behalf of your school. Include the points in the box below.

Name and age	position in the school or elsewhere
his/her special qualities	how he/she was killed
your wishes for the departed soul	your school name

## Put into Practice

One of your friends has been absent for some days. He/she has been lying sick. Imagine that you have had a telephone conversation with him/her. Write down the two way conversation.

### *Creative Task* \_\_\_\_\_



**Language in focus:** expressing condolence

**Things needed:** chart paper, colour pens and a pencil

**Process:** Make a group of three or five. Imagine that you are in your school as the school started after the massive earthquake. You know a lot about the loss of life in the country. Write a message of condolence on behalf of your class on chart paper and display it.

### **Fun Corner**

What is the place where we can have:

our sheets washed?-----

vehicles serviced?-----

teeth filled? -----

hair dyed ?-----

letters typed?-----

Curriculum Development Centre

**5****CRITICIZING AND EXPRESSING  
DEGREES OF PROBABILITY****Reading I****A Debate****Think and Act**

- a. Think of an issue or topic where your views differ from your friend.

Issue:-----

What you think

What your friend thinks

- b. Look at the pictures and guess:

- i. Who are these people? ii. What are they debating over?  
iii. Whose point of view do you like?

**Study Time**

- I. Go through the views in the boxes below and find the answers to these questions.

**Ajmera :** Oh ! Uttar, a new mobile set? The previous week I saw another one and today it's another. Aren't you troubling your family like this? Doesn't satisfaction have any space in you? You should learn to be satisfied with what you have. You shouldn't .....

**Uttar :** Excuse me!! I'm not troubling my family and, self satisfaction is not everything. We should try to keep up with the changing world. We should strive for success. If people believe in what you say then the world will come to a standstill,-----

<p><b>Chandra:</b> Ymm...!! You are right but it's not that we should always long for progress and forget to cherish what we have. One should always have self satisfaction, for every progress is made to achieve satisfaction. Both satisfaction and progress are equally important. However, it's our progress that introduces us to the world, not our self acceptance. Do we make progress for satisfaction or-----</p>	<p><b>Bhim:</b> Hey guys! All of you are trying to be Aristotle. It seems to be a chicken and egg situation to me but I think self satisfaction and progress should go hand in hand. I will give you an example of a great man, Abraham Lincoln who had the quality of self acceptance along with a strong flare for progress. He failed in business at the age of 21; was defeated in a legislative election at the age of 22; failed again in business at age 24; lost a congressional race when he was 34; lost a senatorial election at 45; failed in an effort to become vice-president at age 47; lost a senatorial race when he was 49; and was elected president of the United States at the age of 52.</p>
<p><b>Uttar:</b> Humans are by-instinct never satisfied and always inquisitive for progress. Our minds should always be striving for new inventions. The development of the world to this stage from the Stone Age has been possible only due to our need for progress. Our self acceptance as advocated by Ajmera, can turn us into self satisfied ambitionless mammals. What do ----- ----</p>	<p><b>Ajmera:</b> I beg your pardon. If you only go for success and progress then a day will come when you will stand alone without friends and families because you will have lost them all in the never ending race to prosperity and success. That's the reason why I think satisfaction is far more valuable than progress. You should be satisfied with what you have because the things which you possess now were once part of your progress and now you don't value them. I strongly suggest you not to--</p>
<p><b>Chandra:</b> This will never end. Let's go. We're getting late.</p>	

## **1. Enrich Your Vocabulary**

**Some of the words and phrases used by the speakers have the following meanings. Read the views of the different speakers above and write the words/ phrases next to the meanings.**

- a. contentment (Ajmera) -----
- b. make progress at the same rate(Uttar) -----
- c. a situation in which every activity has stopped( Uttar) -----
- d. love, appreciate and protect something (Chandra) -----
- e. connectedly and simultaneously (Bhim)-----
- f. far more eager to know or explore (Uttar 2) -----

## **2. Read, Match and Add**

**Read the following views and compare them with what the speakers say. After this match the views with the speakers and add a view of your own.**

**A**

- a. Uttar is of the opinion that
- b. Ajmera strongly believes that
- c. Chandra opines that
- d. Bhim stresses that
- e. I think

**B**

- progress should be made for the cause of satisfaction.
- both satisfaction and progress should go ahead side by side.
- success is not the ultimate goal of our life.
- satisfaction eventually leads us to aimlessness.
- .

## **3. Read and Complete**

**Read the debate once again and complete the sentences with appropriate words.**

- a. Uttar keeps changing-----.
- b. Ajmera-----self-acceptance.
- c. Abraham Lincoln possessed both self acceptance and a flare for -----.

- d. Our activities for progress should be heading towards ----- .
- e. Bhim doesn't know whether self-satisfaction or ----- comes first.

#### 4. Read and Answer

**Read the debate once again and answer the questions given below.**

- a. Why does Uttar always try to possess new things? Why does he suggest that we should not be self-satisfied?
- b. What is a never ending race according to Ajmera? How is it so?
- c. What does Bhim mean by saying "It seems to be a chicken and egg situation".
- d. How is Chandra's point of view different from that of Uttar or Ajmera?
- e. If you were one of the speakers, how would you express your thoughts?

#### Reading II

**Read the people's views about building a cinema hall.**

#### **Opening a Cinema- Local People's Views**

An entertainment related company plans to open a cinema in a newly developed town in the far western part of Nepal. The company sent some of their surveyors to take the people's views. The views collected express the likely results of the cinema.

**Harina Ramjali, Parigaun:** Surely the cinema will spoil our children. They are bound to take money from home and go to the cinema instead of school. The schools are unlikely to be able to control the children. The proposed cinema may be a big nuisance for parents with low income.

**Jaimati Parki, Laldhunga:** I am delighted to know about the new proposal. The cinema is certain to generate jobs in our area. People are likely to learn modern trends through entertainment. The cinema may bring new and suitable films for our locality. People might get to know lots of things about cleanliness, education, human rights , safe mother hood and women empowerment.

**Bhandev Bhatta, Chudeli,Rupal:** Only the FM radio kills

half of our working time. The cinema is certain to consume the whole. All are likely to be crazy about the films once they see one. Where to get the money for them all? Single bread earners like me are sure to have very hard times. Besides, people might turn disinterested in their local cultures and ‘melas’. The new generations may forget our age long traditions and culture. Does anybody want to buy my land and house? ----I will migrate somewhere else.

**Jagannath Bohara, Katal:** The cinema is likely to bring both good and bad changes in the society. Our children may not give much time to their studies. Young people will probably adopt the bad culture of selfishness, wiliness and violence as found in the movies. But at the same time they will get to know lots of new and good things. The local authorities might not be able to systematize how often one can go to the cinema. Anyway you can't prevent something that is taken as the sign of development.

## 5. Enrich Your Vocabulary

Read the texts above, and choose the best alternative.

- a. The word ‘spoil’ as used in the sentence means -----.
  - i. spend much time
  - ii. form bad effect on character/behaviour
  - iii. improve
- b. To generate jobs also means to-----jobs.
  - i. give
  - ii. create
  - iii. simplify
- c. Something that causes troubles is described as a-----.
  - i. violence
  - ii. disinterested
  - iii. nuisance
- d. A proposal is -----plan.
  - i. new
  - ii. proposed
  - iii. progressive
- e. Wiliness is the cleverness at-----.
  - i. getting the correct answer
  - ii. getting what one wants
  - iii. cheating others

## 6. Find and List Out

The people's views above mainly convey the following four degrees of probability. Find the sentences, and put them under the correct headings.

Degrees of probability	Sentences expressing probability
Something will certainly happen.	Children are bound to take money and go to cinema instead of school.
Something may/might happen.	
Something may/might not happen.	
Something certainly won't happen.	

### Grammar

#### Think and Act

In the debate above different people criticise others by using should/should not. Read the debate again, and write down the sentences with should/should not.

Example: You should learn to be satisfied.

.....  
.....

#### Study Time

Study the following dialogue.

Silviya : I don't seem to be able to lose weight.

Gauri : It's your own fault. You should do some physical exercise in the morning. You shouldn't sleep so much.

Rajbar : I got only third division in the final examination.

Girdhari Lal : You should have practised more. You should not have wasted your time.

**a. Develop similar short dialogues for the following situations.**

- i. 'A' always fails his exam.
- ii. 'B' can't sleep well at night.
- iii. 'C' never gets good marks in English.
- iv. 'D' feels very hungry.
- v. 'E' is always late for school.

**b. Look at the situations below and say what the person should have/should not have done( been doing).**

- i. The baby picked up the burning candle. Mother wasn't watching the baby. The baby's hand was burnt.
- ii. Paliska closed her eyes and ran down the steps. She fell down and sprained her leg.
- iii. Chirikaji drove very fast. He collided with a stationary truck.
- iv. Tembachhiri lost his glove. His hand was frost bitten.
- v. Ruhi switched on the light with a wet hand. She got a bad shock.

**Put into Practice**

1. Take any one of the topics (skill or knowledge, wealth or wisdom, peace or development) for debate and ask for the opinion of any two of your friends. Tell them how you feel about it and how you are different from them. You can use: ---- is of the opinion, -----believes, -----thinks, ----- supports, etc.
2. Think of the conditions you are not satisfied with in your school or in the locality. Find out the responsible persons for the same and criticise them. Use should/should not (be) should have/should not have (been).

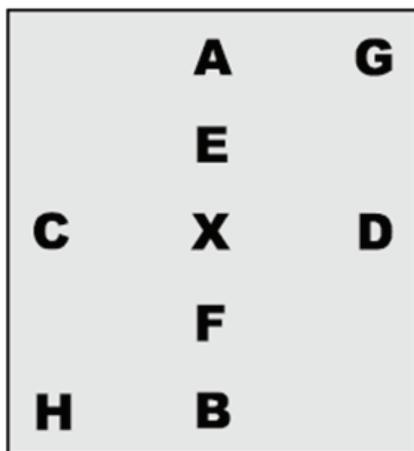
*Example:* People should not be throwing plastic bags everywhere. They should have learnt about the adverse effects of plastic.

***Listening***

**Think and Act**

**Look at the following diagram and see where the letters A, B, C, D,**

**E, F, G, H, and X are in relation to one another. Read the sentences beside the diagram and compare your sentences with them.**



X is in the middle

A is at the top

B is at the bottom

X is between C and D

C and D are on either side of X

E is above X

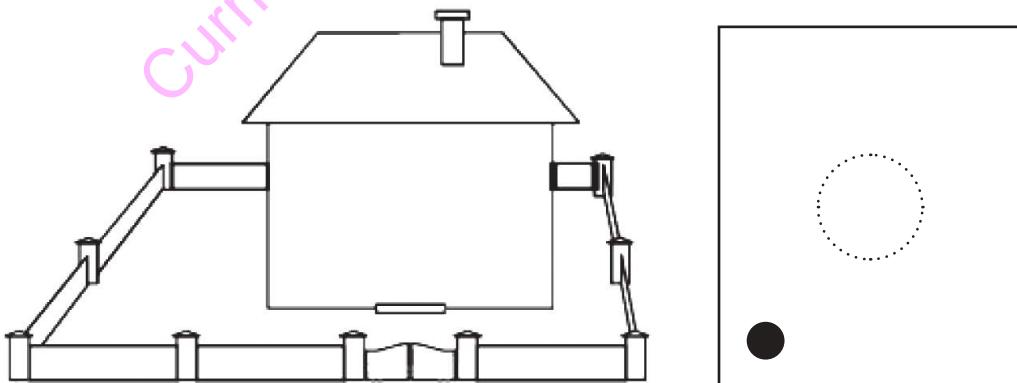
F is under X

G is in the right-hand top corner

H is in the left-hand bottom corner

**2. Look at the pictures below, and answer the following questions.**

- Have you ever tried to draw and complete the picture after listening to the description?
- Is picture - 1 complete? What's missing?
- What different shapes does the second picture have?



## Study Time

1. Listen to the description of the two pictures and complete them drawing what is missing.
2. Answer the following questions briefly.
  - a. Where is the house?
  - b. What is behind the house?
  - c. Where are the flowers?
  - d. How many windows are there?
  - e. What do the arrows point to?

## Put into Practice

Work in pairs. Draw a picture of your choice. Write a description below it. Then read it to your partner so that he/she can draw a similar picture. After completion, compare your friend's picture with your own.

## Speaking

### Think and Act

Look at your friends in the class. Write down any two things they are doing that you think are not good.

Now criticize them using should/should not be + v-ing.

## Study Time

Work in pairs. Take turns as in the example to criticise what's happening in the picture.



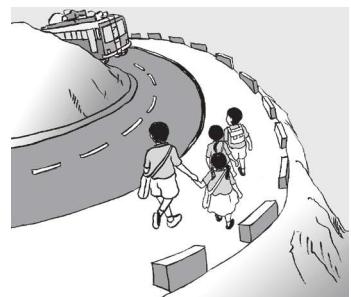
A: They should not be littering the park.

B: You are right. They should be disposing the garbage in a proper place.

*Picture: assembly bhai raheko ek jana bidhyarthi dhilo vayer gate bahir ubhi raheko.*

A: Gaurab should not have been late for the assembly.

B: Yes, he should have left for school on time.



### **Put into Practice**

Look at this little boy and read what he is saying sobbingly. Criticise him using: You should/should not: you should have/should not have



I have lost the money mother gave me for buying tiffin. I put it in my shirt pocket and came to school playing with my friends on the way. Now it's not there. I am hungry.

### **Writing**

#### **Think and Act**

The topic of the debate is called the motion. Have you ever participated in a debate?

- a. What was the motion for the debate?
- b. Did you speak for the motion or against it?
- c. Think of the points you put forward.

### **Study Time**

Choose any one of the motions you have practiced above or any other you have spoken on. Write a debate on the topic with your own ideas followed by two other speakers.

### **Put into Practice**

Take your teacher's help to decide a motion. Organise a debate in the class and put forward your point of view. You can use: I think,-----, I strongly believe, It is as clear as day that,----- There is no doubt that---- ---, etc. to make your points strong.

### **Creative Task**

Talking about the activities in your area:

**Language in focus:** criticising

**Things needed:** chart paper, pencils and a pen.

**Procedure:** Individual work. Draw the picture of your locality including all the bad activities that have happened or are happening. ( cutting down trees, using pesticides and chemicals in the fields, children not going to school, people wasting time playing cards, quarrelling, dried water resources , landslides in many places, etc.)

Now write a couple of paragraphs just below the picture using should/should not and should have/should not have.

You may Begin: Our area has lost its old identity. People should not have destroyed its old atmosphere. They should-----

### Fun Corner

Prefixes like il, im, ab, un and dis generally make the meanings of the word opposite. Here are some words for you to make them sound opposite. Add the prefix that you think sounds correct. Check your work in a dictionary.

balance	mortal	literate	educated	satisfied
normal	original	qualify	possible	done
decided	patient	legitimate	continue	easy
fair	logical	legible		

## ***Assess yourself 1***

### ***Reading Test***

**Read the poem carefully and attempt the questions given.**

#### **The Rivals**

I heard a bird at dawn  
Singing sweetly on a tree,  
That the dew was on the lawn,  
And the wind was on the lea;  
But I didn't listen to him,  
For he didn't sing for me!

I didn't listen to him,  
For he didn't sing for me  
That the dew was on the lawn

And the wind was on the lea!  
I was singing at the time,  
Just as prettily as he!  
I was singing at the time,  
Just as prettily as he!  
I was singing at the time,

As prettily as he,  
About the dew upon the lawn,  
And the wind upon the lea!  
So I didn't listen to him,  
As he sang upon the tree!

-      *James Stephens*

**A. Match the phrases in column 'A' with the correct continuations in column 'B':**

**Column 'A'**

- a) The speaker and the bird were
- b) The song was
- c) The speaker was
- d) There was wind
- e) The dew was
- f) The speaker

**Column 'B'**

- i. didn't listen to the bird.
- ii. on the lea
- iii. on the lawn.
- iv. both singing at the same time.
- v. about the dew and the wind.
- vi. competing with the bird.

**B. From the poem, find the words as suggested in the brackets.**

- a. dusk (antonym)
- b. breeze (synonym)
- c. horribly (antonym)
- d. on (synonym)

**C. Find the rhyming words for the following words:**

- i. tree
- ii. dawn
- iii. me

**D. Write 'True' for the true statements and 'False' for the false ones.**

- a. The competition took place in the morning time.
- b. The speaker was singing much more beautifully than the bird.
- c. Both of them were singing the same song.
- d. The birds sing for us but the bird in the poem was not singing for the speaker.
- e. The speaker didn't listen to the bird but the bird listened to him.

**E. Answer the following questions.**

- a. What were the bird and the speaker singing about?
- b. Give two reasons why the speaker didn't listen to the bird?
- c. When did the competition take place?
- d. Where was the bird singing from?
- e. According to the poem, where was the wind?
- f. Who was singing more sweetly, the poet or the bird?

## **Grammar Test**

- A. Complete the following story filling in the gaps with one of the words from the box. You may need to use some words several times.**

on    under    make    at    to    got    in    of    go    made

It was a cold and freezing evening. A group of monkeys were ----- a tree. The cold-----them huddle together. One ----- the monkeys said, "I wish we could find some fire. It would ----- us feel warm.

Suddenly they noticed a flock of fireflies. One of the young monkeys thought it was fire.

He caught a firefly and put it ----- a dry leaf and started blowing ----- it. The other monkeys also joined ----- his effort.

Soon a sparrow came flying ----- its nest. The monkeys were sitting on the same tree. She noticed what they were doing. The silly task of the monkeys -----the sparrow to laugh -----them. She told them that was a firefly, not real fire. She advised them to shelter -----a cave but the silly monkeys did not listen -----the sparrow and continued blowing. As they were tired-----blowing , they realized the sparrow had been correct. This made them -----to a nearby cave where they got some warmth.

- B. Choose the correct option, and complete the sentences given below.**

- i. The colour of these shirts ( is, are, have) so unique that it ( has, has been, being) appreciated by everyone.
- ii. The village (is being, has been, will be) developed fast these days. The people in the village (pay, are paid, pays) much attention to its development.
- iii. If this move ( is not worked, does not work, is not being worked) another trick (will have use, will have to be used, will have been using).

## **C. Listening Test**

**Listen to the audio material and correct the following paragraph replacing the underlined items with the suitable ones.**

The girl asks the boy what he has been doing. Shristy has been

writing a novel. She has written quite a lot. She has not thought of a name yet. She has included all the listed items. She thinks it will not take a long time to complete. Shristy wishes to help Gangadas with his work at last.

#### D. Speaking Test

- a. Tell your plan for the weekend to your friend in at least five correct sentences.
- b. Your friends have the following problems. Give them appropriate suggestions in one sentence.
  - i. Has had stomachache for a long time
  - ii. Wants to improve his/her English
  - iii. Has to do homework but has no book
  - iv. Feels very hungry

#### E. Writing Test

A new style shop called ‘Paicho Pasal’ is working somewhere in Gulmi district. Imagine the same is going to be opened in your area. The ‘Paicho Pasal’ plans to barter all the products of the local people with their daily needs like sugar, soap, garments, etc. Write a paragraph describing the probable effects (negative/positive) of the Paicho Pasal.

**Use:** likely to, unlikely to, certain /sure to, may/might(not),etc.

# 6

## **MAKING OFFERS AND RESPONDING TO THEM**

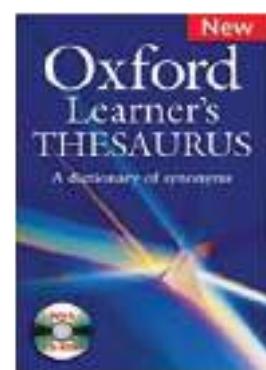
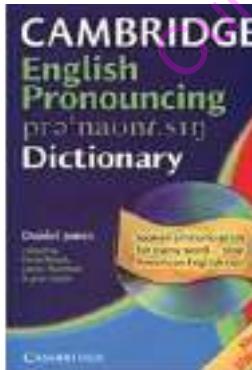
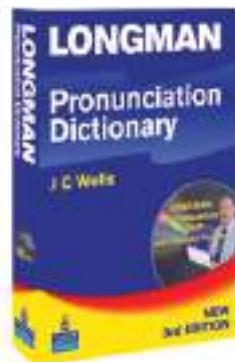
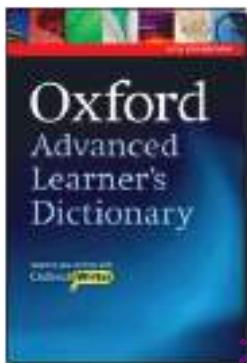
### **Reading**

#### **Using a Dictionary**

##### **Think and Act**

**Look at the pictures below, and answer the following questions**

1. What do you see in the pictures?
2. How do they help you?
3. Do you have any of them?



*Source: www.google.com*

## Study Time

Read the dictionary entries below and do the activities.

### **guru**

BrE /'guru:/  
NAmE /'guru:/

#### **noun**

- 1** a Hindu or Sikh religious teacher or leader
- 2** (informal) a person who is an expert on a particular subject or who is very good at doing sth

*a management/health/fashion, etc. guru*

*Jean-Paul Sartre was the guru of post-war French philosophy.*

### **mastery**

BrE /'ma:stəri/  
NAmE /mæstəri/

#### **noun**

- 1** [ uncountable, singular ] ~ (of sth) great knowledge about or understanding of a particular thing

#### **command**

*She has mastery of several languages.*

*The orchestra is unrivalled in terms of technical mastery and sheer vitality.*

- 2** [ uncountable ] ~ (of/over sb/sth) control or power

human mastery of the natural world

He struggled for mastery over his emotions.

### **thirsty**

BrE /θɜːsti/  
NAmE /θɜːrsti/

adjective

(thirst.i.er , thirsti.est )

- 1** needing or wanting to drink

*We were hungry and thirsty.*

*Digging is thirsty work* (= makes you thirsty) .

**2 ~ for sth** having a strong desire for sth

**hungry** ( 5 )

*He is thirsty for power.*

**3 ( of plants, fields, etc. ) dry; in need of water**

**thirst • ily** / BrE / θɜːstɪlɪ /; NAmE / θɜːrstɪlɪ / / adverb

*Paul drank thirstily.*

*Source: Oxford Advanced Learner's Dictionary(Electronic Form), 2010*

## 1. Enrich Your Vocabulary

- Find out the head words in the dictionary entry above and write their phonemic transcriptions.**
- Find out the synonyms for the following words from the entry.**
  - Command
  - Guru
  - Hungry
- Where does stress fall in the words thirsty, guru and mastery?**
- Form a sentence each using the words thirsty, guru and mastery.**

## 2. Read and Answer

- Read the dictionary entries again, and tick the correct answer.**

- Which word class does the word thirsty fall in?  
(a) Noun      (b) Verb      (c) Adverb      (d) Adjective
- Which of the following is an adverb?  
(a) Thirstily      (b) Guru      (c) Thirsty      (d) Mastery
- What does the word guru mean in the sentence ‘*Most management gurus base their appeal on one big theme.*’?  
(a) a Hindu religious teacher  
(b) an expert on a particular subject  
(c) a Christian religious teacher  
(d) a Buddhist religious teacher

- iv. Which of the following is the superlative form of the word *thirsty*?
- (a) Thirsty    (b) Thirstier  
(c) Thirstiest                                         (d) Most thirsty
- v. Which of the following is true in dictionary entry?
- (a) The word mastery comes before the word thirsty.  
(b) The word guru comes after the word thirsty.  
(c) The word thirsty comes before the word mastery.  
(d) The word thirsty comes before the word guru.

**b. Read the entries again, and answer these questions.**

- What do *NAmE* and *BrE* stand for?
- How many meanings does the word *guru* have?
- Write down any two meanings of the word *thirsty*.
- What do *sb* and *sth* stand for?

**Put into Practice**

Copy any ten words from an English newspaper. Locate them in an Oxford Advanced Learner's Dictionary. Write their meanings in your exercise book.

**Grammar**

**Think and Act**

Look at the following sentences and see how if (unless) is used.

If you see him, give him this note.

I won't work with you unless you offer me more money.

If necessary, I can come at once.

You can stay for the weekend if you like.

If anyone calls, tell them I'm not at home.

If he improved his IT skills, he'd easily get a job.

You would know what was going on if you listened.

They would have been here by now if they'd caught the early train.

If I was/were in charge, I'd do things differently.

If metal gets hot, it expands.

Adapted from: Oxford Advanced Learner's Dictionary (Electronic Form) 2010

### **Study Time**

- i. **What would you do if you were elected as the executive president of your country?**

You may begin like this : If I were the president of my country, I would ...

- ii. **What would you have done if you had not joined your present school?**

You may begin like this : If I had not joined my present school, I would (not) have.....

### **Put into Practice**

**Complete the following sentences with appropriate information.**

- a. If she goes to hospital, ...
- b. If he works hard, ...
- c. Water changes into steam if ...
- d. She wouldn't be angry if ...
- e. Unless I invite you, ...
- f. If I were in charge of the school, ...
- g. I will come if ...

### **Listening**

#### **Think and Act**

**List out the Nepali consonant sounds and identify the similar sounds found in English.**

### **Study Time**

1. **How many consonant sounds are there in English? Complete the following table listening to the audio material.**

/P/	/b/	/t/	/d/			/θ/	/ð/
pin	bad	tin	dog			thin	that
/m/	/n/	/b/	/h/		/dʒ/	/k/	/g/
man	nose	thing	hat		Jam	cat	goat
/s/	/z/		/ʒ/	/l/	/r/	/w/	
say	zoo		mea-sure	leg	Run	work	

2. Try to pronounce the sounds above. Can you find similar sounds in Nepali?

### Put into Practice

Work in groups. Prepare a list of words consisting of English consonants /f/, /v/, /k/, and /p/. Then, list out the Nepali words which begin with similar sounds.

### Speaking

#### Think and Act

##### 1. Can you guess when we use the following forms?

Shall I...? That's very kind of you.

Would you like me to...? Thank you.

I'll... if you like. Yes.

Do you want me to + V...? If it's no trouble for you.

I'm sorry, I can't.

I'd love to, but....

Thanks but no thanks.

**2. Observe the following offers.**

Would you like to have a cup of coffee?

Would you like me to close the door?

I'll bring it for you if you like.

Please have a cup of tea.

Here, have a seat.

**Study Time**

**1. Observe how Shreeja and Shilpa are talking in a restaurant. Shreeja is a guest and Shilpa is a waitress.**

**Shilpa :** (*Showing restaurant menu*) Excuse me, may I take your order, madam?

**Shreeja :** (*Looking at the menu*) Yes, please. May I have a Chinese Chopsuey with a glass of coke?

**Shilpa :** Sure, madam. You'll be served within a short time.

**2. Work in pairs. Let's have similar conversations for the following situations.**

- a. Your friend is drawing a picture. His/her pencil gets blunt. He/she needs a sharpener. You are ready to help him/her.

You: offer him/her your sharpener

Friend: Thank you

- b. Your friend has just bought a smart phone but he/she could not take a photograph with it. You want to help your friend.

You: offer him/her help

Friend: That's very kind of you

- c. Your friend wants to call his/her friend but his/her cell phone is dead. You want to give him/her your mobile phone.

You: offer him/her your cell phone

Friend: That's very kind of you

- 3. Work in pairs. One of you makes offers and the other responds to the offers. You can swap your roles and have further practice.**

**A offers:**

a seat on a bus  
a job  
to post B's letter  
to drive B back home

**B responds:**

positively  
positively  
negatively  
negatively

### **Put into Practice**

Make any five offers to your friends. Then write them down in your exercise book.

## **Writing**

### **Think and Act**

**Go through the following CV and note down its main components.**

Er. Nabin Subedi

Phedikhola, Syanjya

+977 9800000000

nabin\_subedip@gmail.com

#### **PROFILE**

I am an Engineering graduate with a background in civil engineering and some valuable experience of designing maps. I'm looking for a rewarding position that will allow me to build on my knowledge and qualifications.

#### **EDUCATION**

2009 – 2013      Western Regional College, Tribhuvan University,  
                         Bachelor in Civil Engineering

2006- 2008      Bhairab Higher Secondary School, HSEB, 10+2 in  
                         Science

1995 - 2005      Manohar Higher Secondary School, class Nursery to  
                         SLC

## **EMPLOYMENT**

**Feb 2014 – Jan 2015:** Engineer, B & B Construction Company, Nepal (Major Responsibilities: Designing Maps and Survey construction sites)

## **SKILLS AND QUALIFICATIONS**

- Fluent English, Nepali and Hindi.
- Good at graphic design and other basic software, e.g. MS Word; Ms Excel; Adobe PageMaker 7.0; MS PowerPoint; Adobe Photoshop; Freehand Mx; Tally; Nepali and English Typing; and Email and Internet.

## **REFERENCES**

Er. Bachan Joshi

President

Public Engineering Council, Nepal

+977 9800000000

### **Study Time**

**Write a similar CV for yourself. When you are satisfied with the format, present it to the class.**

### **Put into Practice**

**Work in pairs. Compare each other's CVs and suggest the areas to be improved to your partner.**



### **Creative Task** \_\_\_\_\_

**Use the Internet or other sources to collect different formats of CV. Choose the best one and present it to the class.**

## **Fun Corner**

**How do you pronounce these words? Look them up in a good dictionary or get help from your teacher, and pronounce them correctly.**

leopard , tortoise, kangaroo, adjective, southern, solar, plumber, subtle

**UNIT****7****GIVING INSTRUCTIONS AND  
DESCRIBING PURPOSE****Reading****Think and Act**

1. List the words that occur frequently while sending and receiving emails.
2. Share your list to the class and prepare a final list of words.

**Study Time**

Read the text below, and answer the following questions.

- i. What is the text about?
- ii. What does email stand for?
- iii. What kinds of messages are distributed electronically via email?

**I. Email**

Electronic mail is most commonly referred to as email or e-mail. Email generally refers to a method of exchanging digital messages from a sender to one or more recipients. It is distributed by electronic means from one computer user to one or more recipients via a network. It is claimed that people started sending and receiving email from 1993. However, it has recently been popular in our country. Today's email systems are based on a store-and-forward model. Email servers accept, forward, deliver, and store messages. Neither the users nor their computers are required to be online simultaneously. They need to connect to a server for as long as it takes to send or receive messages. Thus, email is an information and communication technology. In this technology, users use email differently, based on how they think about it. There are many software platforms available to send and receive messages. Popular email platforms include Gmail, Hotmail, Yahoo! Mail, Outlook, and many others.

*Adapted from: <http://en.wikipedia.org/wiki>Email>*

## **Creating an email ID**

Let us learn about creating a new email ID or email address using Gmail. You have to follow the following instructions:

First open a Web browser (Internet explorer or Google Chrome or Mozilla, etc.). Write in the address bar *www.gmail.com*.

Now, click on “Create an account”. After clicking on “Create an account” button, you will get a window image with ‘Create your Google Account?

Fill in all the details. Here, the user name is the desired user ID which you want to create. After filling in all the details, click on “Next step” button. After next step, it will ask for phone number for verification. Enter your cell phone number and click on “Continue” button. Now your ID is almost created. There is an option for uploading your image. Upload your image. Finally, click on the “Next step” button and you will get your inbox on the screen.

Congratulations! You have created your new Gmail ID. Use it to exchange messages, documents, images, etc.

### **1. Enrich Your Vocabulary**

- a. Put the phonemic transcription of the following words as they occur in a dictionary. The first one is done for you.

exchange /ɪk'stʃeɪndʒ/	digital	recipient
distribute	means	simultaneously
platforms	Email	image
ID	desire	verification
Upload	inbox	

- b. Put the numbers 1 to 14 against the words above to show their order as they occur in a dictionary.
- c. Find out the number of syllable (s) each word has. Put a stress mark where necessary.
- d. Check the meanings of the words above in the dictionary and write them next to each word.

## **2. Read and Order**

**Read the text again, and rearrange the following instructions as they actually happen while creating a new Gmail account.**

- ... Click on “Create an account”.
- ... Open a Web browser. Write in the address bar *www.gmail.com*.
- ... Fill in all the details.
- ... After filling in all the details, click on “Next step” button.
- ... Your ID is almost created. There is an option for uploading your image.
- ... Now, you will get a window to fill up your details.
- ... After the **next step**, it will ask for **phone number** for verification. Enter your cell phone number and click on “Next step” button and you will get your inbox
- ... Click on next.

## **3. Read and Answer**

**Read the text again, and answer these questions.**

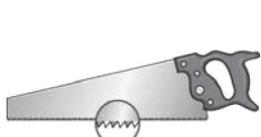
- i. What is email?
- ii. When did people start using email?
- iii. Write down the role of email in communication.
- iv. List all the software platforms mentioned in the text.
- v. What is needed to send and receive email?

### **Put into Practice**

Facebook is social media which is widely used to join people electronically. It has many advantages when we use it properly. Some people are misusing it and violating the legal provision of the country. They are punished as per the degree of their criminal activity. So, we should use Facebook as a means of communication without violating social and legal norms. To use Facebook, we need to create our Facebook account. Now, create your Facebook account and present the instructions to create it.

## II. Some Useful Gadgets and Implements

Look at the pictures. Read the descriptions below and number the pictures matching them with the correct ones.



1. A microwave oven, commonly known as a microwave, is a kitchen appliance. This machine is for heating and cooking food by exposing it to electromagnetic radiation inside the microwave spectrum.
2. Pliers are pincers with parallel, flat, and typically serrated surfaces. A pair of pliers is used chiefly for gripping small objects.
3. A screwdriver is a manual or powered tool. It is used for turning screws. A typical screwdriver has a handle and a shaft, and a tip that the user inserts into the screw head to turn it.
4. A mobile phone, also known as a cellular phone or cell phone, is a phone that is meant for making and receiving telephone calls over a radio link while moving around a wide geographic area. It works by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network.
5. A saw is a tool used to cut wood or other items. It can be of various shapes and sizes and worked by hand or machinery, consisting essentially of a thin blade or disk of metal, usually steel, the edge of which is a series of sharp teeth.
6. A dishwasher is a mechanical device for cleaning dishes and utensils. Dishwashers can be found in restaurants and private kitchens. Unlike manual dishwashing, the mechanical dishwashers clean the loaded dishes by spraying hot water over them.
7. Scissors are hand-operated shearing tools. They consist of a pair of

metal blades pivoted so that the sharpened edges slide against each other when the handles opposite to the pivot are closed. A pair of scissors is meant for cutting anything like cloth, paper, hair, etc.

8. A flash drive, also known under a variety of other names like pen drive or jump drive is a data storage device that includes flash memory with an integrated Universal Serial Bus (USB) interface. Flash drives are typically removable and rewritable. USB flash drives are for storage, data back-up and transfer of computer files. They are small, portable, durable and reliable because they have no moving parts.

### 1. Read and Match

**Match the words under column A with their definitions under column B.**

<b>A</b>	<b>B</b>
a. radiation	(i) done, operated, worked, etc., by the hand or hands
b. serrated	(ii) cutting off
c. manual	(iii) the right or permission to approach or use
d. access	(iv) notched or toothed on the edge
e. essentially	(v) that is easy to carry or to move
f. device	(vi) most certainly, indispensably
g. shearing	(vii) energy from a source that travels through some material or space
h. portable	(viii) a thing made for a particular purpose

### 2. Look at the examples and complete the sentences below.

*Example:* I have got a dishwasher so that I can wash my dishes without much labour.

Father brought a set of pliers in order to pull out the nails in the wall.

- a. We purchased a-----so that we could cook continental dishes.
- b. A cell phone is meant for-----calls.
- c. The carpenter installed an electronic saw so that-----.
- d. Screw drivers are used for-----.
- e. You need to get a -----to twist the wire round the pole.

## Grammar

### Think and Act

Identify and underline each of the question tags in the following examples, and see how useful question tags are.

Example one:



**Brijesh** : It's Saturday today, isn't it?

**Biren** : So what?

**Brijesh** : It's two o'clock. Why don't you turn on 'Megha Mix'?

**Biren** : You can turn it on yourself, can't you? That's your favourite programme, isn't it?

**Brijesh** : Don't be so mean! You're never nice to me, are you?

**Biren** : You are just a lazy bones. You know that, don't you? You can see I'm busy.

**Brijesh** : Busy! No one calls reading a silly story busy, do they?

**Biren** : Hold your horses, will you? I know you don't want to see it any way, do you?

Example two:

a. Susan: Bill will be joining us for dinner.

Alice: That's great. Joan's coming too, isn't she?

Susan: No, she has to work late.

## Study Time

**Supply appropriate question tags for the following stems:**

- a. Anudan never works hard, .....?
- b. Someone has come, .....?
- c. Let him play the music, .....?
- d. Don't run, .....?
- e. Raj Kishor hardly recognized us, .....?
- f. There was a lot of traffic, .....?
- g. There are a lot of people, .....?
- h. Let's have some tea, .....?
- i. Let the hermit convince the minister, .....?
- j. Let's wish for his long life, .....?
- k. No one knows me there, .....?

## Put into Practice

**Go through any English text; copy any ten statements from the text, and write question tags for each of them.**

## *Listening*

### Think and Act

If you are visiting new place, you need to know about the place where you can stay, the facilities available there and the price you should pay for them. List the information that you'd ask for if you were visiting a new place.



## Study Time

In this part of the listening activity, you listen to a telephone conversation. Read the questions carefully before you listen.

Tezaswi is calling a travel agency. Before listening to the conversation read the enquiry form carefully. Then listen and complete each gap with no more than three words.

### Worldwide Travel and Tours Ltd. Enquiry Form

- a. Enquiry regarding holiday in:.....
- b. Number of people:.....
- c. Name of the people:.....  
Kind of accommodation needed:.....
- d. Requirements:.....
  - i. Price (Rs):.....
  - ii. Location:.....
- e. Customer's name:.....  
Enquiry made in:.....
- f. How far from the Phewa Lake is the accommodation offered? :.....
- g. Who has already visited Pokhara? :.....
- h. What will Tezaswi have to do before phoning Sujal again? :.....

### Put into Practice

Listen to the conversation again and play the role of Tezaswi and Sujal.

## Speaking Time

### Think and Act

We eat different dishes at breakfast, lunch and dinner. You might have prepared most of them. Make a list of dishes you can prepare.

Breakfast	Lunch	Dinner

### **Study Time**

**Generally, instructions are given in imperative forms. They are presented in sequential order. We may start as:**

*First, light the stove. Then, put the pan on it. Next pour ...*

Work in pairs and play the role of **A** and **B** in the following situations. **A** asks for instructions to do something and **B** gives them.

- a. Preparing tea
- b. Charging a cell phone
- c. Washing dishes
- d. Preparing an omelette

### **Put into Practice**

**Ask your father/mother how you can prepare your favourite food. Record the instructions and copy them into your exercise book. Present it to the class.**

### **Writing**

#### **Think and Act**

- i. Which cultural background are you from?
- ii. What are the dishes you eat at the time of your cultural programme?
- iii. How do people celebrate the cultural programme?

### **Study Time**

- i. Collect as much information as possible regarding the issues presented above about your cultural programmes. Prepare a list of dishes served there.
- ii. Select one of the dishes you like and write instructions to prepare it.

### **Put into Practice**

Convert the instructions you prepared into a paragraph. Use “First, then, next, after that, etc.” to make your paragraph coherent.

### *Creative Task*

Prepare a set of questionnaires to ask about places of cultural importance in your locality and collect information. Interview any five of your neighbours and show the information to your teacher.

### **Fun Corner**

Describe the latest technological gadgets popular in your place. If possible, instruct how we can handle them.

**UNIT****8****TALKING ABOUT THE PAST:  
NARRATING PAST EVENTS****Reading****Think and Act**

Recall a story you had heard in your childhood. Narrate it to your friends in the class.

**Study Time**

Read the story adapted from Panchatantra below and note down the important events in your notebook.

***The Trick of the Fox***

Once upon a time, there was a tall *peepal* tree on the outskirts of a small village. On this tree, a couple of dove had been living for years. At the bottom of the tree, there also lived a big black snake in a deep hole. Every time the female dove laid eggs, the snake crept up the tree and ate the eggs or the young ones. As a result, the doves were never able to raise their chicks. This made them very sad. They didn't know how to get rid of the snake.

After thinking about the problem seriously, they decided to meet their intimate friend, a clever fox. Then, they went to meet their friend. When the fox saw them, she greeted and welcomed them to her house. The doves were very sad. So, she inquired, "Hello dear friends! You two seem to be very sad. What's the matter?"

“The root cause of our problem is a black snake. He is after us. He eats up our eggs and the young ones. Please help us get rid of this snake,” said the female dove to the fox.

The fox too was shocked to hear this sad story. She promised to help the doves. She thought for a few minutes and then laid out a plan before the doves.

“Listen carefully”, said the fox, “you know where Rajita the richest lady of this town lives. You’ve also seen her taking a swim in her private swimming pool. You know, while swimming, she always removes all her ornaments and keeps them on a tray by the side of the pool. While she is busy taking her bath, you two swoop down upon the tray and pick up a diamond necklace from it. Drop it into the serpent’s hole. The security guards of the woman will come chasing you. After finding the ornament in the serpent’s hole, they will first chase the serpent away to save themselves being bitten and then will take the necklace out of the hole. Thus, the serpent will be chased away and you, too, will be saved from it.”

It was a very good idea. The doves liked it. They flew to Rajita’s home where they saw her taking a swim in a swimming pool. As told by the fox, she had removed her ornaments and kept them in a tray. The doves swooped down upon the tray, picked up an expensive diamond necklace from it and flew towards the snake’s hole. The guards ran after the doves brandishing their sticks. They chased the doves and soon reached that big peepal tree, where the big black snake lived. They found the diamond necklace, lying inside the serpent’s hole. Afraid of the snake, they first chased the snake away from the hole. Then, they took out the ornaments and returned home. The snake never returned there.

The doves thanked the fox for her help and lived happily in the peepal tree thereafter.

**Moral: Intelligence always leads to the solution of problems.**

## 1. Enrich Your Vocabulary

- i. Copy the past forms of the verbs from the story and write their present forms.
- ii. Find the contextual meanings of the underlined words in the story.
- iii. Change word class of the following words and complete the table below. The first one is done for you.

Noun	Verb	Adjective	Adverb
	live	live	live
		sad	
			seriously
		private	
			happily
Intelligence			
		expensive	

## 2. Read and Identify

**Read the story again, and identify who the speaker is.**

“The root cause of our problem is a black snake.”

“Hello dear friends! You two seem to be very sad. What’s the matter?”

“Drop them into the serpent’s hole.”

“He is after us.”

## 3. Read and Rearrange

**Rearrange the following events as they occur in the story above.**

- a. A couple of doves had been living in a *peepal* tree for years.
- b. The fox asked what their problem was.
- c. The doves were upset because the snake had eaten their eggs and chicks.
- d. The snake never returned there.

- e. The doves returned home and implemented the plan.
- f. They went to their friend's house to get help.
- g. They told everything to the fox.
- h. The fox presented a plan before the doves.
- i. At the bottom of the tree, there lived a big black snake in a deep hole.
- j. The doves lived happily ever after.
- k. The guards chased the snake away.

**iii. Summarize the story focusing on the points you have just rearranged above.**

### 3. Read and Answer

**Read the story again, and answer the following questions.**

- a. Why were the doves upset?
- b. Why did they meet their friend?
- c. What did she suggest?
- d. Did the fox's plan work well? What happened to the snake in the end?
- e. Why did the doves drop the necklace into the hole?
- f. Who followed the doves? Why?
- g. Why was the snake chased?
- h. What is the moral of the story?

#### **Put into Practice**

**Work in groups. Play the role of a male and a female dove, snake, fox, security guard, and Rajita and act out the story in class.**

## **Grammar Practice**

### **Think and Act**

**Read the text below. Underline the verbs and explain why most of them are in the past forms.**

#### ***My First Day at School***

I remember my first day at my new school very clearly. On the very day, I felt excited and happy. At the same time, I was very nervous because I didn't know anyone. Anyway, I still remember it vividly.

At first I was confused. I didn't know where to go. I had to ask a boy where grade IX students were taking their class. The boy was very polite and showed me the way. I followed his instructions and reached my class. When I saw a crowd of new faces in the class, I felt scared.

After a while, I tried to be braver. I met a girl and introduced myself. She also introduced herself. Although we came from different villages, we had a lot in common. We spent the rest of the day together in class until school was over.

I think it is natural that on the first day at school, we feel nervous, but often difficult experiences have happy endings. The girl I met on the first day is still in touch with me as one of my best friends . This made my first day at school memorable.

### **Study Time**

- i. Past tense is used to narrate the past events. If you want to express what happened in your childhood, you can narrate it using past tense. Now, narrate your childhood experiences in ten sentences.
- ii. Rewrite the following sentences supplying the correct form of the verbs in the brackets.
  - a. Lalita..... (study) hard at university, and graduated in 2014.
  - b. He .....(travel) to Thailand to find a job two years ago.
  - c. In Bangkok, he ..... (work) as a bellboy in 2014.
  - d. Riya ..... (visit) India last year.
  - e. She ..... (buy) that house in 2013.

- f. When the teacher ..... (come), students stood up.
- g. The train ..... (leave) half an hour ago.
- h. When we arrived, they ..... (dance) in a hall.
- i. Binita .....(finish) her homework before she went to bed.
- j. When the telephone ..... (ring) I was washing my clothes.
- k. When we reached the cinema hall, the film ... (already start)
- l. The bridge broke down after the truck ..... (cross) it.

### Put into Practice

Work in pairs. Draw pictures that clearly tell a story. Exchange your pictures among each other. Then describe each other's pictures using past tense.

### **Listening**

#### Think and Act

- i. Look at the signs below, and guess the answers to the questions:



- a. What is the text about?
- b. What is the speaker talking about?
- c. Can you give the meanings of the signs in the table above?

### Study Time

- i. In this part of the listening activity you listen to instructions to draw pictures. Listen to and follow the instructions, and draw what is instructed.
- ii. Work in pairs. When you have finished, exchange and check each other's drawings in class.

### Put into Practice

Explain what the traffic signs in the table above mean in Nepal.

### *Speaking*

#### Think and Act

Read what Aaitabahadur said about Harka, and locate the transitional words/phrases.

Harka had a busy morning. First, he cleaned his kitchen. Then he sat down and typed some letters on his computer. After that, he went to town to go to the post office, the market and the computer shop. Next, he went back home and cooked some lunch. Finally, he sat down to rest.

## **Study Time**

Recall any event that happened in your life. Narrate your story to your friends in the class.

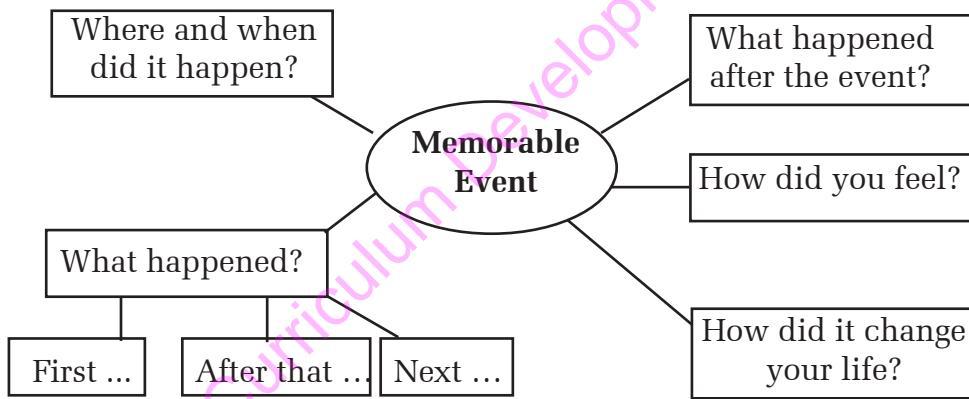
## **Put into Practice**

Ask your guardian or parents to tell you a story. Then, write the important events of the story. Narrate the story in the class.

## **Writing**

### **Think and Act**

Recall a memorable event that happened in your life. Collect as much information about the event as possible and complete the diagram with the information you have collected.



## **Study Time**

Now, put the events in a chronological order. Then, write a story about Memorable Event in my Life.

## **Put into Practice**

Collect religious stories from different sources. Read them and narrate the story you like the most in your own words to the class.

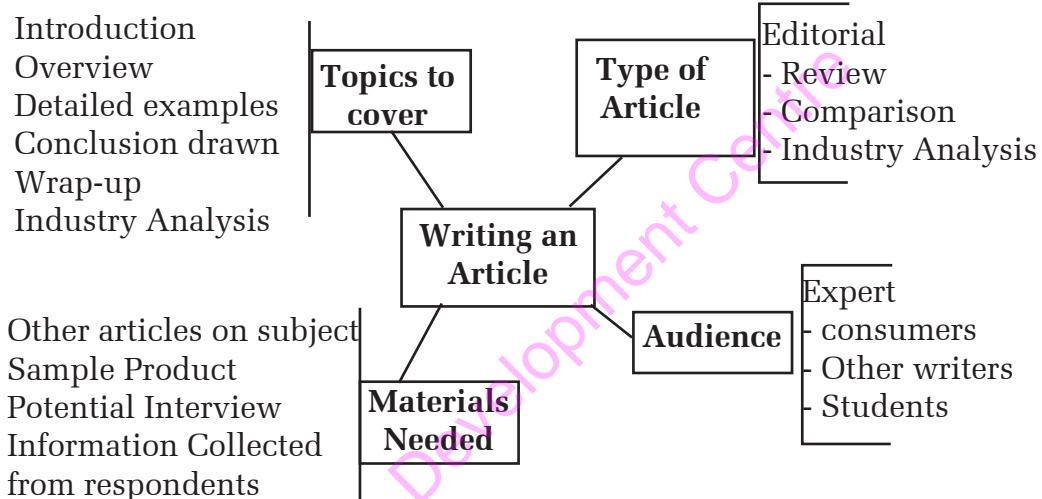
## *Creative Task*

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Draw as many traffic signs as you can and write what they mean below them. Display them on your school notice board.

## Fun Corner

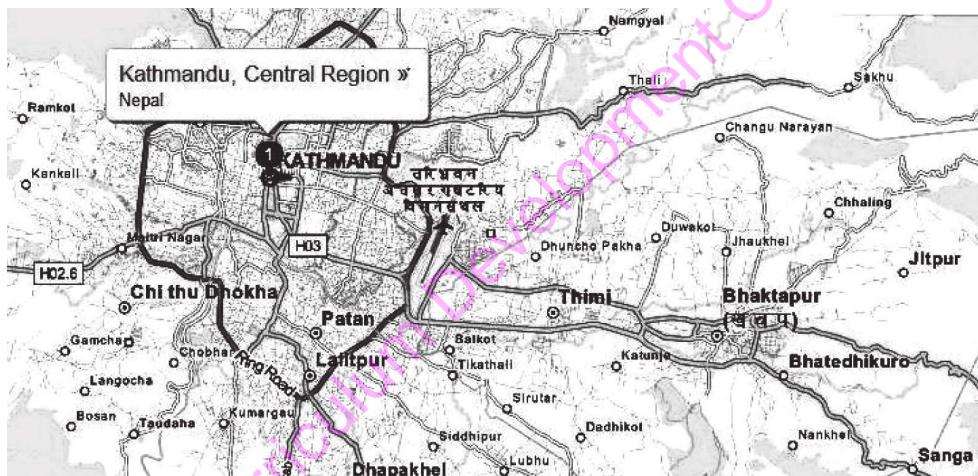
Select a topic for an article. Observe the following figure, and develop a complete map to write the article.



Adapted from Mind Managr 2002

**UNIT****9****GIVING DIRECTIONS****Reading****A CITY MAP****Think and Act**

Look at the map below. Have you ever visited any of the places on the map below? Describe what you have seen there.

**Study Time**

Read the city map below. Underline the following words/ phrases if they occur in the text.

turn left

turn right

roundabout

next to

opposite

take the right

take the left

go past

traffic lights

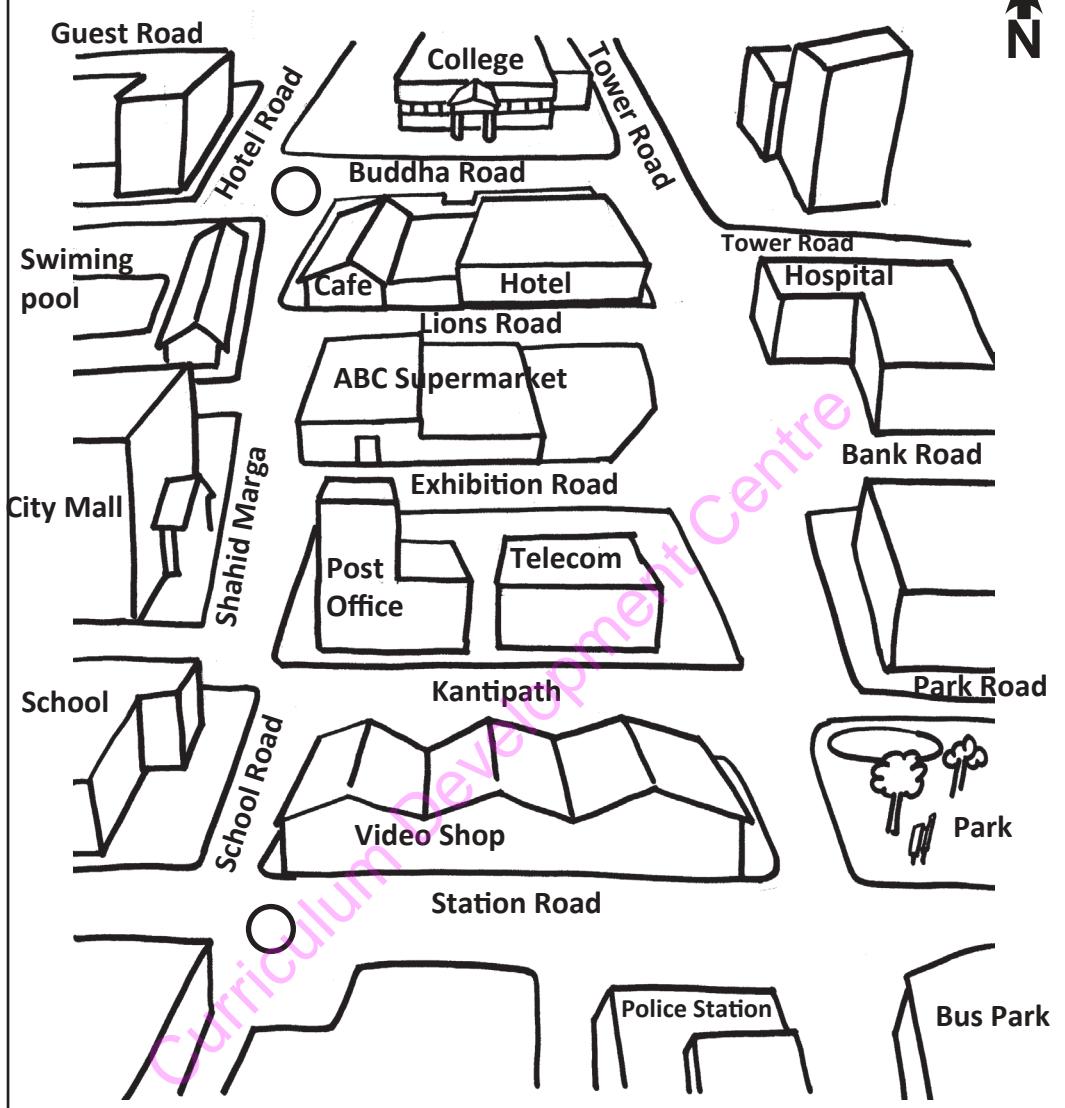
go straight on

on the left

on the right

On the map below is a route which starts from the Police Station and ends at the college. Aslam has a blank map. He calls Azlan to trace the same route. Azlan shows direction to him.

## I. A City Map



You are at the Police Station. Go along the station Road to the west. Keep on walking until you see a Video Shop on your right. Turn right at a round about and go straight ahead along the School Road until you arrive at Kantipath. Turn left and you will see a junction. Turn right at the junction and go along Shahid Marga. Go straight on, pass the City Mall on your left and ABC Supermarket on your right. You will arrive at Lions Road. Go straight to the north until you reach the round about. Take the Buddha Road on the right and go straight ahead along the road. After about five minutes walk you wil see the college on your left.

## 1. Enrich Your Vocabulary

- a. Select the correct word/ phrases from the list below to copy them under the pictures.

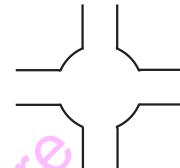
Go/walk straight

Go /walk up Turn left

Turn right

Go/walk down Go back

Go round



.....

.....

.....



.....

.....

.....

- b. Using the words and phrases above, show your friends the way to get to your house.

## 2. Read and Draw

- a. Draw a line along the way Azlan directs Aslam to follow from the Police Station to the College.

- b. Read the map again, and draw the line from the station to:

a. Guest House

b. ABC Supermarket

c. City Mall

d. Hotel

e. Hospital

f. Swimming Pool

g. Sagarmatha Tower

h. College

### **3. Read and Answer**

- a. Read the map; trace the route following the direction and discover the places.**

i. You are at the City Mall. Go straight ahead along Shahid Marga until you reach Exhibition Road. Turn right and go past the Post Office and take the left turning. Go up the road until you get the first junction. Now, turn left, go straight for five minutes and the place is just opposite to the cafe.

What place is it? .....

ii. You are at the Bus Park. Go straight a head to the north until you meet a junction. Turn left at the junction and go along Kantipath. The place is on your righth next to the Telecom .

What place is it? .....

iii. You are at Telecom. Come out of the Telecom and go along Kantipath to the east. Keep on walking until you meet a cross road. Turn right. Go down the road. The place is on your left opposite to the Bus Park.

What place is it? .....

- b. Where are they? Match the places with their locations.**

Places		Location	
1.	Video Shop	i.	Opposite to the Cafe
2.	ABC Supermarket	ii.	Opposite to the Bus Park
3.	Hotel	iii.	Opposite to the School
4.	Telecom	iv.	Next to the Cafe
5.	Park	v.	Next to the Post Office

#### **Put into Practice**

**Work in pairs. Draw a map showing the route which starts from your school and ends at your home. Give the map to your friend. Next give the directions to your friend so that he/she can trace the same route. Check whether your friend traced a line correctly or not.**

## II. Manechauka: A Place that Holds a Memory

**Read the following text about Manechauka and note down its important features.**

People have memories that are sparked by many situations. Places often make people remember experiences from the past. Many places hold memories for me: the river, school, hills, mountains, terai, etc. One particular place that reminds me of my childhood is Manechauka bazaar in Tanahun District.

Manechauka bazaar is located near my house. It is very special to me for many reasons. I learned to enjoy the beauty of nature there. The cool streams- *Naudi Khola* and *Paudi Khola*- taught me how to swim. Trees and rocks over there taught me to climb up and down the hills. The school, Shree Tribhuvan Secondary School, taught me to read and write. People living there taught me to adjust myself in a society of total harmony.

This very special place is situated in the northern part of Tanahun district. It is peacefully located on the lap of *Khalte* and *Ulyhahar* in Rupakot Village Development Committee. The neighbouring district, Lamjung, surrounds it in the North and *Sabadi Khola* in the west. The beautiful green forest adds beauty to this place. The pure natural drinking water of these streams is another salient feature of Manechauka.

This bazaar is unique for a variety of reasons. People from different castes and religions are happily and peacefully living there. Everybody respects each other. They enjoy many different cultural programmes. They respect all occupations. Professional farming has also become a part of people living there. Not only this, emphasizing the significance of education, they have established a school and a campus in Manechauka. It has really helped people get higher education whilst living in their homes. In addition to these facilities, people are enjoying electricity, telephones and the Internet services there.

Thus, Manechauka is a place of beauty, harmony and peace. It always reminds me how to survive and get other people to survive in the society where I live. When I see people respecting each other, it brings me back to the memory of my childhood. Additionally, it has taught me to enjoy and live in multicultural society sharing about and caring about each other's culture and religion.

## **Read and Answer**

- 1. Read the text above, and answer the following questions:**
  - a. What does Manechauka remind the writer of ?
  - b. Where is it located?
  - c. Why is it unique for the writer?
  - d. What has the writer learned from the place?
  - e. Write down any five facilities that a person can enjoy there.
- 2. Read the text again, and decide whether the following sentences are true or false.**
  - a. The writer learnt to swim in Manechauka.
  - b. He started his schooling from there.
  - c. Only Hindus live there.
  - d. People have a feeling of fraternity.
  - e. Manechauka is situated in the western part of Tanahun district

## **Grammar**

### **Think and Act**

- 1. Go through the essay on ‘Manechauka: A Place that Holds a Memory’ again and underline the present forms of the verbs.**
- 2. Write a short paragraph on My School. While writing, only use the present tense.**

### **Study Time**

Present tense is used not only for describing places and people at present but also for various communicative functions. The following sentences are taken from different contexts. Identify the contexts and complete the sentences with the correct form of verbs in brackets. Use the present simple, the present continuous, the present perfect or the present perfect continuous whichever is appropriate.

**Example : The earth ..... (move) round the sun.**

**Answer : The earth moves round the sun. (Context: universal truth)**

- a. Anu generally ..... (go) to school.

- b. Barking dogs seldom ..... (bite).
- c. Preeti ..... (like) playing football.
- d. They ..... (paint) the house at this moment.
- e. Water ..... (freeze) at 0°C.
- f. If it ..... (rain), we won't go to picnic.
- g. When the curtain opens, a man ..... (appear).
- h. She ..... (cut) her hand. It's still bleeding.
- i. Don't disturb me! I ..... (write)
- j. I ..... (not meet) her since Dashain.
- k. Kunti ..... (not arrive) yet.
- l. Take the umbrella. It ..... (rain) outside.
- m. Don't make a noise. The baby ..... (sleep).
- n. Anil generally..... (drive) a van but today he ..... (drive) a car.
- o. Listen! Someone..... (sing).

### Put into Practice

What do you do every day? Make a list of your daily activities. Now, write a paragraph including the points from your list. Present your daily routine to your friends.

### Listening

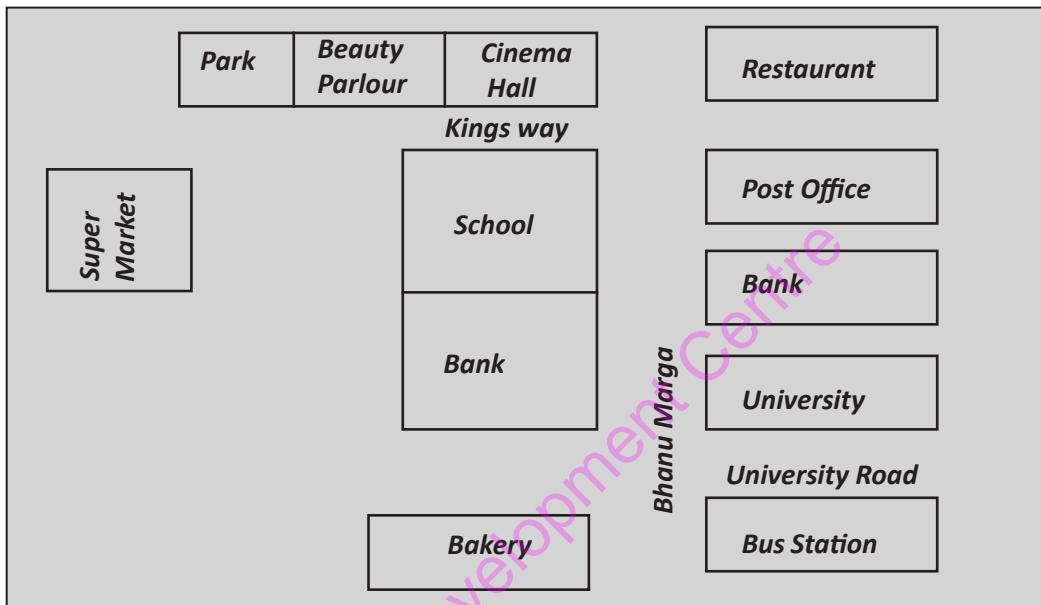
#### Think and Act



- a. Who are the people in the picture?
- b. What might the girl be asking about?
- c. What might the man be telling her about?

## Study Time

In this part of the listening activity, you will listen to a conversation between a woman and a traffic police officer. Look at the map carefully before you listen.



1. Listen to the conversation, and decide whether the following sentences are true or false.
  - a. Hasina wants to buy some souvenirs.
  - b. She prefers a gift store.
  - c. The supermarket is opposite the park.
  - d. There is the Cine Hall on the King's Way.
  - e. The policeman talks about Hospital Road.
2. Listen to the conversations again, and complete the following dialogue.

A: Excuse me. Where can I buy some .....?

B: In a ..... or in the .....

A: I prefer the ..... Where is it?

B: Well, go straight along the University Road. After you reach ..... turn right. Go straight until you get to ..... Then, turn left.

A: Is the market there?

B: No, it isn't. Go straight; pass the .....and ..... on your right.

A: Is it the place?

B: It's near. Go straight for a while. The market is ..... the park on your ..... Did you get it?

A: Yes, I think so. Thanks.

B: You're welcome.

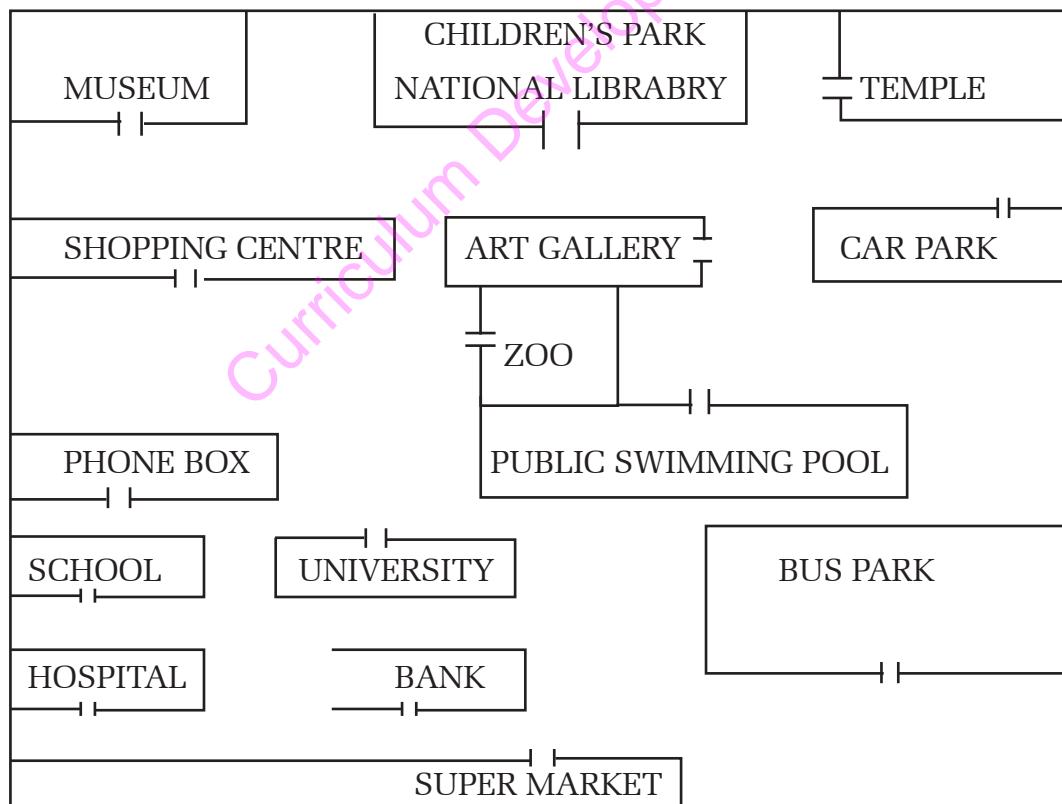
### Put into Practice

Listen to the conversation again and play the role of A and B.

### ***Speaking***

#### A. Think and Act

Look at the word map below and make a list of places you see on the map.



## Study Time

- 1. Give directions!**
  - a. You are at the Art Gallery, how can you get to the school ?
  - b. You are at the National Library, how can you get to the Phone Box?
  - c. You are at the Bank, how can you get to the zoo?
- 2. Work in pairs. A has just arrived at Bus Park. He/she does not know the places in the city. He asks for direction and B shows him/her direction to get to the following places.**
  - a. Museum
  - b. Phone box
  - c. Temple
  - d. School
  - e. Children's park
- 3. Work in pairs. A directs B to get to A's house. B traces the map. A checks whether the map is right or not.**

## Put into Practice

Ask your guardian about the places in your village/town. Then, draw a map of your village/town and locate your house.

## Writing

### Think and Act

**Answer the following questions.**

- a. Where were you born?
- b. How do you like to remember your birthplace?
- c. Why do you like your birth place?
- d. What are the special features of your birthplace?
- e. Do people respect each other and their cultures?

### **Study Time**

Read the essay on Manechauka: A Place that Holds a Memory again and write a similar essay about your birth place.

### **Put into Practice**

Write an essay about a beautiful place you have visited or the place you like the most. Include its location, special features, available facilities, and the way of life there.

### *Creative Task*

Draw a map of your village or town. Point out the important locations there. Below the map, write information about your village or town. Focus on physical, cultural and academic aspects only.

### **Fun Corner**

Take a photograph of your locality. Paste it on a piece of paper and describe it in a paragraph.

**UNIT****10****INTERPRETING GRAPHS,  
CHARTS AND DIAGRAMS****Reading****Greeting Cultures Around the World****Think and Act**

1. What are the people doing in the pictures?
2. Why do you greet people?
3. How do you greet people?

**Study Time**

- a. Read the text below and do the following activities.
- i. Find out what is the text about.
  - ii. Underline the names of the places given in the text.
  - iii. Out of the following greetings, tick the ones that you find in the text.

Bow and shake hands	Pat on the shoulders	Put hands together
Touch each other's nose	Kiss on the cheeks	Touch nose
Giving flowers	Put hands in a praying position	Lifting a hand
Hug each other		

The way people greet one another reflects their *custom*. It gives insight into their history and values. There is a wide *range* of greetings around the world. These range from the common handshake to other strange *rituals* found in some countries. Let's *observe* how the simple action of *greeting* someone differs greatly from place to place.

In some Eastern countries, including Korea and Japan, bowing is the traditional greeting. In Japan, it is accepted that the deeper the *bow*, the deeper the respect shown. In Nepal and India, people bend or nod and say *Namaste* or *Namaskar* joining palms together as if praying. Handshakes are also popular in these countries. In Tibet, people opt to *stick out* their tongue to greet others which may seem strange to us.

In the United States, people shake hands firmly and make direct eye contact. It means a simple *handshake* is the normal greeting there. Shaking a person's right hand while looking him or her in his or her eyes is the usual method. Handshakes are also common in other parts of the world, including Canada, Britain and Russia. When Canadians first meet, they often shake hands and introduce themselves by stating their name. In Russia, males *grasp* other men's hands very strongly during the handshake. Similarly, most people in New Zealand greet each other by shaking hands. However, the native Maori people of that country display more physical *contact*: they press their noses together in a sign of trust and *closeness*.

In other countries, such as France and Belgium, hugging and kissing are more common when two people meet. In those cultures, people kiss each other on the cheeks. The number of times varies depending on the particular country. In Saudi Arabia, men might *hug* and *kiss* each other (but not a woman), on the cheek. Men also shake hands with other men there.

Thus, greetings vary from culture to culture and the place to place where they live. These cultures teach us how to assimilate in a society. It also helps us to know each other's way of life. Moreover, learning about other's culture can be a reliable tool for keeping peace and social harmony.

## **1. Enrich Your Vocabulary**

### **a. Choose the synonym (s) of the underlined word(s).**

- i. John greeted his friend with a warm smile and firm handshake.  
A. demonstrated      B. presented  
C. welcomed      D. offered
- ii. The old man grasped his young grandson's hand tightly, so he couldn't run onto the road.  
A. touched      B. held  
C. observed      D. kissed
- iii. I'm interested in learning more about the customs of other countries.  
A. attractions      B. language  
C. traditions      D. people
- iv. Remember, when you meet Mr. Robin, he doesn't like any physical contact.  
A. gossip      B. touching  
C. greeting      D. discussion

### **b. Choose the best options and fill in the blanks.**

- i. A ..... can be used to greet someone or to show agreement.  
A. hug      B. nod      C. kiss      D. custom
- ii. Jimba ..... his hand towards the woman, but she refused to shake it.  
A. depended on      B. turned down  
C. held on      D. stuck out
- iii. Ken hurt his back after his deep ..... to the foreign visitor.  
A. bow      B. shake      C. contact      D. effect
- iv. The styles in this store ..... from old-fashioned to modern.  
A. price      B. accept      C. range      D. come
- V. Getting down on your knees is a ..... to honour the dead in this country.  
A. closeness      B. range      C. suggestion      D. ritual

## **2. Read and Tick**

**a. Read the text again, and tick the best answers.**

**i. What is this text mainly about?**

- A. The importance of handshakes all around the world
- B. The origins and histories of various greetings
- C. The strangest types of greetings on Earth
- D. The wide range of greeting customs in the world

**ii. Which of the following is true?**

- A. People in Russia, but not England, shake hands.
- B. The number of times people kiss on the cheek varies.
- C. In the past, people nodded if they weren't carrying a weapon.
- D. You shouldn't look at people when shaking their hands in the United States.

**iii. How do most people in New Zealand greet each other?**

- A. With a kiss on the cheek
- B. By pressing noses together
- C. With a handshake
- D. By sticking out their tongues

**iv. How do people greet in India and Nepal?**

- A. With a handshake
- B. By pressing noses together
- C. With a kiss on the cheek
- D. By saying Namaskar/Namaste

**v. How do Saudi Arabians greet people?**

- A. Men might hug and kiss each other (but not a woman) on the cheek.
- B. It's not proper for men to kiss women when they meet.
- C. Women do not kiss other women when they meet.
- D. Women can kiss men, but men can't kiss women when they meet.

**b. Read the text again and fill in the blanks with the following words.**

hand      hug and kiss      customs      stick out      greeting      bow

If you are travelling to another country, you should learn a bit about its ..... before you go there. This includes getting to know the proper form of ..... people. It can differ a lot. If you go to America, don't be surprised if someone shakes your ..... In Japan people might ..... when they greet. Finally, if you travel to Saudi Arab, men might ..... each other (but not a woman), on the cheek.

### **3. Read and Answer**

**Read the text again, and answer these questions.**

- a. How do the Nepalese greet each other?
- b. What are the different ways of greeting people in the USA, Canada, and Japan?
- c. What do greetings reflect?
- d. What is the significance of understanding other's culture?
- e. Supply a suitable title to the text.

#### **Put into Practice**

Collect as many greetings as possible from different communities of your country. Find out the similarities and differences between them.

### **Grammar**

#### **Think and Act**

**Observe the pictures below and write what is happening there?**



## Study Time

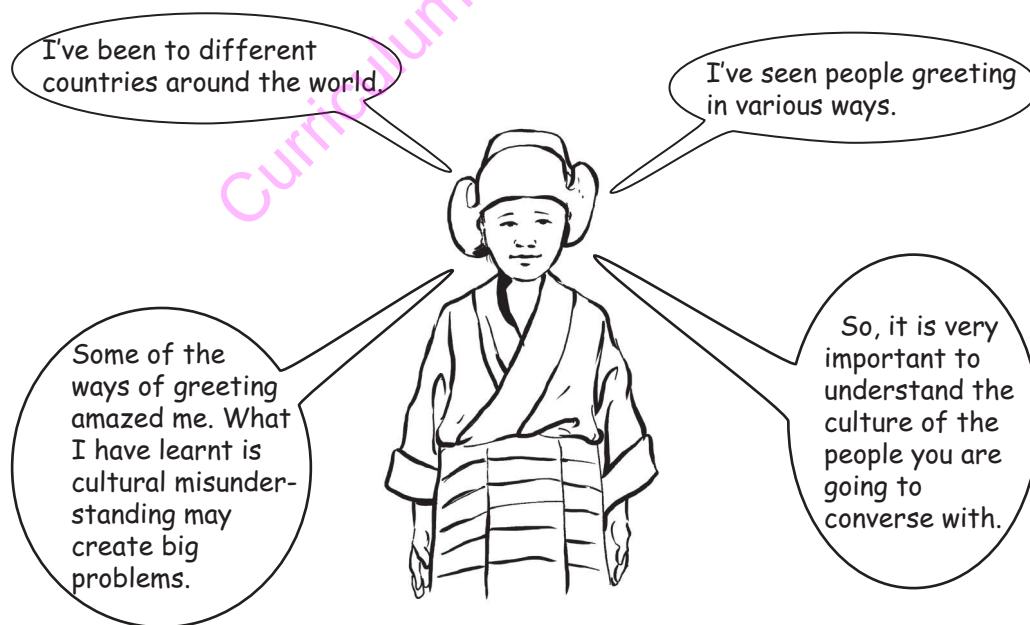
### 1. Read the football commentary below, and identify the tenses used.

The defender is back on and play will resume...We will have four minutes of added time when Dipak gets off the pitch... Shankar is coming on for a cameo appearance as Rajendra makes way... Chance! Janardan does well on the wing and his cross falls to Shree who gets his shot away at the second attempt but he can't get enough on it and Bhishmaranjan saves easily...We haven't seen much from Ashis this half but he suddenly sprints into the box after taking the ball from Om but there are no takers in the middle....Seconds later, Milan takes matters into his own hands and shoots from range but Dawa turns it behind for a corner. Ashish's ball in is cleared... Another wasted free kick from the home side as Rajendra fires over...

### 2. Write a similar type of sport commentary. While writing, don't use the past tense.

### 3. Read and observe the situations very carefully.

Mrs. Sherpa has been studying different cultures and the way people greet each other. She has been compiling her experience so that she can publish a book on the detailed study of popular cultures of greeting round the world. Here are some of her statements:



**Now, complete the sentences using the appropriate forms of the verbs in brackets.**

*Example:*

A video is on. It began three hours ago, and it hasn't finished yet.

*The video has been playing for two hours.*

- a. Manila got to the office early in the morning. Eight hours later she's still there.  
Manila ..... (work) for eight hours.
- b. Rajnarayan rang Neha thirty minutes ago, they are still on the phone.  
Rajnarayan and Neha ..... (talk) for thirty minutes.
- c. Ruby was cutting vegetables. They are ready to cook now.  
Ruby ..... (cut) vegetable.
- d. Susmita walked to school an hour ago. She is at school now.  
Susmita ..... (arrive) at school.
- e. Agrim entered the examination hall three hours ago. He is still inside..  
Agrim ..... (solve) problems for three hours.

### **Put into Practice**

**Visit your village/town, and report an event happening in your place at the moment.**

### ***Listening***

#### **Think and Act**

How do you greet people in your culture?

What are the following people doing? Is it allowed in your culture?



## Study Time

- a. Listen to the audio, and tick the best answers.
- Social kissing in Britain is acceptable between-----.  
(A) men and men      (B) men and women  
(C) women and women who are strangers
  - The speaker ----- kissing and being kissed.  
(A) enjoyed      (B) felt excited      (C) felt awkward
  - The next morning the speaker ----- kissing the ladies on the hands.  
(A) stopped      (B) started      (C) held
  - told him about the tradition of kissing in Britain.  
(a) his wife      (b) his host      (c) his friend
  - His wife ----- about greeting traditions in Britain.  
(A) informed      (B) was well informed      (C) had no idea
- b. Listen to the audio again and answer the following questions.
- Why did the writer adopt a new style of kissing form the next morning?
  - Why did he have to stop his new style?
  - What would you have done if you were in the same situations as the writer was?
  - Who felt sorry? Why?
  - Is it necessary to know about the traditions of the people we converse with? Why?

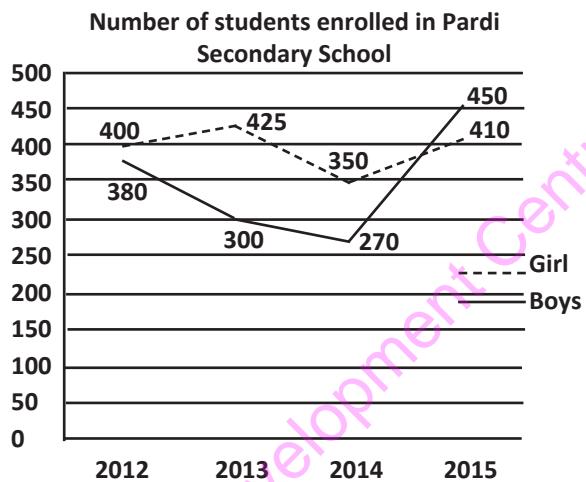
## Put into Practice

Talk to any person who has been to any foreign country. Ask him/her about a popular culture in the country and share it with your friends.

## ***Speaking***

### **Think and Act**

The following graph presents the total number of students enrolled in four academic years in Pardi Secondary School. Read the graph and find out the differences in the number of boys and girls each year.



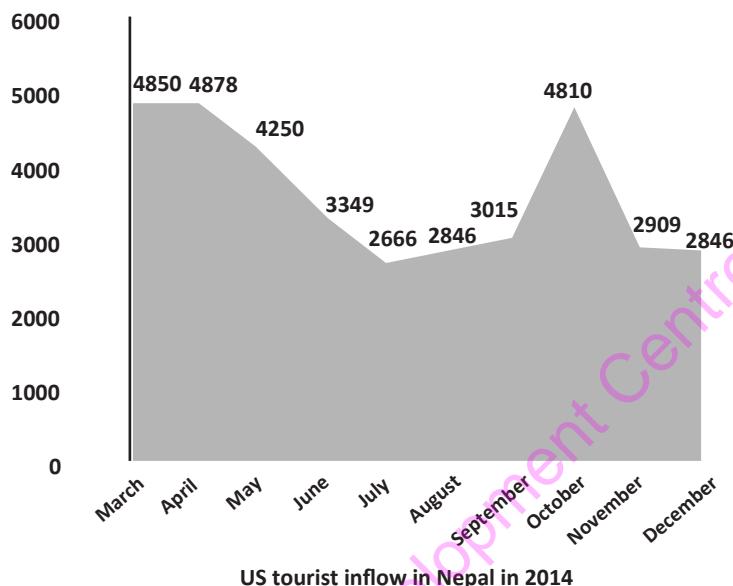
Find out the meanings of the verbs and nouns used in interpreting the graphs, charts and tables.

Verbs	Noun
to go up	an increase
to increase	
to climb up	
to go down	a fall
to decrease	a decrease
to fall	a drop
to drop	

Find out adjectives and adverbs that are used to interpret the type of change in graphs.

## Study Time

1. Look at the interpretation of the graph below, and interpret the graph above in a similar way.



Source: Nepal Tourism Board, 2015

Sajan: In March 2014, the number of tourist coming to Nepal from the USA by air was 4850. It increased in April to 4878, but it fell in May, June, and July to 4250, 3349, and 2666 respectively. In August, the number increased up to 2846. In the next two months, it increased again and reached 3015 and 4810. However, in the last months the number dropped down. In November, the number dramatically decreased to 2909, but there was a slight fall in the number of tourists in December. The overall picture shows that there hasn't been any consistency in the number of US tourists to Nepal in the last ten months.

2. Work in groups. Visit class eight, seven and six. Collect data filling up the following table.

Class	Total Number of Girls	Total Number of Boys
Eight		
Seven		
Six		

### **Put into Practice**

Convert the table above into bar graphs. Interpret it in the class.

### **Writing**

#### **Think and Act**

**Write down the language structures frequently used in sports commentary.**

### **Study Time**

Observe the picture below, and write an imaginative commentary of a cricket match.



### **Put into Practice**

Observe a game in your school playground, and write a commentary on it. Do not use past tense.

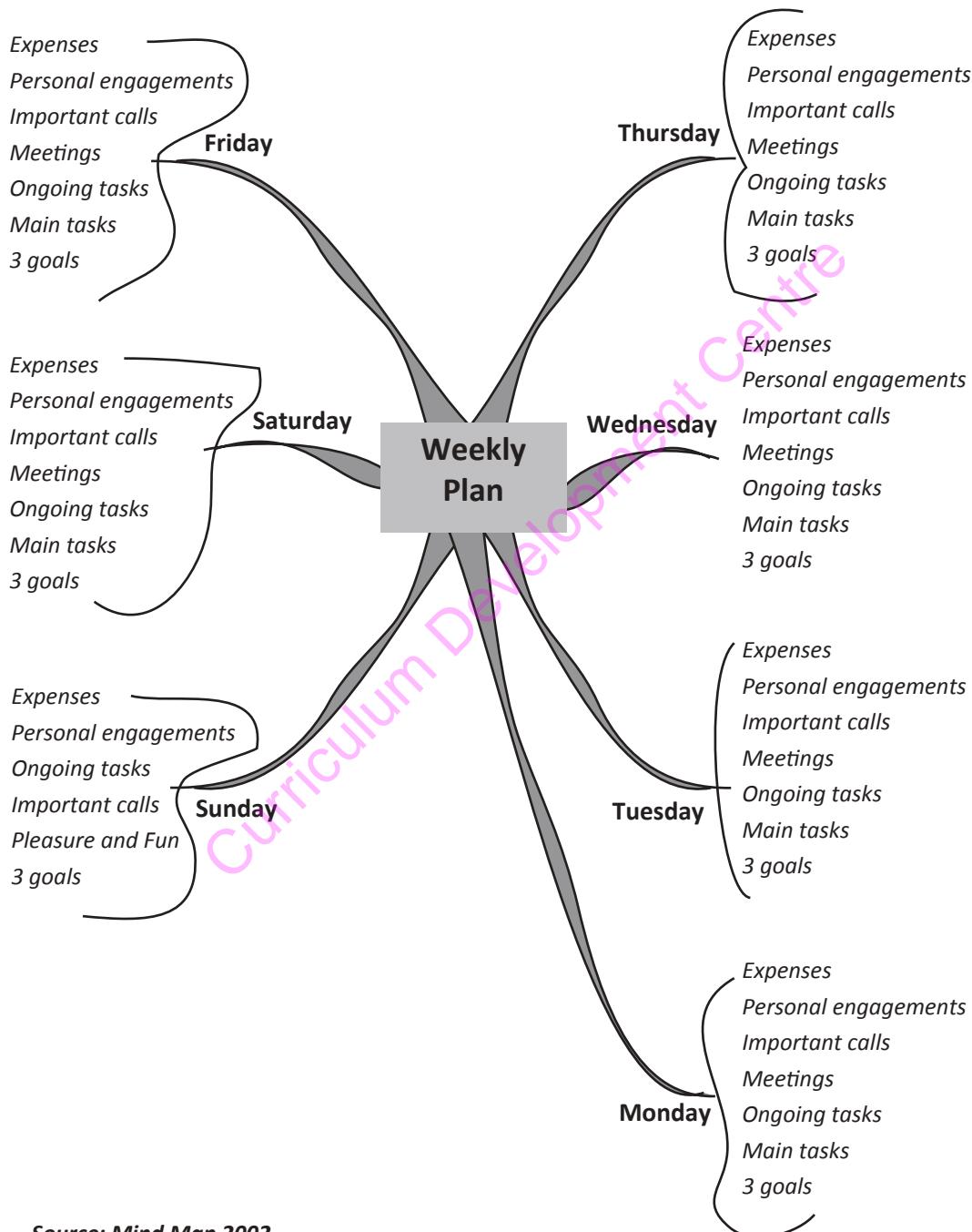
### **Creative Task**



Visit ten houses in your neighbourhood. Collect data on number of people from different castes. Present your data through pie chart and interpret it in class.

## Fun Corner

Observe the mind map for developing weekly plan, and prepare your plan for the next week.



Source: Mind Map 2002

## **ASSESS YOURSELF-2**

### ***Reading Test***

**Read the given text and do the activities that follow:**

Once there lived a great *hermit*, who was famous for telling the truth. He had taken a *vow* not to tell a lie and was popularly known as “Mr. Truthful.” No matter what he said, everyone believed him because he had earned a great *reputation* in the community where he lived and did his *spiritual* practices.

One evening, a robber was chasing a *merchant* to rob him. The merchant was running for his life. To *escape* from the robber, the merchant ran towards the forest where the hermit lived outside the village.

The merchant felt very safe because there was no way the robber could find out where he was hiding in the jungle. But the hermit had seen the direction in which the merchant went.

The robber came to the hermit’s cottage and paid his respects. The robber knew that the hermit would tell only the truth and could be trusted, so he asked him whether he had seen somebody running away. The hermit knew that the robber must be looking for somebody to rob, so he faced a big problem. If he told the truth, the merchant would certainly be killed. If he lied, he would incur the sin of lying and lose his reputation. Any *immoral* act that may harm others is called sin. Ahimsa (nonviolence) and truthfulness are the two most important teachings of all religions that we must follow. If we have to choose between these two, which one should we choose? ...

**i. Complete the following sentences with suitable words choosing from the text above:**

- a. As he always cheats her, she ..... never to speak to him.
- b. ..... lives a very simple life for religious reasons.
- c. It's ..... to steal.
- d. He couldn't ..... from the prison.
- e. People feel that there is a lack of ..... values in the modern world.
- f. It is really difficult to earn ..... as an honest person.

**ii. Rewrite the following sentences in right order as they occur in the story.**

- ..... One evening, a robber was chasing a merchant to rob him.  
..... There lived a great hermit.  
..... He was famous for telling the truth as he had promised not to tell a lie.  
..... To get away from the robber, the merchant ran towards the forest where the hermit was living alone.  
..... He faced a big problem because he was in a dilemma.  
..... Nobody had seen him, except the hermit.  
..... The robber came to the hermit's cottage and greeted him.  
..... He asked him whether he had seen somebody running away.  
..... The hermit knew that the robber was going to rob the merchant.  
..... He had to decide whether he should follow the path of truthfulness or nonviolence.  
.... He hid in the jungle.

**iii. Read the story again and answer the following questions.**

- How did the hermit earn a good reputation?
- Why was the robber chasing the merchant?
- Who had seen the merchant in the jungle?
- Was the hermit in a dilemma?
- Give a suitable title to the story.

**iv. Complete the story in not more than five sentences.**

**B. Grammar Test**

**1. Match a line in Column A with a line in Column B.**

Column A	Column B
If you're ever in Ilam,	I'd travel around the world.
If I had a lot of money,	tell him I'm at Jack's.
Had I worked there,	Please let me know. I'd love to show you tea garden.
If Alex calls,	I'd have saved a lot of money.
If you are tired,	You should go to bed.

**2. Complete the sentences about you.**

- a. I've never .....
- b. I ..... when I was a child.
- c. I ..... ago.
- d. I ..... since my childhood.
- e. I haven't ..... yet.

**3. Write correct or incorrect against the following sentences.**

- a. He is speaking three languages.
- b. She has a baby next month.
- c. I was composing a poem when you called.
- d. What have you done with my pen? I can't find it.
- e. What are you doing this night?

**4. Complete the following sentences with appropriate question tags.**

- a. It isn't very cold today, .....?
- b. The film wasn't very good, .....?
- c. I'm waiting for you, .....?
- d. You can cook, .....?
- e. We shall do it, .....?

**C. Listening Test**

**1. Listen to the audio and answer the following questions:**

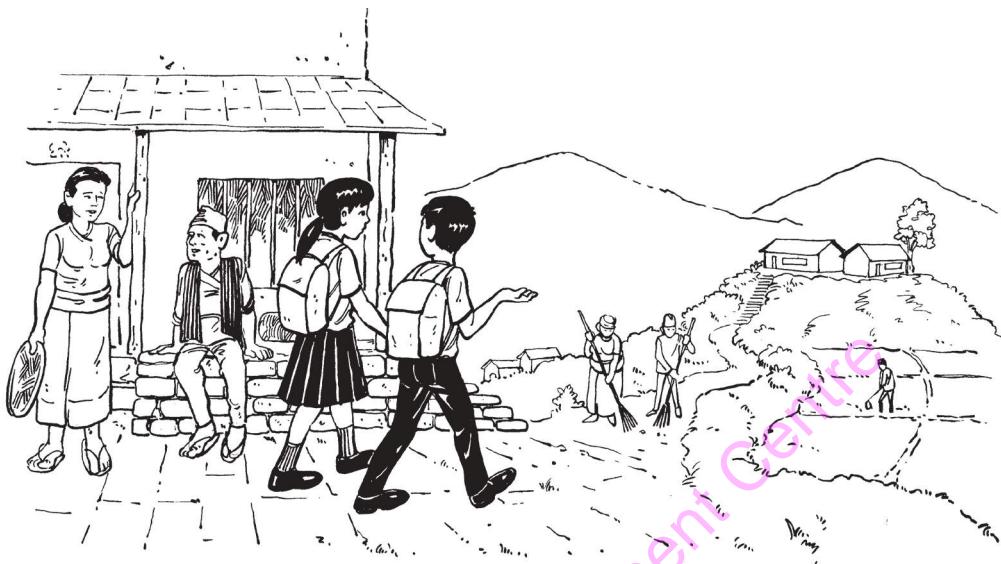
- a. Where is Mr Brown now?
- b. How was his flight?
- c. What does he want to have?

**2. Listen to the audio and write True or False against the following statements:**

- a. Sandra welcomes Mr Brown.
- b. Mr Brown is at Manchester now.
- c. Sandra is late because of fog.
- d. Mr Brown likes to have a drink.
- e. Sandra likes to have tea.

#### **D. Speaking Test**

1. Look at the picture below and describe it briefly.



2. Introduce yourself and describe your school.
3. How can Dibas get to your house from school? Direct him.
4. Make a live commentary of the activities happening in your school now.

#### **E. Writing Test**

1. Write a story that ends in "I've never found such a kind person ever since".
2. Write a short story which teaches the lesson, 'National unity is the backbone of national development.'

## **UNIT**

# **11 DESCRIBING AN OBJECT OR A PLACE: TALKING ABOUT PRESENT**

### **Reading**

#### **Think and Act**

Fruit tastes the best when it is something that you have grown yourselves or taken from its natural place. Have you ever plucked an orange from an orange tree? Imagine that you were plucking an orange from a tree. Discuss the following questions with a partner:

- a. What do you see around you?
- b. What do you hear?
- c. What do you smell?
- d. How does the orange taste?

#### **Study Time**

**Read the childhood experience of the writer about eating oranges and find out the describing words from the text.**

#### **How Fruits Taste the Best**

When I was ten years old, my mother took me to Syangja. It was during winter vacation. My brother Phurba, who was fourteen years old, was also in our excursion. Mother told us to respect nature and learn where our food comes from. She added, "Fruit tastes better when we get it ourselves." To learn more and to enjoy delicious oranges we headed towards an orchard. After an hour of walking,



we reached the place where we saw orange trees loaded with ripe and tempting oranges . I still remember the taste and the smell of those nectars

Many large and small; green and ripe oranges were blooming and shining. I felt as if the big and small trees were welcoming us bowing with juicy sweet oranges, greeny leaves and prickly thorns.

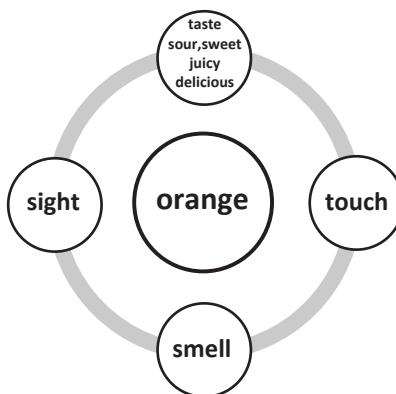
An attractive orange, that was the size of a cricket ball, seized my eyes. It was plummy and pulpy. Althouth the prickly stem ends scared me, I could imagine the juice inside it. Only thinking of the tiny seeds and delicious juice inside could tempt any one. I smelt it and imagined the sweet honey-filled nectar inside. Mother warned us not to pick the hard and green ones as they could be sour. "If you bite, your mouth may explode in little spurts of sourness," she reminded.

My brother enjoyed many oranges sitting in a corner which was just beside the orange tree. My mother, whose childhood had passed in that particular area, was rather excited .She was busy filling her bag with large and ripe oranges. I too had many but the last one was the largest and the sweetest one. Then we left the orchard. Since the place was so wonderful, we left with heavy hearts. While returning, my eyes caught sight of a large orange which kept on tempting me. I could easily imagine how soft, juicy, fragrant and bumpy that one would have been. I wished I could feel its texture and could hold its pleasant smell forever.

From that day on, I always prefer fruits from their natural places. I have eaten oranges many times since then, but they have never tasted as delicious as the ones in the orchard.

## 1. Enrich Your Vocabulary

Find the words from the text to describe an orange for each set.



## 2. Read and Match

Match the nouns in column 'A' with their suitable describing words in column 'B'.

### Column 'A'

- a. orchard
- b. oranges trees
- c. orange leaves
- d. orange juice
- e. oranges

### Column 'B'

- big and small
- plummy and pulpy
- honey-filled nectar
- green
- heaven like

## 3. Following sentences are incorrect. Read the text again and correct them.

- a. The writer is fond of growing oranges.
- b. Her brother detested the oranges.
- c. Orange trees were filled with flowers.
- d. Mother advised them not to eat unripe oranges because they could be bitter.
- e. While returning the writer carried a large and tempting orange.

## 4. Read the text again, and answer these questions.

- a. Where did the writer go in the winter vacation?
- b. Imagine that you were in that place. How would you describe the sight, smell, taste and texture of the oranges?
- c. What advice did the mother give to her children?
- d. If you were the writer's brother, what would you do in the orchard? Would you do the same as he did or you would do something else? Write in detail.
- e. What does the writer remember all the time?

### Put into Practice

Think of a famous place where you would get specific fruits, vegetables or foods. It could be a farmland, a market or a grocery. Make notes on some of the fruits, vegetables or foods including their taste, sight, smell and touch. Then discuss in small groups.

## Grammar

### Think and Act

- a. Go through the reading text again and underline the sentences consisting of relative pronouns like who, that, which, etc.

The sentences you have underlined have relative clauses in them. Relative clauses are clauses starting with the relative pronouns who, that, which, whose, etc. They are most often used to define or identify the nouns that precede them.

- b. Study the following sentences and underline the relative clauses.

- i. We met everyone who attempted all the questions.
- ii. He came from his hometown where I visited two years ago.
- iii. The book which is on the table is very useful to me.
- iv. This is the year when they should start working.
- v. Can you tell me the reason why she began to laugh?
- vi. Is there anything that I can do for you?
- vii. Vishal, whose sister is a singer, has completed a Master's degree.
- viii. The woman whom you saw was an inspector.

### Study Time

- a. Rewrite the following sentences choosing the correct relative pronouns from the brackets:

- i. People .....live in glass houses shouldn't throw stones at others. (who, whose, whom)
- ii. That is the building.....they shot the film 'Hostel'. (whose, where, which)
- iii. The dress..... Ravi is wearing is very expensive. (who, which, what)
- iv. Look at the one horned rhinos.....are drinking in the river. (who, which, whom)
- v. Can I borrow the book.....was written by Mr. Pradhan? (that, what, whose)

- b. Study the following examples and join the pairs of sentences into one using suitable relative pronouns:

**Example:** You were helping the teacher. I wanted to help her.

You were helping the teacher whom I wanted to help.

- i. I used to live in Banepa. I was born and went to school there.
- ii. He bought the latest model of iPod. Aasif wanted it.
- iii. That's the problem. We solved it together.
- iv. Do you know the people? They work for the development of our nation.
- v. He collected the information. He downloaded the information from the Internet.
- vi. Tell me about your friends. They can help you in your hard times.
- vii. What's the name of the old man? He is wearing the blue cap.
- viii. I ploughed the field. My mother wished to plant the seedlings there.
- ix. The little girl was standing by the door and gazing at the path below. Her father had been away for several months.
- x. Malala left her studies. The reason for leaving her studies was her family problem.

### Put into Practice

Read the text again. Sort out the sentences which have relative clauses and make a list of them. Then add five more sentences on your own in your list discussing in small groups.

### Listening

#### Think and Act

Look at the picture . Can you name it? Who painted this great artwork? Have you ever painted anything and put up for display in exhibition or gallery? Share your experience with your friends.



## Study Time

Listen to the audio and do the activities that follow.

a. Answer in short:

- i. What is the listening text about?
- ii. Whose art work is this?
- iii. What is the painting called in French?
- iv. Who is Lisa Gherardini?
- v. When was it painted?

b. Why is Mona Lisa so famous? List any four reasons.

c. Find the odd one from the following sets of words:

- i. painting, portrait, art work, masterpiece
- ii. enigmatic, mysterious, serenity, strange
- iii. serenity, bustle, peacefulness, tranquility
- iv. treasure, gaze, gape, stare
- v. concord, discord, agreement, harmony

## Put into Practice

Listen to a radio, the Internet, television or live program that describes a famous place, person or thing. Note down some information which you find new and interesting and share it to your classmates.

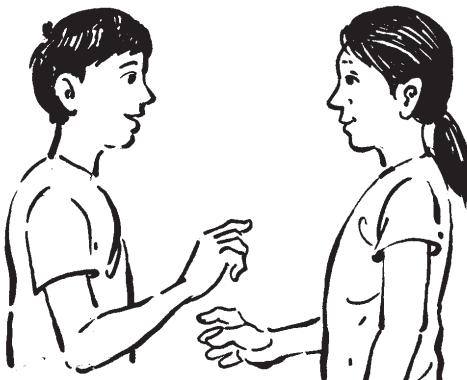
## Speaking

### Think and Act

Refer back to 'How Fruits Taste the Best'. Imagine what the writer looks like? Imagine her age, eyes, hair, complexion and height. Draw the picture of the writer as you imagine her.



### Study Time



#### Study this example.

**Rohit** : Aishwarya, would you mind receiving my nephew? He's returning from Dubai: but I am unable to go to the airport.

**Aishwarya** : No problem. but I don't know him. How can I recognize him? What's he like?

**Rohit** : He seems like a gentleman. He's lanky. I guess he is about six feet tall.

**Aishwarya** : What's his face like?

**Rohit** : His complexion is fair. He has a long face with a pointed nose.

**Aishwarya** : Oh I see. Can you please describe him clearly so that it will be easier for me to recognize him from a distance?

**Rohit** : Humm... He has curly hair. He has black and sparkling eyes. He is popular for his pinkish lips.

**Aishwarya** : Is that it? Now, I won't have any difficulty except in one case.

**Rohit** : What's that?

**Aishwarya** : If he has a beard and moustache... What do you think?

**Rohit** : Don't worry. He is always clean-shaven !

**Aishwarya** : Ok.

**Rohit** : I hope you will get him on time and take him home. Thank you for your kind help.

**Aishwarya** : You're welcome!

### Put into Practice

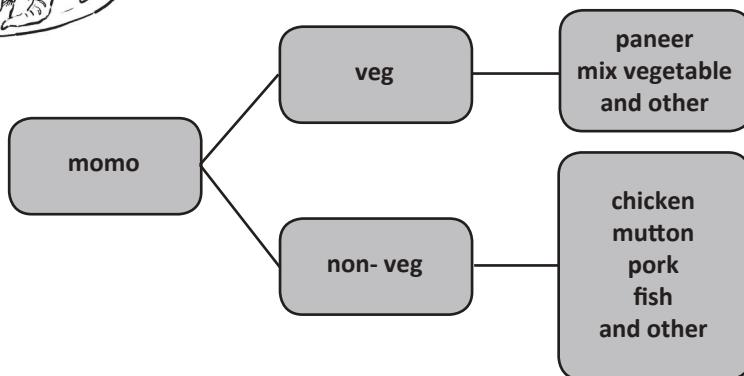
Work in pairs. One of you asks and the other describes. Prepare a similar dialogue describing a new teacher/ staff member of your school.

- A : How do I/ recognize/ somebody?
- B : describe age/ complexion/ height / build
- A : What somebody looks like?
- B : height/ complexion/ special features/ age
- A : What the new member looks like
- B : describe sex/age/ height/ etc.
- A : How a particular place (college/ school, etc.) looks?
- B : describe size/ location/ dirty, clean/ special features, etc.
- A : How a particular place (a village/town/ picnic spot, etc) is?
- B : describe location/ climate/ special features

### Writing

#### Think and Act

Have you ever tasted dumplings? Write down any three ingredients that you think are used to make them.



## Study Time

Read the following essay.

### **Dumplings: My Favourite Food**

Are you fond of eating? The world is filled with many varieties of foods. Each individual is unique on the basis of their taste. People like different food items at different times and occasions according to their culture, tradition and places they live in. As I belong to Nepal and observe its many cultures, I enjoy different food items. Among them is dumpling, which is called momo in Nepali.

Generally, momo is categorized into two types: veg and non-veg. There are varieties of vegetable dumplings like paneer, mixed vegetable and so on. Similarly, non-vegetable dumplings come in a long list of varieties, like chicken, buff, pork, mutton, fish and so on. Momos are served with pickles, which enrich the taste. Many varieties of pickles, like tomato pickle, chilly, peanut and other types are served with it.

Basically, I enjoy momo a lot. In fact, I enjoy it so much that I don't like to share it, not even with my brother! People think of it as junk food but I don't think so. It is because we can make it healthy if we want. I am fond of it as I can choose from many varieties of it. When it is served hot, it tastes the best. As I adore the variety in general, I like the stunning smell of all the different types. The smell of spices, ginger, coriander, onion, chili, oil and garlic always waters my mouth. Whenever I pass the restaurants which serve momo, I remember the delicious and yummy taste. Different shapes, white skin, smooth surface and tempting appearance can attract any eye. The best part is that when we eat, pickle oozes out. When I sink my teeth into it, crush stuffs inside, spices, onions and fat, I feel I am in heaven. I can eat three plates in a single sitting even though I know I will have a stomach ache afterwards!

Besides, the modern varieties like Fried, Khuwa, C, Sui mai and Momo with soup which are best served in different restaurants, are becoming popular day by day. No doubt, momo lovers, like me, are also growing with its growth.

## Put into Practice

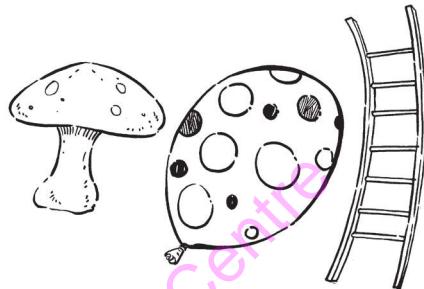
Prepare a word web collecting ideas and vocabulary to describe a famous building or structure. Where is it? Who built it? When? What is it used for? What do you like and dislike about it? Describe it in about 200 words.

## *Creative Task*

Collect a few newspapers or magazines. Choose an interesting article or a photograph about a new place which you have not visited yet. Make list of the words/phrases you would like to use. Now use your list of words/phrases, and write a descriptive essay on that particular place.

## **Fun Corner**

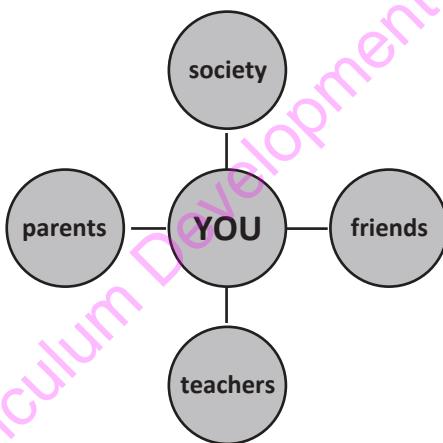
**Riddles, puns and jokes enrich sense of humor. Here are few kid-friendly jokes to make you laugh.**



- a. Why did the middle school girl bring a ladder to her school?  
She wanted to go to high school!
- b. Did you hear about the guy whose left side was cut off?  
- He's alright now!
- c. What did 0 say to 8?  
Nice belt!
- d. What did the mushroom say to the fungus?  
You're a fun guy (fungi)!
- e. What did the computer do at the lunch time?  
- Had a byte!
- f. What type of music are balloons afraid of?  
Pop music!

**UNIT****12****EXPRESSING IN / ABILITY****Reading****Think and Act**

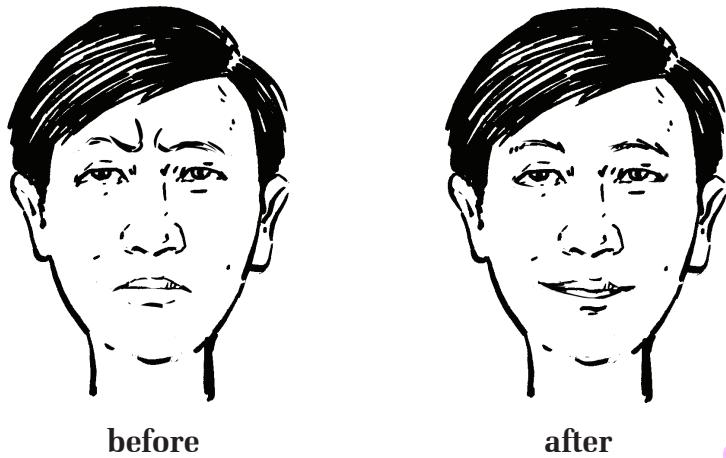
Look at the diagram below and find your relation with each of them. Do you think they influence you? If so, how? Do you think that they are interrelated as well? Discuss in pairs.

**Study Time**

Read the given text about the importance of good habits in one's own life and find the reasons behind them.

**Universal Etiquette**

Why can't all the students show excellent performance? It is because student life is not free from problems. Different facets of life create troubles and sufferings. If you follow a few simple steps, you can be what you like to be. You should develop good habits so that you can bring about positive



changes in yourself.

Student life is full of sufferings. Sometimes they suffer because of improper ways of eating or sleeping. At times, they lack exercise. Their improper way of dressing and unpunctuality in activities are other reasons. Besides physical suffering, social activities like impolite speech, ill temper, irresponsibility towards a given assignment and bad behaviour are some examples of social sufferings. Not only that, some economical reasons also play a vital role in student performance. Similarly, some of them are lazy, easily distracted and may be envious of others too. Some love socializing whereas others are simply disinterested in the class. Such defiling suffering is like illness which needs purification. Because of such problems, they show poor performance in their academic and extracurricular activities.

There are many ways to eradicate such sufferings. Universal etiquette like cleanliness, politeness, punctuality and orderliness are four combatants against them. Dirtiness is one of the main reasons. Many epidemics, health hazards, fatal diseases and irritations are the results of impolite and improper ways of human activities. For example, the number of patients in hospitals is increasing day by day. Because of dirtiness, the expenditure is also increasing in medication. Impoliteness in speech, behaviour, dressing and managing things are other reasons of pain. Most of the conflicts and fights are their results. Similarly, unpunctuality obstructs the ability to complete task on time. As a result you may make unnecessary excuses. For instance, if you do not wake up early and reach school late, you may tell a lie or make a lame excuse for your late arrival. Lastly, in order to live a

happy life, one must know how to organize oneself and one's belongings. It is because the habit of organization helps to be punctual, hygienic, polite and clean. All the four good habits make you free from possible sufferings; therefore, they are referred as the combatants.

Where to practise such good habits? All the good habits can be practised in your rooms. It is because you spend most of your time in these four rooms. Look at the pictures below and find out the good habits which the people concerned possess.



**The following are the daily habits that can change grumpy faces into smiley ones.**

1. Get up early in the morning.
2. Make your bed.
3. Keep aside a thing that is not necessary for you but may be useful to others.
4. Dress properly for all occasions, like at home, for school, for party, etc.
5. Arrange the belongings and appliances that you use.
6. Speak politely. Show good manners. Treat others the way you would like to be treated by them.
7. Respect your elders and love your juniors.
8. Complete given assignments on time and help out with chores at home and at school.
9. Find and adopt the good qualities of the ones who are around you.
10. Practise self-discipline like never waste food; never tell a lie; never fight; never take intoxicants, etc.
11. Clean your body and your living place.

12. Be punctual.
13. Do enough exercise, both mental and physical.
14. Reflect on your day and sleep on time.

If you follow these daily habits for at least a month, it will change your behavior and make you a successful, happy and healthy human.

## 1. Enrich Your Vocabulary

- a. Find the words from the text above that show good qualities and bad qualities. Fill in the table below:

<b>S.N</b>	<b>Good qualities</b>	<b>Bad qualities</b>
i.	Cleanliness	Dirtiness
ii.		
iii.		
iv.		
v.		
vi.		
vii.		

- b. Read these key sentences taken from the reading text and tick the best meaning for the underlined words.

- i. Different facets of life create troubles and sufferings.
  - (a) aspects
  - (b) problems
  - (c) society
- ii. Some of them are lazy, easily distracted and envious, too.
  - (a) smart
  - (b) jealous
  - (c) polite
- iii. There are many ways to eradicate sufferings.
  - (a) renew
  - (b) remove
  - (c) restart

- iv. Arrange the belongings and appliances that you use.
  - (a) stationeries
  - (b) analysis
  - (c) equipment
- v. Reflect your day and sleep on time.
  - (a) mirror
  - (b) correct
  - (c) forget

## 2. Write Good habit or Bad habit

- a. Asking parents to make your bed and arrange your dress. ....
- b. Cleaning belongings and appliances after use. ....
- c. Dressing up according to our mood. ....
- d. Eating how much we feel and wasting the rest. ....
- e. Showing sympathy and empathy to others. ....
- f. Making excuses for your faults. ....

## 3. Read and Answer

**Read the text again, and answer these questions.**

- a. What are the four major problems of students?
- b. How can these problems be solved? List four ways.
- c. Write any three techniques you can apply to be happy, successful and healthy?
- d. Write your daily habits.
- e. Why do you think we need to develop good habits? Write in detail.
- f. Imagine that you had no problems in your life. How would life be different? Write a paragraph.

### Put into Practice

Think of your strengths and weaknesses. Make a list of them. Share your list with your friends. Then sit in a small group and find ways to minimize the weaknesses. Write them separately and try to put them in real life situations.

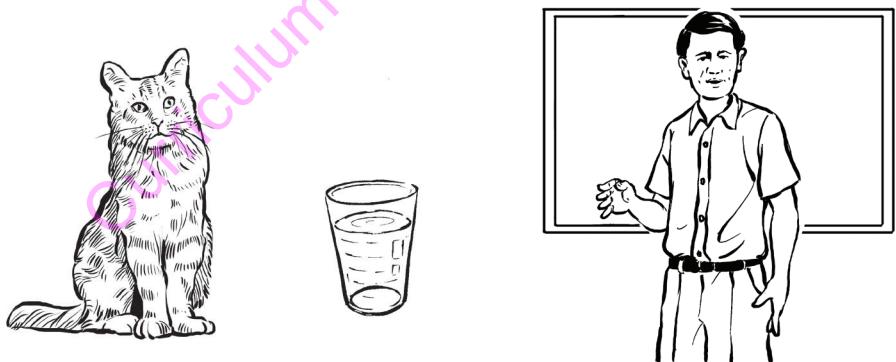
## Grammar

### Think and Act

- a. Go through the reading text again and underline the sentences consisting of connectives like because, because of, so that, therefore, although, etc.

The sentences you have underlined have connectives in them. Connectives are words or group of words that connect and relate sentences to create a logical flow of ideas between the sentences.

- b. Look at the pictures and the sentences given below. They describe the situations in different ways:



- Because of his happiness, the boy is smiling.
- The boy is running because the dog is chasing him.
- In spite of its thirst, my cat doesn't show interest in green milk.
- Our teacher is punctual, therefore, he is always on time for class.

## Study Time

- a. Fill in each blank with one of the connectives you see in the sentences you have underlined in the reading text. Make sure the newly formed sentence is meaningful.

- i. ....of the heavy rain, I got stuck in the jam.
- ii. Everyone trusts you .....you are reliable.
- iii. He is unable .....he deserves help.
- iv. We forgot our homework.....the teacher warned us to submit by tomorrow.
- v. ....you are polite, you are liked by everyone.

- b. Rewrite the following sentences filling in the gaps with appropriate connectives from the box:

because, because of, since, so, so that, for, although, though, even though, in spite of, however, in order to, despite

- i. ....your sister is very smart, she can manage her time.
- ii. It is dangerous to go there.....the broken glass.
- iii. You should go for eye check up.....your eyesight is very poor.
- iv. The expedition has been cancelled..... the weather is worsening day by day.
- v. We listen to others ..... we can develop patience.
- vi. ....get respect; we need to respect others first.
- vii. She was ill mannered; ....., she did not correct herself.
- viii. He was well behaved,.....,he was praised by all.
- ix. ....such tough questions, we were able to score good marks.
- x. ....penguins have wings, they can't fly.

- c. Join the following pairs of sentences into one using appropriate connectives:

- i. Angrita went to university. He wanted to get admission.
- ii. Rajababu is asking for help. He is feeling dizzy.

- iii. Nitu went to the bazaar. She could buy her new dress there.
- iv. The sun was scorching hot. Suprim did not take out his umbrella from his bag.
- v. Gaurab is honest. Everyone believes him.
- vi. Abdul stopped doing his homework. His mother asked him to help her.

### Put into Practice

Make one sentence using each of the connectives that you have practised above. Then share your sentences with the class, and check whether you have used the connectives correctly.

### *Listening*

#### Think and Act

Look at the following pictures and guess the answers to these questions.

- a. What do you see in the picture?
- b. Who are the people?
- c. What are they doing?



### **Study Time**

- a. Listen to the audio material and write ‘True’ for the true statements and ‘False’ for the false ones.**
- i. The daughter is helpful
  - ii. Her mother wants her children to be independent.
  - iii. There are three members in the family.
  - iv. Hira Devi is a single mother.
- b. Listen again and answer the following questions:**
- i. Who wants to drink water?
  - ii. Why did Hira Devi not give water to Dilrupa?
  - iii. Did mother allow Dilrupa to help her brother? Why? Why not?
  - iv. Who has the sense of caring and helping? How do you know it?
  - v. Why didn’t they call the father?

### **Put into Practice**

You want people to do their things independently as Hira Devi does. Listen to the audio material once again and respond to the following situations using suitable reflexive pronouns like: yourself, yourselves, themselves, himself, herself, etc.

**Your friend** : Please go and tell the class teacher I want to go home.

**You** : -----.

**Your Mother** : Your brother can’t wash his clothes properly. Go and wash them for him.

**You** : -----.

**Class captain** : The group of Mandira, Krishna and Rajnarayan can’t write the report to be submitted to the teacher. Can you prepare it for them?

**You** : -----.

**Rojina** : Laxmikant told me to request you to write his leave application and give it to the class teacher.

**You** : -----.

## ***Speaking***

### **Think and Act**

- a. Do you help your parents at home and teachers at school? How do you help them?
- b. You can do many things independently. Time has taught you to be able to do. Make a list of any three things which you can do yourself.
  - i. .....
  - ii. .....
  - iii. .....

### **Study Time**

Read what Sharada has to say about her sister, Manju and mark her ability and inability.

Manju, my sister, grew from not-being-able to now-she-can. When she was very little, she was too scared to go down the stairs. Time went by, and now she can. When she was little, she couldn't pour milk on her cereal bowl without spilling. Time passed, and now she is able to do so. She once wasn't able to colour inside the lines but now she can. She wasn't able to make a call, and now she can do video calls. Manju couldn't solve even the simplest problems of Mathematics at



primary level but now she can solve her mathematical problems herself. Once my head was too high for her, now she can rest her head on it. What she can't do yet is stay away from me. I am sure with the passage of time she will be able to do that too.

### **Put into Practice**

- a. Study the example and have similar conversation in pairs.

*Example:* sing/ English songs? yes/ no

A : Can you sing English songs?

B : Yes, I can. Or No I can't but I can sing Nepali songs.

*Example:* wash clothes/ when ten? Yes/ no

A : Could you (were you able to) wash your clothes when you were ten years old?

B : Yes, I could wash my clothes myself. Or No, I couldn't/ wasn't able to then but I can wash them now.

i. Speak Japanese/ Hindi/ Maithili/ Bhojpuri ? Yes/ no

ii. Play volley ball/ football/ basketball/ madal/ flute/ guitar? Yes/ no

iii. Go to school alone/ carry your bag/ do your homework/ put on your dress when five? Yes /no

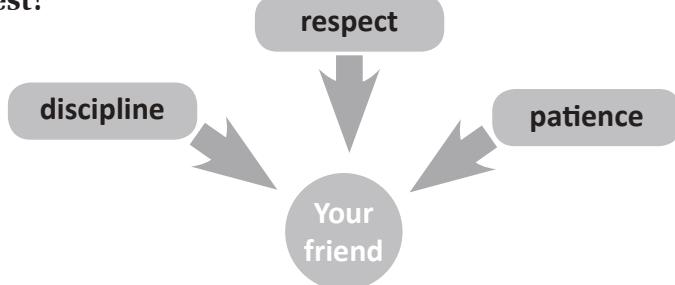
iv. Write letters/ draw pictures/ ride bicycle/ make rice/ work on computer when you were in the middle school? Yes /no

- b. Do you have your younger brother/sister/cousin/niece/nephew? You must have seen them growing. Remember some interesting activities which they could/couldn't do when they were small. Collect the real information you have about them and tell them in such a way that they smile listening to your description.

### **Writing**

#### **Think and Act**

- a. Who is your best friend? What are the qualities that make him/her the best?



- b. Prepare similar type of word web of good qualities that your best friend possesses.

## **Study Time**

**Examine the topic, topic sentence, body and concluding sentence of the given paragraph. The first sentence is the topic sentence. It incorporates the main idea of the paragraph. The last sentence is the concluding sentence. It restates the topic sentence.**

### ***Pradeep, My Best Friend***

Pradeep Adhikari is my best friend for many reasons. Among many good qualities, his discipline always impresses me. He is self-disciplined. Not only in school and with teachers, he is well mannered at home too. His daily routine is appreciable. The way he dresses up; the way he arranges things and the way he behaves with others always fascinate me. Also, he shows respect to parents, elders and relatives. He respects not only teachers at school but also non teaching staff. Everyone likes his speech. He is positive towards every situation. If anyone makes a fuss of anything and blames him, he takes things positively and settles back to being cool and calm. Moreover, his patience is his ornament. He never gets excited or afraid of anything. He never worries too much. Similarly he can sing and dance very well. He can also play different musical instruments too. The only weakness I think he has is; he cannot say no to anyone. The interesting part is that he is able to impress everybody by his positive attitude. However, as nobody can, Pradeep is not capable of making everybody happy. He is punctual and advises everyone to be so. He always advises me that I should not be nervous in any difficult situations. In his view, problems always come with solution. It's just a matter of unfolding them. Once we try to unfold the problems, we uncover solutions. Such views always attracts me. In my view, his helping nature makes him sympathetic and empathetic towards others. Because of his patience, he is popular among friends and teachers. He is cool, calm and controlled. In short, Pradeep is my role model even though he is my contemporary.

## **Put into Practice**

Who has great influence in your life? He/she can be your parents/ siblings/ relatives/ teachers/ friends or a famous personality. Prepare a word web to describe your role model. Write a paragraph describing him/her and his/her in/ability. Include the topic, topic sentence, body and concluding sentence.

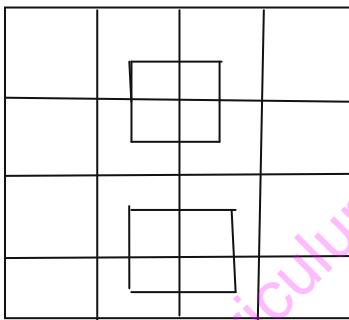
## *Creative Task*

**Find out as many connectors (connectives) as you can from this puzzle.**

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

## **Fun Corner**

**Can you find how many squares there are?**



**UNIT****13****EXPRESSING  
CONGRATULATIONS****Reading****Think and Act**

- Do you remember the grade eight English book? What are the interesting things you can still remember? Review and list any five of them.
- Can you tell a few things about grade nine English text book to the class? What have you learnt until this date? What will you learn from it? What do you expect from this book? Discuss it.

**Study Time**

**Do you like watching movies or reading fictions? Read the reviews given below.**



## A Specimen of Movie Review on ‘Jhola’

**Title of the movie:** *Jhola*

**Director:** *Yadav Kumar Bhattarai*

**Producers:** *Raj Timalsina, Ram Gopal Thapa and Sushil Shah*

**Starring:** *Garima Panta, Desh Bhakta Khanal, Sujal Nepal, Laxmi Giri and Deepak Chhetri*

**Genre:** *Social*

**Duration:** *90 minutes*

**Language:** *Nepali*

**Release Date:** *7 December 2013*

‘Jhola’ is a Nepali film based on Krishna Dharawasi’s short story “Jhola”. It has depicted Nepali society about the *Sati* tradition that was prevalent until the 1920s. The film has beautifully presented the issues of violence against women. “Has Nepalese society really passed through such inhuman tradition?” is the question every youngster wonders about.

The plot develops with the death of Garima’s husband in which she has to immolate herself upon her husband’s death, typically on his funeral pyre. She is supposed to be burnt alive with the dead body of her husband according to the tradition. However, she escapes the fire and hides in a cave. The help of her son fascinates the audience.

Almost all the scenes seem realistic and historical. Traditional tools like *dhiki*, *janto*, *madaani*, etc. give a traditional look to the film. Similarly traditional lights like ranko, diyalo and fire place represent ancient environment to the spectators. In addition to *Sati* tradition, the movie also touches Kamara Kamari(a kind of slavery) tradition. What a beautiful cinematography it is! I think costumes of the artists and the leaf music in traditional tunes touch the heart of every one present in the cinema hall. Garima’s natural appearance, her role and her acting are spellbinding and add to the beauty of the movie.

This is a must watch movie. Don’t miss it.

## A Specimen of Book Review on 'Lord of the Flies'

**Title of the Book:** *Lord of the Flies*

**Author:** William Golding

**Publisher:** Penguin Book

**Characters:** Jack, Piggy, Ralph, Eric, Rojer, Simon, Sam , etc.

**Genre:** Fiction

**Year of Publication:** 1954 AD



William Golding's "Lord of the Flies" is still popular among teenagers. Its popularity is heightened because it is a blend of mystery and adventure. Furthermore, it carries the message to be civilized by remaining under law and order despite the absence of seniors for peaceful living.

The story opens with a plane crash leaving a group of reckless schoolboys in a deserted island. In the beginning, it seems as if the young boys' dreams have come true. They wouldn't want a whole island to play on all day without any nagging from the adults. Soon they start governing themselves by electing a leader in spite of the absence of any adults. The plot develops with the struggle of the leader and protagonist, Ralph and Jack, the antagonist. Soon hunger of power creates conflicts and that leads to anarchy. Gradually, their decisions and actions turn from worse to barbaric and bloody. This leads to the tragic end of the children's world.

Ralph's innocence is the most appealing. Later his maturity and realization is another fascinating part of the plot. It gives the lesson that life is not at all about how many friends you have and how popular you are, nor is it just having fun. The more one reads, the more one discovers the deep meaning of these questions- Are people naturally prone to evil? Which is better-to have rules and agree, or to hunt or kill? Indeed inner meaning is dark, tragic and pessimistic but it makes the reader wonder how thin the line between good and evil really is. Yet, it deals with a fundamental issue of humanity. What a transformation from innocence to experience it is!

Almost every reader would recommend this book to teenagers who want to try something different or who like adventure and mystery.

## 1. Enrich Your Vocabulary

- i. From the text find the words which are similar in meaning to these words.

actors (movie)	sacrifice (movie)
entralling (movie)	troublesome (book)
chief character (book)	lawlessness (book)

- ii. Write short answer to the following questions:

- Who is Garima?
- Which social evil is depicted in the movie 'Jhola'?
- What is the best part of the film?
- Who are the major characters of the Lord of the Flies?
- Where does the story of the boys begin?
- Why do you think the boys chose a leader?
- Does the story of the boys have happy ending? Why? Why not?
- Whom does the reviewer recommend the book to?

## 2. Read and Complete

Read both of the texts again and complete the table below with the correct information.

Items	Names	Author/ Director	Date Released/ Published	Main Characters	Genre
Movie					
Book					

### Put into Practice

You must have watched many movies and read many books. Complete the table below with correct information.

S.N.	Name of the book/movie	Author/ Director	Chief characters	When you read/watched	Feedback
a					
b					
c					

## Grammar

### Think and Act

These sentences have been extracted from the texts above. Read them and examine what kinds of sentences they are.

- a. The help of her son fascinates the audience. (gives information)
- b. Has Nepalese society really passed through such inhuman tradition? (asks question)
- c. Don't miss it. (gives negative command)
- d. Which is better-to have rules and agree, or to hunt or kill? ( asks information question)
4. What a transformation from innocence to experience it is! (Expresses exclamation)

### Study Time

Sentences can be affirmative, negative, interrogative, imperative or exclamatory.

- a. Look at the examples and change the sentences given below into negative and interrogative:

**Example :** He is an early riser. (Affirmative)

He is not an early riser. (Negative)

Is he an early riser? (Interrogative)

**Example :** She looks slim in this dress. (Affirmative)

She does not look slim in this dress. (Negative)

Does she look slim in this dress? (Interrogative)

- i. He can write a formal letter.
- ii. It is raining outside.
- iii. She works in the field.
- iv. It barked at night.
- v. They have completed their task on time.
- vi. She will ask you a funny riddle.

- b. Look at the examples and change the sentences given below into negative.**

***Affirmative***

Let him dance on the stage.

Shut the door.

She has brought some pencils.

Some of them entered the cinema hall.

Either he or his mother will help me.

i. Either she or her friends went there.

ii. Somebody messed this up.

iii. She always wears a blue dress.

iv. I have written several poems.

v. Let her sing a Bhojpuri song.

vi. Let them play cricket on this field.

vii. He likes ice- cream, too.

viii. Turn the key in the anticlockwise direction.

ix. Do it carefully.

***Negative***

Let him not dance on the stage.

Don't shut the door.

She has not brought any pencils.

None of them entered the cinema hall.

Neither he nor his mother will help me.

- c. Change the following sentences into Affirmative sentences.**

i. Don't speak so loud.

ii. Will he not be available in the meeting?

iii. She won't appear for her board exam.

iv. They didn't get any food in the hotel.

v. Has she not written any novels?

vi. There isn't anything important to say.

vii. Does she not hear anybody crying?

viii. Have you not sent a mail?

### **Put into Practice**

**Have you ever heard the story of the Fox and the Grapes? Here is the same story but the sentences are not in the correct forms. Change the sentences into affirmative or negative as required so that the story becomes meaningful. You can give it a suitable title and read it out.**

One afternoon a fox was not walking through the forest and spotted a bunch of grapes hanging from over a lofty branch.

“Just the thing to quench my thirst! I will not jump high and get the whole bunch,” thought he.

Taking a few steps back, the fox did not jump and just missed the hanging grapes. Again the fox took a few paces back and did not try to reach them but still failed.

Finally, giving up, the fox did not turn up his nose and said, “They’re not probably sour anyway. Unripe fruit does me good. If I eat them, I will not be sick”. With this thought the fox did not proceed to walk away.

Moral: It’s not easy to despise what you can have.

### ***Listening***

#### **Think and Act**

Have you ever congratulated anyone or received congratulations from others? On what occasions do we congratulate people? Write any four such occasions.

#### **Study Time**

**Listen to the audio material and do the activities that follow:**

- a. Write ‘True’ for true statements and ‘False’ for the false ones.
  - i. The speaker makes a special announcement.
  - ii. Participants other than the winner are not congratulated.
  - iii. It was a national level handwriting competition.
  - iv. The audience congratulates the stars with clapping.
  - v. The school has just finished the examination.

- b. Listen to the audio again and answer the following questions:**
- What is the assembly for?
  - Name the organizer of the handwriting competition.
  - Why is Dalbir congratulated?
  - How do the students congratulate the winner and the participants?
  - Who will distribute the exam routine and the notice?

### **Put into Practice**

Prepare similar type of speech and congratulate any member of your school for his/her achievement.

### ***Speaking***

#### **Think and Act**

Look at the picture below and discuss it with your friend. What is happening?



## Study Time

**Two friends are talking on the phone. Read and find out what they are talking about.**

**Dhiraj** : Hello! May I talk to Bhim?

**Bhim** : Oh, Dhiraj! Congratulations!

**Dhiraj** : Oh my god! I can't believe it. How did you know about it?

**Bhim** : I'm your best pal. What do you think? I do have all updates about you though you are abroad.

**Dhiraj** : Oh! Many thanks, my dearest friend. I miss you.

**Bhim** : I miss you too.

**Dhiraj** : I'm so happy that you have topped your university. We are proud of you. My parents also wanted to congratulate you on your success. They are also very happy. Your hidden talents are unfolded. I'm really proud of you, friend!

**Bhim** : It's always pleasant to hear from you. The credit of my success goes to you. We used to share everything, didn't we? But this time I'm really sorry. I was quite busy. Hope you understand.

**Dhiraj** : Never mind.

**Bhim** : But actually how did you come to know about it?

**Dhiraj** : Stupid! I read about it from a daily news paper, the News Express. Your photo startled me. When I went through the lines, I was almost crying. Dear, I can't express in words how happy I was. Again I would like to congratulate you on your great success. Keep up the spirit, man!

**Bhim** : Thank you so much.

**Dhiraj** : You're most welcome. Bye for now.

**Bhim** : Bye !

## Put into Practice

Work in pairs. Take it in turns. You and your partner play the role of A and B and soon swap it up. Look at the examples and use the clues likewise.

**A** : win the race-sports day

**B** : Congratulations!

**A** : Response

**Example:**

A : I won the 200 metre race in the Sports Day at school and got the gold medal.

B : Did you? Congratulations!

A : Thank you, indeed.

Get a good job/I'd like to congratulate

Elected captain in the class/accept my sincere congratulations

Win the first prize/I'd like to congratulate

Stand first in the final examination/accept my heartiest congratulations

Fully recovered from serious illness/congratulations

Get a scholarship to study abroad/I'd like to congratulate

**Writing**

**Think and Act**

All the following expressions can be used to congratulate people on their success. Which one of them would you like to use to congratulate on the success of your near ones?

- a. Congratulations!
- b. Congratulations on your success!
- c. Let me congratulate you on your new job.
- d. Let me say congratulations on being selected for the competition.
- e. I'd like to say congratulations. You did a marvelous job.
- f. That's great news. Congratulations!

**Study Time**

A message of congratulation is sent to a person who receives recognition for any achievement, passes a birthday, plans an interesting vacation, gets promoted, joins a new job, recovers from illness, etc. It is also sent to a company, institution, etc. Read the formal message of congratulation given below.

## **Hearty Congratulations!**

**Oscar Ojha**

What a remarkable accomplishment!

Congratulations on receiving the



## **Annual Best Athletics Award-2015.**

No one is more deserving than you to get this prestigious award. I'm proud of you. Your hard work and diligence have been certainly paid off. I'm sure of seeing and hearing a great deal about your achievement in the future. You have a bright future.

*Keep up the spirit!*

Nhyima Tenzing Sherpa  
ABC Institute, Birgunj, Nepal

### **Put into Practice**

- a. Suppose your best friend got the title ‘Student of the Year’. Write a message of congratulation to appear in a newspaper. Use the message of congratulation above as the model.
- b. Read the review specimens and the table you have completed below them once again. Based on the recently read book or a movie you have watched, write a review. You can take the specimens as your models.

### **Creative Task**

- a. One of your friends has put on his/her best effort and has been honored for the title ‘The Best Player of the Session’ by his sports club. Write him/her a congratulatory letter encouraging him/her to do much better in the days to come.
- b. Form a group of three. Imagine that you are the director, producer and story writer of a feature film. Now your film is ready to be released. Make a poster for the movie.

## **Fun Corner**

A couple was going on vacation. His wife was on a business trip so he went to the destination first and his wife would meet him the next day.

When he reached his hotel, he decided to send his wife a quick email.

Unfortunately, while typing her address, he mistyped a letter. His note was directed instead to an elderly preacher's wife whose husband had passed away only the day before.

When the grieving widow checked her email and had a glance at the message, she let out a piercing scream, and fell to the floor in a dead faint.

At the sound, her family rushed into the room and saw this note on the screen:

*Dearest Wife,*

*Just got checked in. Everything prepared for your arrival tomorrow.*

**UNIT****14****ASKING FOR PERMISSION****Reading****Think and Act**

Books are for information, knowledge and facts. Likewise games and sports are for fit and healthy body. The complete development of mind and body is only possible by their unison. Do you agree? Write down two points each showing the importance of books and games and sports.

**Books:**

- a.....
- b.....

**Games and Sports:**

- a.....
- b.....

## Study Time

Read the following conversation and observe distinct views on books and sports. Find out how the sons ask for their mother's permission.

**Permission Granted!**



(It's winter. Saurab and Saswot are twins. Saurab is busy with his laptop in a sitting room. Saswot is doing assignment in his study room. Their mother, Tripta, is watering plants in the garden. Sports day invitation card is lying on the table. Suddenly Saurab happens to see the invitation card and his eyes sparkle.)

**Saurab:** Hurrah! Only seven days to the Sports day! (Looking at Saswot) Good heavens! Saswot! Come out, shut up all books, and let's have some practice for sports day.

**Saswot:** (in a low voice) I know; but you must remember that our examination is near. I want to use every single minute I can get for study. I'm sorry. I can't join you. Is it OK if we go for practice in the evening?

**Tripta :** (Enters) Hey! (growls) Are you going to make a fuss?

**Saurab:** Mom, absolutely not!

**Saswot:** Actually, he's just insisting that I go for practice. Mom, I prefer to study rather than practise sports because our examination is near. Please tell him not to disturb me.

**Tripta :** Oh! Saurab, I know! You're planning to go for a practice, aren't you?

**Saurab:** (smiles) Yes, mom.

**Tripta:** (sits) You don't say so! Well, you are good at sports. Even if you don't practice, you will bag at least four gold medals.

**Saurab:** (boastfully) Hmm. In fact, I am thinking of hat-trick in 400 metre race.

**Saswot:** Oh, I see! (Murmurs)

**Saurab:** (goes near Tripta) Don't you know mom, all a man needs to get on in the world is some brains, common sense and plenty of push. (looks at Saswot) One can't learn these things from books.

**Tripta :** Aren't you spoiling your intellectual growth for the sake of sports?

**Saurab:** I loathe a thin, pale, narrow chest, poor eyesight and hunch-back. I love living the moments. Look at my broad chest and feel my biceps! I like to live in the present. It's all possible because of my sports. They make me alive. Sticking one self at heap of books is out of my imagination.

**Saswot:** (angrily) I know! You mean to say I'm to consumed in books! My dear, don't forget what is important in the present time. You're master of your soul. Do what you feel like doing. For me, my mind is far more important than my body. I cultivate my mind; you develop your body...

**Tripta :** (Interrupts) Can you please stop this argument? Well, you both are right and both wrong. Saurab, you need to be little cautious about your study. And Saswot, you have to have little physical exercise for your holistic development.

**Saswot:** Ok, mom, is it alright if I carry on with my studies now?

**Saurab:** If so, may I go for practise now? I'll be back soon.

**Tripta :** So, for today, both of you practice for sometimes and after wards settle down for thorough revision.

**Saswot:** Sure! I've already done half of it.

**Tripta :** Saurab, what about you?

**Saurab:** Would you mind if I start my study after the games practice? Is it OKY, if I wear my new jersey?

**Tripta :** It's OK.

**Saurab:** Mom, would it be possible for us to go on a bike? This way we can save our time.

**Tripta :** Oh no! Are you kidding? You must have your driving license first. You'd better go by bus.

**Saswot:** I think we'll be late. Do you mind if I request you to drop us there?

**Tripta :** Hmm! Is it alright if you return by bus?

Saswot and Saurab: It's Ok. Thank you, mom!

*(All exit.)*

### 1. Enrich Your Vocabulary

Match the phrases under column with A their meanings under column B. Find the sentences consisting of the phrases in the book and read them to confirm their meanings.

A

- a. Make a fuss
- b. Plenty of push
- c. For the sake of
- d. Settle down
- e. Cautious about
- f. Holistic development

B

- i. in order to get or keep
- ii. begin to give attention to something
- iii. complete/all-round progress
- iv. show anger or complaints about something unimportant
- v. a lot of encouragement
- vi. careful about

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

May I		for us to go on your bike?
Is it OK		you return by bus?
Would you mind	(if)	go for practice now?
Is it alright		I request you to drop us there?
Would it be possible		wear my new jersey?

### 3. Put the following sentences in correct order:

- a. Mother allows her sons to go for practice.
- b. Saurab asks for permission from his mother.

- c. Saswot prefers cultivating his mind rather than going for practice.
- d. Saswot does not like to go by bus and requests his mother to drop them.
- e. Mother asks her sons to go by bus.
- f. Mother objects to Saurab's proposal.
- g. Saurab is excited because of an approaching sports day.

**4. Read the text again and answer these questions.**

- a. How are Saswot and Saurab different from each other?
- b. What according to Saurab are the benefits of involvement in sports?
- c. Which do you think is more important, books or sports? Support your answer with a reason.
- d. What should we do for holistic development?
- e. If you were the mother, how would you convince Saswot to go for practice?

**Put into Practice**

- a. Work in groups. Collect as many points as possible on importance of sports in human life. Present your idea in class.
- b. Work in groups. Discuss the role of education in human life and prepare a short speech on it.

**Grammar**

**Think and Act**

- a. Mrs. Jha lives next door to Tripta. She heard the following expressions clearly from her room:**

**Saurab :** Come out, shut up all the books.

**Tripta :** Are you going to make a fuss?

**Saswot :** I want to use every single minute I can get for study.

As her husband was home, she narrated to him what she had heard. She said:

Our neighbours have had a noisy discussion. Saurab commanded his brother to come out and shut all the books. Tripta asked whether they were going to make a fuss. Saswot said that he wanted to use every single minute he could get for study.

**b. Study the following:**

- i. Palten says, "I have won the match."
- iii. My sister said to me, "Arrange your books."



- ii. Krit said, "I am playing football."
- iv. Mother asked him, "Are you going to clean your room?"



**Now, report what the different people have said .**

## Study Time

Go through the following examples and do the activity that follows:

Direct speech	Reported Speech
Sanskrit says, "I'm doing my best."	Sanskrit says that he is doing his best.
Sapu said, "He plays soccer very well."	Sapu said that he played soccer very well.
Prem said to Akhil, "I have planned to publish a book."	Prem told Akhil that he had planned to publish a book.
Tuleshwor said to Madan, "When will you meet us?"	Tuleshwor asked Madan when he would meet them.
Sikha said to students, "Maintain silence."	Sikha commanded students to maintain silence.
Roojina said to Rajiv, "Can you please help me tomorrow?"	Roojina requested Rajiv to help her the next day.
Suraj said to Aashakti, "You were kind to me."	Suraj told Aashakti that she had been kind to him.

a. Change the following into indirect speech:

- i. Yangchen says, "I don't like to study all the time."
- ii. Prithvi will say, "He can't win me."
- iii. Priyanka said, "Sarita likes to dance with me."
- iv. Dinesh said to his friends, "Wood floats in water; iron sinks."
- v. Sharmila said to Suman, "I will tell you my top secret tomorrow."
- vi. Benju said to Julia, "Bhawani joined university last year."
- vii. Padma said to her son, "Don't waste food."
- viii. Harimaya said to Phiroj, "What were you doing when I knocked at the door?"

- b. As you were on your way to school this morning, you met a foreigner. Here is the part of conversation between you and the foreigner.



**You** : Where are you from? How long have you been in our area?

**Foreigner** : I'm from Wales. It's in the UK. I've been here for a week and will be staying for two more weeks.

**You** : Can you speak Nepali? My English is not so good.

**Foreigner** : Your English is perfect. I'm sorry that my Nepali is very poor. I can only say 'Namaste!'

**You** : Thank You. My name is Rudramati Thapa Magar. I am a ninth grader. What's your name?

**Foreigner** : I am Roger Jones. I am a head teacher of a school in Wales. I want to establish sisterly relations of my school with some schools in Nepal. I'll visit your school, too.

**You** : Please do visit our school. But don't come tomorrow because it's Saturday and it's a holiday.

**Foreigner** : Thank you for the information. By the way does your head teacher speak English?

**You** : Yes, she does. She is an English teacher and has very good English.

**Foreigner** : Great! Please inform your head teacher about our meeting. Tell her I'd like to see her very soon. Thank you. Bye for now.

**You** : Bye Roger.

**Now, you are at school. You are telling your head teacher about your meeting with Roger.**

**Begin like this:** Miss, as I was on my way to school, I met a foreigner. I asked him where he was from and how long ...

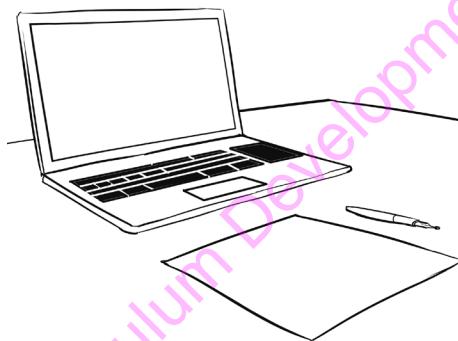
### **Put into Practice**

Read the conversation again and pick some of the important sentences of the characters. Change them into indirect speech and write in a paragraph form.

### **Listening**

#### **Think and Act**

**Look at the pictures and guess what they are about.**



#### **Study Time**

- a. In the table below are the sayings of Traditional Test and Contemporary Test. Listen to the audio and tick in the right boxes.

Sayings of Traditional Test and Contemporary Test	Who says?	
	Traditional	Contemporary
It's all because of you.		
What a pleasant surprise!		

Where have you been?		
Don't you think you need equipment which is expensive?		
Sorry friend, I am unable to wait for the ones who can't change with time.		

- b. Some of the following words describe the qualities of Traditional Test whereas others describe Contemporary Tests. Listen to the audio again and write TT if they go with Traditional Tests and CT if they describe Contemporary Test.

Cheaper -----	advanced -----
time consuming -----	accessible anytime and anywhere -----
expensive -----	many materials -----
faster -----	going to extinct -----
popular -----	more reliable -----

### Put into Practice

Listen to news from the radio or watch news on television. Note down interesting ideas of different people. Then report their ideas to your friends in your class.

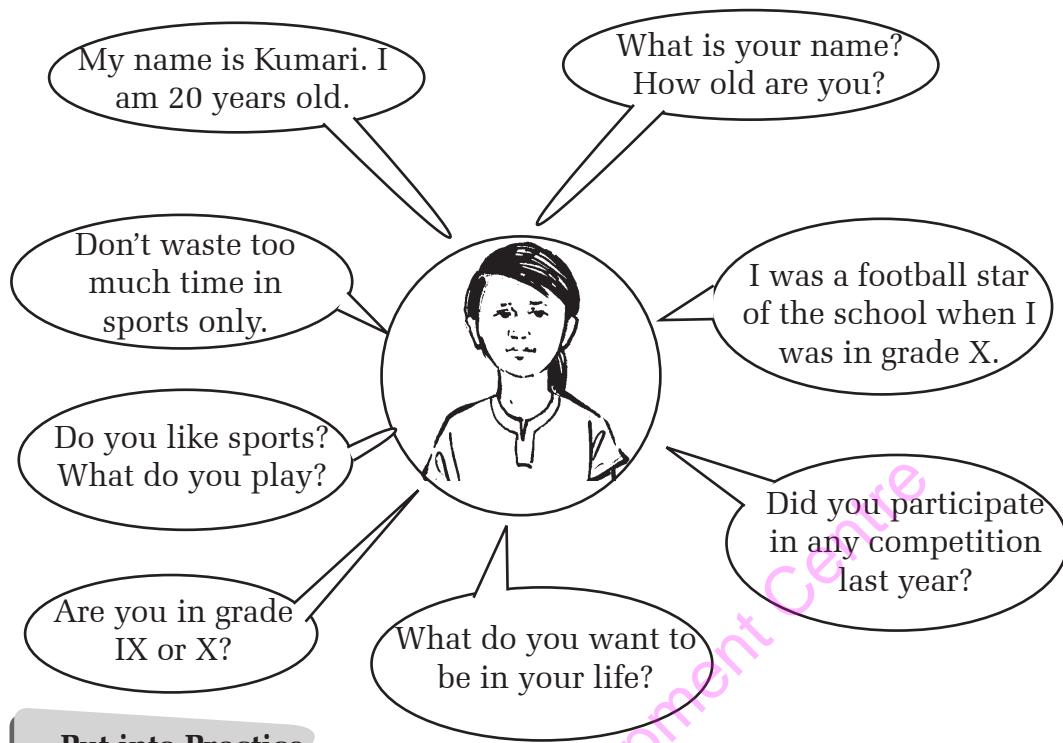
### *Speaking*

#### Think and Act

Think for a minute and try to remember what your teacher said a few days ago. Write down a statement, a command and a question that he/she asked, and report it to your friends.

#### Study Time

Kumari is one of your senior students. You met her on your way home. The things Kumari said are in the speech bubbles. Work in pairs. Take it in turns to read the speech bubbles and report them.



### Put into Practice

Prepare a questionnaire to get basic information about one of your friends. Interview him/her and note down the sentences as he/she says. Later change the sentences into indirect speech and develop it in the form of a paragraph.

### Writing

#### Think and Act

**Look at the notice board below and discuss the given questions in pairs.**

- Who is Pari Lakhani?
- Which institute is she related with? Where is it?
- When was the notice issued?
- How will the donations be used?
- Who is the donation being raised for?

**Pushpa Institute**

**Nawalparasi  
Notice!**

**20th March 2015**

**Attention Please!  
Lend a Helping hand**

Your help and co-operation are required to make a difference in the lives of the Earthquake-2072 victims. Donate generously. Deposit your contribution to the undersigned by 25th March 2015. The money so raised will be spent on medicines and clothes for the needy ones.

**Pari Lakhani  
President**

**Study Time**

A notice is a formal means of communication that is written in order to inform specific group of people like pupils, staff or public. It could be about an event or an activity like an exhibition, an excursion, a meeting, a show, a competition or an inauguration which is going to take place in near future.

**Read the following draft of a notice written by a secretary of Eco Club to create awareness regarding harms of plastic and answer the questions that follow.**

**Naulo Bihaani School**

**Dhangadi**

**NOTICE !**

**15th January 2015**

**BAN THE PLASTIC**

The Eco Club is observing a Plastic Ban Week i.e. from 22 January, 2015 in our school. Several activities including songs, street plays, declamation, and poster making competition, and cleaning campaign will be held to create awareness about the ill-effects of plastics on our environment. For further details, please contact the undersigned.

**Meher Moktan  
Secretary, Eco Club  
Mobile: 98484745530**

- a. Who is this notice for?
- b. What activities will be held during the Plastic Ban Week?
- c. What is the purpose of the activities?
- d. Who issued the notice?
- e. How can one get further information regarding the Plastic Ban Week?

### **Put into Practice**

- a. Imagine that you are the Principal of your school. Prepare a notice to notify all the students that your school is organizing school picnic on coming Sunday. Mention venue, date, time and other information in your notice.
- b. Imagine that you are the Head Girl/Boy of your school. Your school is organizing a tour to Palpa, Chitwan and Lumbini during the Winter Break. Write a notice in not more than 50 words giving detailed information to the students and inviting them to join it.

### *Creative Task* \_\_\_\_\_

Imagine you have got a lottery to travel in a time machine that takes you in a prehistoric time. It takes only ten passengers for a fortnight. Plan out for the following:

- a. Whom do you take?
- b. Where do you go? When?
- c. Make a list of out the things that you would like to take with you.
- d. Draw the picture of a time machine and name it.

### **Fun Corner**

#### **Answer the riddles:**

- a. Biru's height is six feet, he's an assistant at a butcher's shop, and wears size 9 shoes. What does he weigh?
- b. Take off my skin - I won't cry, but you will! What am I?

- c. Two girls were born to the same mother, on the same day, at the same time, in the same month and year and yet they're not twins.

How can this be?

- d. Take away my first letter, and I still sound the same. Take away my last letter, I still sound the same. Even take away my letter in the middle; I will still sound the same. I am a five letter word. What am I?

a. meat

b. an onion

c. *the two babies are two of a set of triplets*

d. empty

**UNIT**

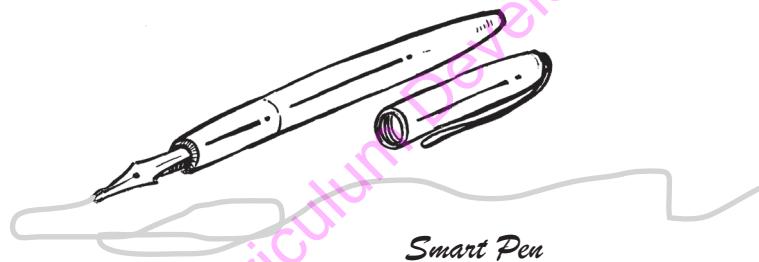
# 15 APOLOGIZING AND RESPONDING TO AN APOLOGY

**Reading****Think and Act**

Look at the advertisement given below, and discuss the following questions.

- a. Where do you find this type of writing?
- b. Why is it published?
- c. Who is it published for?

**YOU WILL SAY  
IT'S NEVER HAPPENED BEFORE**



**UNSTOPPABLE**

**RECHARGEABLE**

Special offer on Children's Day- BUY 1 GET 1 FREE!

Bye, Bye, Ink and Refills!!

Features:

- as light as feather
- available in different colour
- requires password to open
- eraser, watch and torch attached
- letters reader metre

# *The News Express*

Kathmandu, Tuesday,

March 17

8 Pages

Price Rs. 10.00

## **INSIDE TODAY'S PAPER**

### **Climate change threatening rhododendron**

Experts have warned that rhododendron (*Rhododendron arboreum*) has been affected due to climate change, over exploitation and lack of government monitoring.

### **NATIONAL, 3**

### **INTERNATIONAL, 4**

**A woman celebrates 100th birthday with a sky dive.**  
South African Gergina Harwood has a parachute jump to celebrate her 100th birthday.

### **Power of technology**

The mobile phone is small in size but the size of its benefits is beyond the calculations.

### **BUSINESS, 5**

### **SPORTS, 8**

#### **Nepal beats Canada**

Nepal defeated Canada by seven wickets to register their second straight victory in the ICC World Cricket League (WCL) Division-2.

### **OPINION, 7**

**We'll make a difference.**  
**WEATHER REPORT, 2**

## **Rover Finds Clue of Possible Life on Mars**

**KATHMANDU, MARCH 16**

**BY L. SHARMA**

NASA's Curiosity Rover has recorded a burst of methane that lasted at least two months. From this, scientists have seen possible explanations for the methane. One possibility is that it is the waste product of certain living microbes. The Scientists reported that for the first time they had confirmed the presence of carbon-based organic molecules in a rock sample.

"This is really a great moment for the mission," Dr. Grotzinger reported in a news conference. Calculations have indicated that any methane there now must have been created recently.

MARS, PAGE 4

## **Swine Flu Infected Reached 10 In District**

**CHITWAN, MARCH 16**

**BY P. POUDEL**

Two more cases of swine flu have been detected in Chitwan. According to the District Public Health report, two out of 43 samples that had been sent to the capital tested positive for swine flu. With this the total number of the infected persons has reached 10 in the district.

According to the officials all the patients who have been diagnosed with swine flu virus have been treated so far. They advised to the public to stay away from crowded places and wear masks to be safe from swine flu virus. It is said that cough, fever, sore throat, runny nose, body aches, headaches, chills and fatigues are symptoms of swine flu. They also claimed that they have adequate supply of necessary drugs and vaccines to treat the flu.

SWINE FLU, PAGE 3

## **PRECIOUS DIAMOND**

Unique Collection

## **1. Enrich Your Vocabulary**

### **i. Find the similar words from the text to the given words:**

beaten	record	discussion/meeting	marked
exhaustion	sufficient	medicine	definite

### **ii. Read the texts and decide whether the following sentences are true or false.**

- a. The botanical name of our national flower is Rhododendron arboretum.
- b. “Nepal Beats Canada” is the top story of the newspaper.
- c. Swine flu killed 10 people in Chitwan district.
- d. “We’ll make a difference,” is the title of business news.
- e. Gergina Harwood died in a sky diving accident.
- f. Using masks and avoiding crowded places are safety measures of Swine flu.
- g. Scientists have suspected that methane can be the waste product of certain living microbes.

## **3. Read the text again, and answer these questions.**

- a. What does ‘beyond calculations’ mean?
- b. What does WCL stand for?
- c. Where do we find the complete news of Mars?
- d. What did Dr. Grotzinger say about findings?
- e. What are the symptoms of Swine flu?
- f. What are the great threats to rhododendron?
- g. What is the advertisement in the newspaper about?
- h. What is a “rover”?

### **Put into Practice**

- a. Prepare a similar type of advertisement of any product that you like to launch.
- b. Work in groups. Prepare the front page of a newspaper with an INSIDE section.

## **Grammar**

### **Think and Act**

**Read the following text, and discuss the questions with your friend.**

Meditation is invaluable and indispensable tool which helps to reveal reality of all things. In other words, meditation is process to enlighten person. It can be means of curing all sufferings. Not only that it also develops ability to concentrate and absorb knowledge correctly. If anyone likes to achieve excellence, meditation is best solution. Many researchers have proved that practice of meditation in daily life leads to understanding value of right view.

- a. Is the text clear enough to convey the message?
- b. What do you think is missing in the text?
- c. If you insert appropriate article wherever necessary, will it be meaningful?

### **Study Time**

- a. Complete the following news inserting the appropriate articles wherever necessary.

#### **An Unbelievable Truth**

....week ago, .... MBA student, Mr. Tribikram Poudel, was successful to prove himself .... luckiest person of ....time. It is because he got .... lottery and won the most expensive car of the world, Lamborghini Veneno Roadster. He was handed over .... key of .... car in California, .... US state on .... Pacific Ocean. It was said that he was .... enthusiastic and passionate lad to buy lottery tickets every year. For .... great surprise, he announced that he would bring .... car in Nepal and keep in Tundikhel for .... exhibition. He also told that he would take the car on a tour of the country, from .... east to ....west. According to .... reporter Mr. Poudel was planning to bring .... skilled mechanic with him. This news became .... top story of daily newspapers. The Breaking News offered to be .... corporate sponsor to help pay for .... tour of Lamborghini Veneno Roadster.

### **Put into Practice**

#### **a. Insert appropriate articles in the given paragraph.**

We should make ..... effort to help out with house chores because it is also our home. We are using our house daily and it is .... expression of loving where we live. We should help to clean and organise every room. It develops .... sense of duty and ....responsibility to .... assigned task. And, it also shows .... value of working as.... team. This increases our skills and keeps us fit and healthy. Not only that .... clean house is ....symbol of peaceful and harmonious family. In the long run, students will become ... person willing to lend .... hand. Besides, it affects .... community's harmony and well-being.

#### **b. Insert appropriate articles wherever necessary.**

- i. Twelve inches makes ..... foot.
- ii. ..... wisdom is the gift of heaven.
- iii. Would you pass me ..... pen?
- iv. ..... fourth chapter of this book is interesting.
- v. ..... smartest student of this class is reading....Vedas.
- vi. ..... more you give, ..... more you get.
- vii. Yesterday I saw a monkey. .....monkey was hurt.
- viii. I went to .....hospital to see my aunt.
- ix. .....horse is .....useful animal.
- x. I found .....one-rupee note on the bank of river.
- xi. This is .....useful exercise.
- xii. He saw .....European in .....union office.

### **Listening**

#### **Think and Act**



**Look at the picture above and tick the correct sentences.**

- a. How do you choose a book to read?
  - i. I choose only the books that are recommended by my friends.
  - ii. I choose books which are recommended by my teachers, elders and friends.
  - iii. I choose according to my area of interest.
  - iv. I don't choose. I read all types of books.
  - v. I always choose books according to my interests, habits, likes and dislikes.
  - vi. I seldom read because I don't find good books.
  - vii. I rarely read because reading does not give me pleasure.

### **Study Time**

**a. Listen to the audio material and answer the following:**

- i. Note down important ways of choosing books.
- ii. What makes your reading pleasant?
- iii. Why should one choose appropriate books to read?
- iv. How should one read books?

**b. Listen again and correct the given incorrect statements.**

- i. Reading books is a boring pastime.
- ii. It is not necessary to select suitable books to read.
- iii. If you read a preview and review of any book before going through the book, it gives you pleasure.
- iv. Reading books makes you less creative.
- v. There are no particular steps of selecting books that can give you pleasant experience.

### **Put into Practice**

- a. Do you know any other better steps so that one can enjoy reading books besides these steps of reading?
- b. Listen to the audio and note down the main ideas. You may agree or disagree. Write your view separately and present in the class.

## ***Speaking***

### **Think and Act**

Suppose you have interrupted while two people are talking. Suddenly you realize that you are not supposed to do so. In such situation what will you do? Choose the appropriate expression to apologize.

- I'm sorry.
- I'm sorry. I didn't realize.
- I'm really sorry.
- I'm extremely sorry.



### **Study Time**

We apologise when we have done something which we shouldn't have done and are ashamed of it. Work in pairs. Play the role of 'A' and 'B' to practise the conversation below.

*taking my biscuits/extremely sorry/it's ok*

**A** : Excuse me! What are you doing? You are taking my biscuits.

**B** : I'm extremely sorry. I didn't notice.

**A** : It's ok.

*stepped on my toe/Sorry/it's ok*

**A** : Ouch! You stepped on my toe?

**B** : Oh no! I'm ever so sorry. I didn't realize that you are nearby me.

**A** : It's ok.



*jumped the queue/ sorry/ really sorry?*

A : Hello! Are you in a queue?

B : I'm sorry. But I'm in a hurry.

A : Are you really sorry?

*hit me with your umbrella/sorry/never mind.*

A : Excuse me! You hit me with your umbrella.

B : Oh! I'm really sorry. I didn't realise that you were there.

A : Never mind.



### Put into Practice

**Work in pairs. Converse similarly in the following situations:**

- a. use my pencil /sorry
- b. eat food from your plate/ really sorry
- c. bump into me/sorry
- d. take my bag/sorry
- e. sit on my cell phone/ really sorry

### Writing

#### Think and Act

**Look at the picture below and discuss the following questions:**

- a. Have you ever sent any post card to your friends or relatives?
- b. Where do we get post cards?



## **Study Time**

Look at the sample draft of a postcard below. Examine the structure and language used. Generally, a postcard is sent to friends conveying a message of travel and adventure or wishing Happy New Year and on other occasion. It can be sent from any part of the world.

March 3, 2015



Hi Dev!

Greetings from Phuket! I have just arrived at hotel, Lion. As I have promised, I am sending you a postcard. The weather is beautiful out here, as you can imagine, and the beach is oh-so-inviting. Tonight we're going to Muktaban. From tomorrow we'll start meditation. Can you believe that we meditate on the seashore? Wish you were here!

Paro

### **Put into Practice**

- a. Prepare a similar postcard message for a friend who is abroad including your thrilling experience of camping /hiking.
- b. Prepare a postcard for one of your relatives wishing them a Happy New Year.
- c. Go through the newspaper articles in the reading text and write similar articles for the following headlines. Use the clues given in the boxes. Use relative clauses and passive forms of verbs as needed.

#### **Killed in a Bus Accident**

- a bus (5674 NA) going to Biratnagar
- collided with a tanker
- 2 killed on spot
- 2 died on the way to hospital

#### **Talented Students Awarded Medals**

- the top 3 in SLC
- The best among the best, Manish Pradhan from Saraswoti School
- prize: gold, silver and bronze medals
- chief guest, the DEO, Makawanpur

### **University Opened**

- University of Information Technology
- opened among a big crowd at Banke
- has the capacity for two hundred students a year
- Scholarships are available
- best wishes from the Minister of Education

### *Creative Task*



Work in groups. Prepare at least five different postcards. Write different messages like adventure, travelling, occasion or celebrations. Present them in class. Finally, paste them on the classroom wall.

### **Fun Corner**

#### **Read and find out what makes Krish an interesting lad.**

The ninth grade Krish was famous among teachers and students. It is because of two reasons. Firstly, he had good sense of humor which was liked by everyone. Next, he was known because he seldom submitted his assignments on time. Here is one of the accounts of Krish.

The day before, Ms Manandhar asked him to bring the list of new words that begin with letter 'K'. Next day, Ms Manandhar reached near him and asked gently, "Do you have something to show?"

Krish stood up. "Yes, I do." The class gasped in a surprise.

Ms Manandhar told him, "Come on then."

He walked to the front of the room, empty handed. He stood there, holes in his pants, twisting a strand of black hair around his index finger. His classmates began to whisper amongst themselves.

"I bet he hasn't brought anything."

"I'm sure he hasn't done."

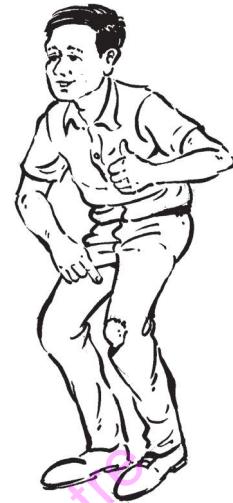
"He must have something to excuse, I guess."

Krish kept standing bowing down. A sort of half-smile was on his face.

Guess why there was a smile on his face. Was he going to submit homework or tell a joke?

“Well, Krish,” prompted Ms. Manandhar. He grinned sheepishly and pointed to the holes in his pants. “I’m Krish and I brought my knobby knees.”

Once again, the class burst into laughter but Ms Manadhar applauded with admiration. After all Krish submitted his homework humorously.



Curriculum Development Centre

### **ASSESS YOURSELF - 3**

#### ***Reading Test***

**Read the given text and do the activities that follow:**

#### **VACANCY ANNOUNCEMENT**

A well established English medium school is seeking dynamic, energetic, and well qualified candidates for the following posts:

**1. Academic Coordinator: Full Time (1)**

M.A/ M. Ed/ M. Phil

at least five years experience

**2. Secondary Level English teacher: Full Time (2)**

M.A or M.Ed. in English

at least five years experience

**3. Public Relation Officer: Part Time (2)**

B.A or B.B.S

at least two years experience

**Remuneration: Negotiable**

Fluency in English speaking is a must. Eligible, enthusiastic and passionate Nepali individuals are requested to send their scanned hand written application. A copy of academic qualification, CV and supporting documents, and a recent pp size photograph must be sent by 20 March 2015 to the following address:

**Janta Kalika Secondary School**

**Sorung Chhabise-8, Udayapur**

**janta.kalika@gmail.com**

**Telephone enquiry will not be entertained. Only short listed applicants will be called for an interview.**

**1. Find the words from the text above that give similar meaning to the words given below:**

- |               |                |
|---------------|----------------|
| a. wanted     | b. minimum     |
| c. reputed    | d. credentials |
| e. compulsory | f. bio-data    |

**2. Choose the best answer and fill in the gaps.**

- a. The vacancy is for ..... posts.  
i. 3                    ii. 5                    iii. 4
- b. The academic qualification for the Secondary Level English Teacher is..... in English.  
i. M.A                ii. M. Ed                iii. M.A or M. Ed
- c. Candidates must have .....years of experience to be eligible for Academic Coordinator.  
i. less than five years    ii. more than five years    iii. five years
- d. The application should reach .....,  
i. later than 20th March            ii. within 20th March  
iii. before 20th March
- e. Janta Kalika Secondary School wanted two..... English teachers.  
i. secondary level                ii. higher secondary level  
iii. lower secondary level

**3. Read the advertisement again and answer the following questions:**

- a. What is the advertisement for?
- b. What is the minimum academic qualification for the post of Public Relation Officer?
- c. Who will be called for the interview?
- d. Write down the essential documents to be submitted along with the application.
- e. How can an applicant deliver his/her application?
- f. What are the inherent features to be a potential candidate?
- g. Where is the school located?

- h. Can a commerce graduate with five years of experience in teaching high school apply for position 2?

### **Grammar Test**

- a. Pick out direct speech from the given passage and change them into indirect speech.**

After a decade, Traditional Test was searching books in the library and Contemporary Test was surfing the net. Suddenly they saw each other but did not talk. Suddenly Contemporary Test laughed at the joke which she was reading on her desktop. Meanwhile Traditional Test murmured. He said, "I can't. It's almost impossible." Hearing this Contemporary Test inquires, "My friend, what happened to you? May I help you?" Then Traditional Test turned her deaf ear. In fact, he was searching newly scientific discoveries in books. He searched as many as he could but he failed to find the latest information. Then after, Contemporary Test suggested him, "If you are searching for information about discoveries, it will be easier working with the Internet. Please come and sit by my side."

- b. Aawaran visited Bangkok last month. His friend, Monila asked him few questions after his return. Then, Aawaran reported them in the class. As in the examples below, change Monika's questions into reported speech.**

*Examples:*

- » Monila: How is Bangkok?

Aawaran: Monila asked how Bangkok was.

- » Monila: Did you eat sea food?

Aawaran: Monila asked whether/if I had eaten sea food.

i. Where did you stay?

ii. How long did you travel by bus?

iii. Are the people cooperative?

iv. Did you find any similar culture?

v. Were there any differences in eating habit?

vi. What kind of food did people eat?

vii. Can you tell me the name of island where you stayed?

- viii. Have you taken any photographs of the islands?
- ix. Where is my return gift?

### ***Listening Test***

**1. Listen to the audio material and do the activities that follow:**

**a. Choose the best alternatives and fill in the gaps.**

- i. According to ......., dogs are amazing creatures.  
(a) father    (b) son    (c) mother    (d) sister
- ii. ....... wants to go for rafting on the Bhotekoshi.  
(a) father    (b) son    (c) mother    (d) sister
- iii. Mother is allergic to ......  
(a) cats    (b) water    (c) dogs    (d) children
- iv. Father neither wants to argue nor ....  
(a) convince    (b) suggest    (c) complain    (d) betray

**b. Listen to the audio again and write who said the following.**

- i. No! I've different planning. Do you mind if I tell you?
- ii. Don't you know she is allergic to dogs?
- iii. I'm fed up with this fuss!
- iv. Sure, he'll. Thank you.
- v. I think he did nothing wrong.
- vi. I guess it's interesting.

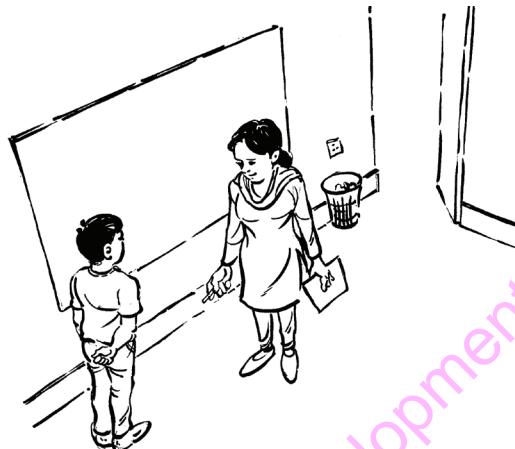
**c. Listen again and answer the following questions:**

- i. What was the mother fed up with?
- ii. How did mother convince her son?
- iii. What type of character does the son reflect?
- iv. What type of character does the daughter reflect?
- v. What are the pleasant gifts for the parents?
- vi. Whom does the son try to take to Bhotekoshi?

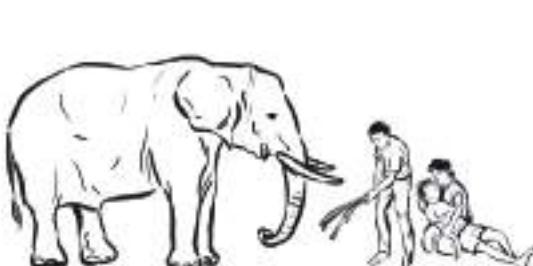
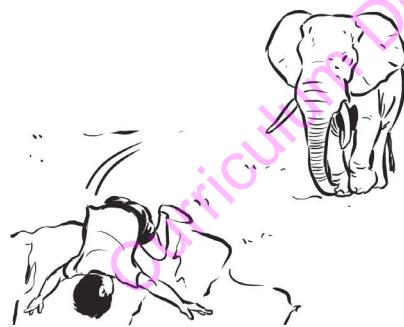
## **Speaking Test**

**a. Look at the following pictures and guess what they are doing.**

- i. Is the boy asking for permission to go out?
- ii. Is the teacher saying something?
- iii. If you were the boy, what would you say?
- iv. If you were the teacher, how would you reply?



**b. Look at the pictures below and prepare a news story to be broadcast on T.V.**



### **Writing Test**

- a. Imagine that your school needs a part time electrician and a plumber. Prepare an advertisement for the posts.
- b. Suppose your school organized a sports meet at your school. Prepare a news report for a daily newspaper.
- c. Suppose you are going to launch a program on television for children. Prepare an advertisement for it.
- d. Write a review of your best movie in about 150 words.

Curriculum Development Centre

# Glossary

## A

abbreviation (n) /ə'breɪvi'eʃn/	:a short form of a word
absolutely (adv) /'æbsəlu:tli/	: totally; without question
accommodation (n) /ə'kɒmə'deɪʃn/	:lodging
adventurous (adj.) /əd'ventʃərəs/	:willing to take risks to try out new experiences
advocate (v) /'ædvəkeɪt/	:to support something publicly
aggravate (v) /'ægrəveɪt/	:make worse or more serious and anxious
announcement (n) /ə'naʊnsmənt/	:a formal public statement
appealing (adj.) /ə'pi:liŋ/	:attractive
appearance (n) /ə'piərəns/	:arrival/ ways sth. looks or seems
assignment (n) /ə'saɪnmənt/	: responsibility; task
assimilate (v) /ə'siməleɪt/	:to become a part of
asthma (n) /'æsmə/	:a medical condition making breathing difficult
attribute (n) /ə'tribju:t/	:quality or feature
audience (n) /'ɔ:diəns/	:the assembled spectators or listeners
avian (adj.) /'eɪviən/	:of or connected with birds

## B

beast (n) /bi:st/	:a four-footed large animal
bereavement (n) /bɪ'ri:vmənt/	:the state of having lost a relative because of death
bough (n) /baʊ/	:a large branch of a tree
brandish (v) /'brændɪʃ/	:to hold something
bug (n) /bʌg/	:any small insect

## C

catchphrase (n) /'kætfreɪz/	:a well-known sentence or phrase
cautious (adj.) /'kɔ:sʃəs/	:careful to avoid potential problems or dangers
cherish (v) /'tʃerɪʃ/	:to keep an idea, or a pleasant feeling in your mind
chronological (adj) /krɒnə'lɒdʒɪkl/	:arrange in the order in which they happened
civilization (n) /sɪvəlɪə'zeɪʃn/	:a state of human society that is very developed and organized

colleague (n) /'kɒli:g/	:a person that you work with, especially in a profession
communicate (v) /kə'mju:nikeɪt/	:to exchange information, news, ideas, etc
component (adj.) /kəm'pəʊnənt/	:part
condolence (n) //kən'dəʊləns/	:an expression of sympathy at someone's death
consent (n) /kən'sent/	:permission to do something, by authority
contaminate (v) /kən'tæmɪneɪt/	:to make a substance or place dirty
content (adj.) /'kɒntent/	:a feeling of happiness or satisfaction
convince (v) /kən'veɪns/	:cause (someone) to believe firmly in something.
cornerstone (n) /'kɔ:nəstəon/	:the most important part which the rest depends on
crazy (adj.) /'kreɪzi/	:very enthusiastic or excited about something
creep (v) /kri:p/	:to move slowly like a snake
cultivate (v) /'kʌltɪveɪt/	:grow or maintain in culture

## D

deadly (adj.) /'dedli/	: causing or likely to cause death, lethal
delicious (adj.) /dr'lɪʃəs/	:tasty/ mouth-watering
demise ( n) /dɪ'maɪz/	:death
depression (n) /dɪ'preʃn/	:a medical condition in which a person feels very sad
dermatologist (n) / dʒ:mə'tɒlədʒɪst/	:a doctor who studies and treats skin diseases
diabetes (n) /,daɪə'bɪ:tɪ:z/	: medical condition making the patient produce a lot of urine and feel very thirsty
diagnose (v) /'daɪəgnəuz/	:identify the nature of (an illness or other problem)
diarrhoea (n) /,daɪə'rɪə/	:an illness which causes frequent liquid flow of waste materials
dietary (adj.) /'daiətəri/	:connected with the food that we eat and drink regularly
disappear (v) /,dɪsə'piə(r)/	:to become impossible to see
disposable (adj.) /dɪ'spəzəbl/	:made to be thrown away after use
droppings (n) /'drɒpɪŋz/	:the solid waste matter of birds and animals
dynamic (adj.) /dai'næmɪk/	:(of a person) positive and full of energy and new ideas

## E

embarrassing (adj.) /ɪm'bærəsɪŋ/	:making you feel shy, awkward or ashamed
emotional (adj.) /ɪ'məʊʃənl/	:connected with people's feelings

emphasize (v) /'emfəsaɪz/	:to highlight
encourage (v) /ɪn'kʌrɪdʒ/	:to give somebody support, courage or hope
enthusiastic (adj.) /ɪnθju:zi'æstɪk/	:having or showing intense and eagerness/interest
eternal (adj.) /'etənl/	:without an end; existing or continuing forever
expedition (n) /,ekspə'dɪʃn/	:a special journey undertaken by a group of people
exploitation (n) /,eksplɔɪ'teɪʃn/	:the action of treating unfairly in order to get benefit
extend (v) /ɪk'stend/	:to offer or give
<b>F</b>	
fatal (adj.) /'feɪtl/	:causing or ending in death
fatigue (n) /fə'ti:g/	:extreme tiredness
flare (n) /fleə(r)/	:blaze, flash
flu (n) /flu:/	:an infectious disease like a very bad cold, influenza
flutter (v) /'flʌtə(r)/	:to move lightly and quickly
foreign (adj.) /'fɔ:rən/	:in or from a country that is not your own
fowl (n) /faʊl/	:a bird that is kept for its meat and eggs
fragrant (adj.) /'freɪgrənt/	:sweet-scented
fuss (n) /fʌs/	:a display of unnecessary or excessive excitement, activity,
or interest	
<b>G</b>	
generate (v) /'dʒenəreɪt/	:to produce or create something
glance (n) /gla:ns/	:a quick look
graduate (n) /'grædʒuət/	:a person who has university degree
grasp (v) /gra:sp/	:to hold something firmly
grief (n) /gri:f/	:a feeling of great sadness, especially when somebody dies
<b>H</b>	
haemorrhage (n) /'hemərɪdʒ/	:severe bleeding from inside a person's body
hapless (adj.) /'hæpləs/	:not lucky; unfortunate
harmony (n) /'ha:məni/	:a state of peaceful existence and agreement
holistic (adj.) /həʊ'lɪstɪk/	:considering a whole thing or being to be more than a collection of parts
howl (v) /haʊl/	:to make a long, loud cry

hug (v) /hʌg/	:to embrace; to put your arms around somebody
hunch (v) /hʌntʃ/	:raise (one's shoulders)
<b>I</b>	
immeasurable (adj.) /ɪ'meʒərəbl/	:too large, great, etc. to be measured
immolate (v) /'ɪməleɪt/	:to kill somebody by burning them
immunity (n) /ɪ'mju:nəti/	: the body's ability to avoid infection and disease
inbox (n) /'ɪnbɒks/	:the place on a computer where email messages are shown
indifference (n) /ɪn'dɪfrəns/	:lack of interest, concern, or sympathy
infect (v) /ɪn'fekt/	:to make a disease or an illness spread to a person
influential (adj.) /'ɪnflu'ēnl/	:having great influence on someone or something
inherently (adv.) /ɪn'hɪərəntli/	:according to the basic nature of somebody/something
inquisitive (adj.) /ɪn'kwɪzətɪv/	:trying to find out what other people are doing, curious
innocence (n) /'ɪnəsns/	:lack of knowledge and experience of the world, especially
of evil or unpleasant things	
insight (n) /'ɪnsaɪt/	:an understanding of what something is like
intellectual (n) /'ɪntə'lektʃuəl/	:a person possessing a highly developed intellect
internalize (v) /ɪn'tɜ:nəlaɪz/	:make a feeling or a belief part of way to think and behave
interrupt (v) /ɪntə'ræpt/	:stop the continuous progress of (an activity or process)
intimate (adj) /'ɪntɪmət/	:having a close and friendly relationship
intoxicant (n) /ɪn'tɔksɪkənt/	:a substance such as alcohol that produces false feelings of pleasure and a lack of control
<b>J</b>	
jealousy (n) /'dʒeləsɪ/	:the state or feeling of being jealous/envy
junction (n) /'dʒʌŋkʃn/	:the place where two or more roads meet
<b>L</b>	
legible (adj.) /'ledʒəbl/	:clear enough to read
legislative (adj.) /'ledʒɪslətɪv/	:connected with the act of making and passing laws
legitimate (adj.) /lɪ'dʒɪtimət/	:something valid, justifiable
lingua franca (n) /lɪŋgwə 'fræŋkə/	:a shared language between people with different languages
loathe (v) /ləʊð/	:feel intense dislike or disgust for
longing (n) /'lɒŋɪŋ/	:a strong feeling of wanting something/somebody

## M

meadow (n) /'medəʊ/	:a field covered in grass, grassland
meditation (n) /,medi'teɪʃn/	:reflection/concentration
mention (v) /'menʃn/	:to present
methane (n) /'mi:θeɪn/	:a colorless, odorless flammable gas
migratory (adj.) /'maɪgrətri/	:having the habit of regular migration
molecule (n) /'mɒlɪkjju:l/	:a group of atoms bonded together
motto (n) /'mɒtəʊ/	:catch word/slogan
murmur (v) /'mɜ:mə(r)/	:to say something in a soft quiet voice
mysterious (adj.) /mi'stiəriəs/	:difficult to understand, explain, or identify

## N

narrate (v) /nə'reɪt/	:to tell a story
negotiable (adj.) /nɪ'gəʊʃiəbl/	:open to discussion or modification
nook (n) /nɒk/	:a small quiet place; every aspect of a situation
nuisance (n) /'nju:sns/	:an annoying thing, person or situation

## O

obituary (n) /ə'bɪtʃuəri/	:article about somebody's life printed in a newspaper soon after their death
obtain (v) /əb'teɪn/	:to get something
occupation (n) /,ɒkjუ'peɪʃn/	:a job or profession
offence (n) /ə'fens/	:a crime or insult that can be punished by a court
orchard (n) /'ɔ:tʃəd/	:a piece of enclosed land planted with fruit/orange trees.
ovarian (adj.) /əʊ'veəriən/	:connected with the ovaries

## P

pandemic (adj.) /pæn'demik/	: (of a disease) that spreads over a whole country or the whole world
passionate (adj.) /'pæsʃənət/	:having, showing, or caused by strong feelings or beliefs
pathogenic (adj.) /,pæθə'dʒenɪk/	:able to cause disease
persist (v) /pə'sist/	:to continue to do something despite difficulties or opposition
pluck (v) /plʌk/	: to pick a fruit or flower; to pull the feathers off a dead bird
postpartum (adj.) /,pəʊst 'pa:təm/	:connected with the period after the birth of a child

precaution (n) /pri'kɔ:ʃn/	:something that is done in advance in order to prevent problems
premature (adj.) /'premətʃə(r)/	: happening before the normal or expected time
preview (n) /'pri:vju:/	:an opportunity to view something before it is acquired
prickly (adj.) /'prɪkli/	:thorny
profound (adj.) /prə'faʊnd/	:very great; felt or experienced very strongly
psychiatrist (n) /saɪ'kaiətrɪst/	: a doctor who studies and treats mental illnesses
punctual (adj.) /'pʌŋktʃuəl/	:able to complete a required task or fulfill an obligation on time

## Q

quest (n) /kwest// : a long search for something.

## R

recipient (n) /ri'sipiənt/	:person who receives something
reflect (v) /ri'flekt/	:to think carefully and deeply about something
remind (v) /ri'maɪnd//	:to help remember something
remote (adj.) /ri'məʊt/	:far away from centre
remove (n) /ri'mu:v/	:to take something away
rescue (v) /'reskju:/	: save (someone) from a dangerous or difficult situation
retaliate (v) /ri'tælieɪt/	: to do harm to sb because they have harmed you first
review (n) /ri'vju:/	:a critical appraisal of a book, play, film, etc.
reward (n) /ri'wɔ:d/	:prize; award

## S

salient (adj) /'seɪlɪənt/	:most important or noticeable
scare (v) /skeə(r)/	: to become frightened
senatorial (adj.) /'senərɪətl/	:connected with a senate or members of a senate
sequential (adj) /sɪ'kwənl/	:following in order of time or place
serpent (n) /'sɜ:pənt/	: a snake
severe (adj.) /sɪ'veə(r)/	:extremely bad or serious
significance (n) /sɪg'nɪfɪkəns/	: the importance of something
simultaneously (adv) /'siml'teɪniəslɪ/	: happening or done at the same time as something else
slogan (n) /'sləʊgən/	:a short and striking phrase to attract the attention of public

sly (adj.) /slai/	: acting in a secret or dishonest way, cunning
socialize (n) /'səʊʃəlaɪz/	: behave in a way that is acceptable to their society
souvenir (n) /,su:və'nɪə(r)/	: gifts
spurt (n) /spɜ:t/	: a sudden fountain
standstill (n) /'stændstɪl/	: a situation in which all the activity has stopped; halt
strive (v) /straɪv/	: to try very hard to achieve something
surveyor (n) /sə'veɪə(r)/	: a person whose job is to examine and record the details
susceptibility (n) /sə,septə'bɪləti/	: the state of being very likely to be influenced or infected
suspicious (adj.) /sə'spɪʃəs/	: doubtful, skeptical
swoop (v) /swu:p/	: to fly quickly and suddenly downwards
sympathy (n) /'sɪmpəθi/	: the feeling of being sorry for somebody
symptom (n) /'simptəm/	: sign that shows you are not healthy
<b>T</b>	
tempting (adj.) /'temptɪŋ/	: appealing/ inviting
texture (n) /'tekstʃə(r)/	: the feel/appearance
the Almighty (n) /ə:l'maɪti/	: God
threatening (adj.) /'θretnɪŋ/	: having frightening quality or manner
trace (v) /treɪs/	: to draw
trademark (n) /'treɪdmɑ:k/	: a symbol, word, or words legally registered or established by use as representing a company or product
transitional (adj) /træn'zɪʃənl/	: in between the process of change
trout (n) /traʊt/	: a common freshwater fish
<b>U</b>	
umpire (n) /'ʌmpaɪə(r)/	: a person whose job is to make sure that rules in the game
are not broken	
untimely (adj.) /ʌn'taɪmli/	: happening too soon or sooner than is normal , premature
unwilling (adj.) /ʌn'wɪlɪŋ/	: not wanting to do something
upload (v) /,ʌp'ləʊd/	: to move data to a larger computer system
<b>V</b>	
vacation (n) /və'keɪʃn/	: holiday; a fixed holiday period between terms in school
venture (v) /'ventʃə(r)/	: to do something daring that might be full of risk

verification (n) /,verifi'keɪʃn/  
accurate

:the act of showing or checking that something is true or

victory (n) /'viktəri/

:beating an opponent in a game or other competition

virtue (n) /'vɜ:tʃu:/

: behavior showing high moral standards

volunteer (v) /,vɒlən'tɪə(r)/

:to offer to do something without getting paid for it

## W

whirl (v) /wɜ:l/

:to move, or make sb/sth move quickly in a circle

wily (adj.) /'waɪli/

:clever at getting what they want, willing to trick people

withstand (v) /wɪð'stænd/

:be strong enough not to be hurt; resist

wonderful (adj.) /'wʌndəfl/

:very good, pleasant or enjoyable, remarkable